Key-Co System

Co-funded by the
Erasmus+ Programme
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Key-Co System – IO1

Is Multilingualism the key competence?

Cecilia Defilippi – Federico Faloppa

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Introduction

In May 2018, the Council of the Europe (CoE) released the *Recommendations on key competences for lifelong learning*. In this document, *competences* are defined as a combination of knowledge, skills, and attitudes, where «knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject [...] skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results [...] attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations».[1]

Within this framework, *key competences* – to be developed in a lifelong perspective, from early childhood throughout adult file, and through formal, non-formal and informal learning contexts – are «those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship».[2]

Key competences: those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship.

More specifically, CoE's document identifies eight *key competences*:

1. Citizenship competence
2. Cultural awareness and expression competence
3. Digital competence
4. Entrepreneurship competence
5. Literacy competence
6. Multilingual competence
7. Mathematical competence and competence in science, technology, and engineering

1 Council of the European Union, *Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning*, "Official Journal of the European Union", 4 June 2018, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01).
2 Cf. ibid.

8. Personal, social, and learning to learn competence

In the Recommendations, all these key competences are considered equally important: each of them can contribute to a «successful» individual and social life, has the potential to be applied in many different contexts and through a variety of approaches, and can enhance and complement the other key competences. However, some competences – such as the multilingual competence – have attracted more attention (and resources) than others.

The Multilingual competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy. It is based on the ability to understand, express, and interpret concepts, thoughts, feelings, facts, and opinions in both oral and written form (listening, speaking, reading, and writing) in more than one language in an appropriate range of societal and cultural contexts according to the speaker's wants and needs. It also integrates a historical dimension and cultural understanding, as it relies on the ability to mediate between different languages and media as well as cultural systems and identities. It requires knowledge of vocabulary and functional grammar of different languages and an awareness of the main types of verbal interaction and registers of these languages, but it also necessitates knowledge of societal conventions, dynamics, and cultural aspects which can determine and affect linguistic choices and interactions. Essential skills for this competence consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations, and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs. The multilingual competence can also include the ability to navigate in a complex repertoire through different registers, contexts, communicative situations by means of metalinguistic awareness and the appreciation of cultural diversity. Pre-conception and misconception of multilingualism, by both the individual speaker and the community, can obstacle the acquisition of this competence, whereas positive attitudes towards interculturality, commitment to a common framework for interaction, and recognition of each person's individual linguistic profile and repertoire – including recognition and respect for the mother tongue(s) of people belonging to minority groups and/or with a migrant background – can facilitate it.

Multilingual competence defines the ability to use different languages appropriately and effectively for communication. It is based on the ability to understand, express, and interpret concepts, thoughts, feelings, facts, and opinions in both oral and written form (listening, speaking, reading, and writing) in more than one language in an appropriate range of societal and cultural contexts according to the speaker's wants and needs. But it also integrates

a historical dimension and cultural understanding, as it relies on the ability to mediate between different languages and media as well as cultural systems and identities… Among the eight competences drawn by the *Recommendations*, the multilingual competence «plays a pivotal role to increase all other competences, and significant efforts should… be made to promote language learning and to value the cultural aspects of linguistic diversity. Supporting multilingualism is of particular significance in promoting cultural diversity and linguistic skills as well as strongly contributing to economic and cultural relations between the EU and the rest of the world».

By facilitating and enhancing the multilingual competence, other key competences can be fostered and fully developed. For instance, depending on the context the **literacy competence** – which involves the knowledge of reading and writing and a sound understanding of written information in one's mother tongue, and «requires an individual to have knowledge of vocabulary, functional grammar and the functions of language»[3] – can be developed alongside the **multilingual competence**, as it can be performed in the mother tongue, in the language of instruction and the official language in a given country or region, but also in a second or foreign language. Its acquisition can also be facilitated by the **digital competence**, when blended learning is possible and suggested (like during the pandemic): managing streaming platform and virtual learning space has proved to be crucial for e-learning; augmented reality has been successfully tested to teach the alphabet, numeracy skills, and scientific terminology; educational videos – both in class and for independent study at home – have been effectively used to teach literacy, particularly to learners who lack formal education, mainly rely on visual learning resources, and benefit from the interaction between formal and informal learning contexts.[4] **Citizenship competence**, the ability to act as responsible citizens and to fully participate in civic and social life, is based on the understanding of social, economic, legal, and political concepts and structures. In terms of global development and sustainability, according to CoE's recommendations, it also «involves an understanding of the European common values, as expressed in Article 2 of the Treaty on European Union»[5], and for not native speakers may be connected to the acquisition of a multilingual competence to engage with the receiving communities. On the other hand, **citizenship competence** could also foster multilingualism in receiving communities, facilitate intercultural interaction, and enable members of ethnolinguistic minorities to gain access to material and cultural resources

3 Cf. ibid.
4 As demonstrated by the outcomes of the European Commission's project *Adult Literacy. From creating joyful learning experience into active citizenship*: http://www.literacy-project.com/project/.
5 Cf. *Council Recommendation of 22 May 2018*, cit.

and equal rights. **Entrepreneurship competence** may entail specific linguistic skills in second and foreign languages (in English for non-native speakers of English, for instance) that may ease interpersonal communication and social competence (as the report of the Erasmus + funded project *INCREA – Boosting social inclusion of migrants through creative industries* reveals shows),[6] whereas soft and hard skills, such as critical thinking, problem solving, risk assessing, confidence and resilience, communication and public engagement, networking, leadership, customer oriented approach etc. (which implies and goes along with the acquisition of mathematical, digital, and cultural awareness competence), can be important pre-requisites to develop entrepreneurship competence. As shown by the findings of the Kaleidoscope project *Female Migrants' Entrepreneurial Potential and Trends in Europe*,[7] for instance, for migrant women willing to become entrepreneurs and start their own business these skills can be crucial to overcome bureaucratic, social, and cultural obstacles.

Among the eight competences drawn by the *Recommendations*, the multilingual competence seem to play a pivotal role to increase all other competences, and – according to the EU language policy – «significant efforts should still be made to promote language learning and to value the cultural aspects of linguistic diversity. Supporting multilingualism is of particular significance in promoting cultural diversity and linguistic skills as well as strongly contributing to economic and cultural relations between the EU and the rest of the world».[8] For these reasons, EU Member states are invited to increase awareness of the benefits of linguistic diversity, provide training in local languages, and further promote their mother tongues. The European Commission also recommends member states «to broaden the choice of languages taught in schools, in order to reflect personal interests of the learners and to value and make use of the linguistic competences of migrants».[9] Furthermore, in an increasingly globalized world, individuals need a wide range of skills to adapt to a rapidly changing context. EU member states have therefore been urged to include the eight competences in their lifelong learning strategies in the field of education. This entails adapting teaching and learning environments through new policies, curricula, staff training, which still present a great deal of inconsistencies – and require a great deal of harmonization – across the EU and the Council of Europe.

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6 Cf. INCREA, *Boosting social inclusion of migrants through creative industries*, http://increa.erasmusplus.website/.

7 Cf. KALEIDOSCOPE Project, *Female Migrants' Entrepreneurial Potential and Trends in Europe*, Findings from the "Kaleidoscope" Project, 2018, http://www.kaleidoscopeproject.eu/about/results/.

8 Cf. European Parliament, *Fact Sheets on the European Union – Language Policy*, https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy.

9 Cf. European Commission, *Language teaching and learning in multilingual classrooms*, Brussels: Directorate-General for Education, Youth, Sport and Culture of the European Commission, 2015, https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf.

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By involving five different educational institution from four European countries, the "Key-Co System" Project has been expressly designed to enhance the new educational framework emerged from the CoE's Recommendation and facilitate the exchange of knowledge and best practice among European partner organizations operating in the field of education. Through the design and testing of didactic tools based on learning units, it aims to trial common learning pathways, from a critical intercultural perspective, and with a focus on classes and modules tailored to Adult Migrant Learners (AMLs).

As a very complex and vulnerable target group for its distinctive characteristics (cultural and personal background, different levels of literacy in their native tongues, journey's trajectories and traumas, fluctuant motivations and expectations, different level of interaction with local populations, limited access to educational resources, underrepresentation at institutional level and in media narratives, etc.), AMLs require extra awareness and care by educators and educational systems. The very label 'adult migrants' needs to be challenged, as it wrongly implies some homogeneity among people that may come from a huge range of socio-cultural and linguistic contexts, life experiences, and personal backgrounds. If this complexity and variety is not properly acknowledged by educators and their institutions prior any educational intervention, and a right amount of socio-linguistic information is not gathered and used to assess the learners' competence and needs, formal education can trigger frustration, vulnerability, exclusion instead of fostering inclusion.

On these assumptions, this research paper aims to identify gaps and inconsistences in the current European context, to provide Key-Co partners and participants with some common terminological and theoretical background, facilitate the design of the learning units, and provide national and transnational governing bodies with a set of questions and issues that may need to be tackled for them to meet the goal stated in the CoE's 2018 *Recommendation*.

In particular, this research paper (from now on Intellectual Output 1, or **IO1**) will focus on **multilingualism** – deemed as a pivotal competence regarding the target learners' group, the **Adult Migrant Learners** (AMLs) – by addressing the following research questions:

1. To what extent are multilingualism and multilingual competence considered by the five partner institutions?
2. To what extent and how is the multilingual competence valued and valorized by/ within the partner institutions?

3. To what extent should the perceptions of students and teachers on multilingualism be considered?
4. What kind of teaching strategies are performed in each partner institution to develop such a multilingual competence?

Structure and methodology of the research

To answer the aforementioned research questions, the IO1 was designed and accomplished through 5 stages:

1. **Desk research**. To gain a clearer picture of Key-Co partner institutions and their learners' groups, and to better design IO1, a desk research was carried out between December 2018 and March 2019. During this phase, Key-Co partners provided the Principal Investigator (Federico Faloppa) and the Research Assistant (Cecilia Defilippi) with figures and information about their institutions, programs, and students.
2. **Literature review on the target learners' group (Adult Migrant Learner, AML).** To gather the latest research findings on competence implementation for this group in formal and informal education settings, a literature survey was carried out between March and July 2019 by the PI and the RA by the PI and the RA.
3. **Observations**. Participatory observations took place at the Key-Co workshop held in September 2019 at the Volkochschule in Cham (Germany). These participatory observations, which spanned over the three days of the workshop, included 15 semi-structures interviews with teachers taking part in the workshop, and two focus groups (45 minutes each) on the perception and use of terminology around multilingualism, led by the Research Assistant and involving all participants. Through these observations, it was noticed that multilingual competence was perceived as a key competence by the workshop's participants, as it may facilitate the acquisition of other competences and enhance socio-cultural inclusion. However, it was also noticed that participants did not share the same ideas about *multilingualism*, neither from a terminological point of view nor on the possible advantages of a multilingual approach in teaching to AMLs. This finding confirmed the assumption that multilingualism and multilingual competence should be the main focus of the IO1.
4. **Literature review about multilingualism**, with a focus on adult education and migration (October-December 2019). Through this review, the Principal investigator and the Research Assistant outlined some of the research gaps at European level and the mismatches between previous research findings and the actual situation in Key-Co System partner schools and institutions; refined the focus and the research questions of the IO1; developed a suitable methodology in line with the aims of Key-

Co System, including the design of the interview template.

5. **Questionnaires on terminology** distributed to teachers from all partner institutions (Autumn 2019).
6. **Questionnaires on multilingualism** distributed to teachers, administrators, and students from all partner institutions (to be possibly used as a base for follow-up interviews: see below) in Winter 2020.
7. **Follow-up interviews *in situ* with three target groups** to collect sociolinguistics data about multilingualism (Winter 2020); the use of this tool, which implied visits to each institution and direct observation by the PI and the RA, has been severely limited by Covid-19 restrictions across 2020.
8. **Data analysis and writing up** of the IO1 paper (Summer and Autumn 2020).

Key-Co system partner organizations

Key-Co System involves five partner organisations from four different European countries. These partner organisations vary considerably in terms of managerial and administrative structure, funding bodies and legal status (state-funded and owned institutions vs non-governmental organizations), size, pedagogic approach (goal-oriented vs student-oriented), syllabi and mission (educational vs vocational), teaching personnel, teaching material (from textbooks provided by Ministries of Education to materials freely selected by teachers), provenance, nationality and age of their students.

However, all of them deliver formal education to adult learners, count migrants,[10] asylum seekers, and refugees among their students; target a specific type/group of learner (the Adult Migrant Learner, AML); have mixed classes (which include nationals and foreigners); offer a variety of content and language classes (at different levels); provide their students with a certification/qualification nationally recognised, have the final goal to foster integration and social inclusion.

The following sections provide brief descriptions of the five organisations, listed in alphabetical order.

Centro Provinciale per l'Istruzione degli Adulti «Nelson Mandela» – Palermo 1 (Italy)

The Centro Provinciale per l'Istruzione degli Adulti «Nelson Mandela» – Palermo 1 (**CPIA1**) is a state school for adults based in Palermo (Sicily, Italy), and funded by the Ministry of Education, Universities and Research.[11] Its aim is to provide education to adults, young

10 Cf. International Organization for Migration, *Glossary of migration*, IML Series No. 34, 2019, sub voce *migrant*: «An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes several well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students… At the international level, no universally accepted definition for "migrant" exists. The present definition was developed by IOM for its own purposes, and it is not meant to imply or create any new legal category».

11 Cf. MIUR, *I centri provinciali per l'istruzione degli adulti*, https://www.miur.gov.it/i-centri-provinciali-per-l-istruzione-degli-adulti.

adults, NEETs (Not in Education, Employment or Training) and people who dropped out from school and formal education.[12]

CPIA1 offers a literacy course («Corsi di alfabetizzazione»: A2 level certificate, 200 hours); a *Primo periodo didattico* (400 hours, 18 hours a week) including Italian, English, Maths, History and Geography, and Technology; and a *Secondo periodo didattico* (825 hours) with the same subjects. At the end of the *Primo periodo didattico* students take an exam to obtain the middle school certificate. At the end of the *Secondo periodo didattico*, students who want to obtain the high school diploma can continue their education by attending a state-funded public high school. The school also offers 'supplementary courses' («Corsi integrativi») carried out by volunteers.

The teaching materials for literacy courses («Corsi di alfabetizzazione») are chosen by the Ministry of Education, but teachers are free to select and use their own materials for the *Primo periodo didattico* and the *Secondo periodo didattico*.

More than 100 teachers work at CPIA1. For them to be employed, their qualification must be recognised by the Italian Ministry of Education.

Currently, the school welcomes about 3800 students. Most of them are Italian nationals, but a good proportion of them consists of a) foreign unaccompanied minors; b) refugees; c) asylum seekers; d) long-term migrants who have been in Italy for over fifteen years. The countries of origins of these four groups include:

- Bangladesh (31%); Nigeria (15 %), Gambia (6%); Sri Lanka (8%); Gambia (3%); Ivory Coast (3%); Philippine (2%) (students enrolled in literacy courses);
- Bangladesh (12%); Nigeria (8%); Gambia (6%); Sri Lanka (3%); Mali (3%); Senegal (3%); Ivory Coast (3%); Pakistan (1%); Tunisia (1%) (students enrolled in the *Primo periodo didattico*).

Currently, **CPIA1** welcomes about 3800 students. Most of them are Italian nationals, but a good proportion consists of a) foreign unaccompanied minors; b) refugees; c) asylum seekers; d) long-term migrants who have been in Italy for over fifteen years.

Among non-Italian native speakers, the most common spoken languages are Bangla, English, Tamil, French, Urdu, pidgin English, Bambara.

In 2019, approximately 40% of all students were 26/35-year-old, 26 % were 36/50-

12 Cf. https://www.cpiapalermo1.edu.it/.

year old; 16% were 15/25-year old.

Centro Provinciale per l'Istruzione degli Adulti Palermo 2 (Italy)

The Centro Provinciale per l'Istruzione degli Adulti Palermo 2 (**CPIA2**) is a state school for adults based in Termini Imerese (in the Province of Palermo), and as the CPIA1 is funded by the Italian Ministry of Education, Universities and Research.[13] Alongside several other subjects (History, Geography, Maths, Science, Technology), the CPIA2 teaches the following languages: French, English and Italian. At the end of the *Primo periodo didattico* (400 h; learners must attend at least 70% of the total amount of hours to pass), if the student successfully passes the exam, he/she receives a 'middle school certificate' («Certificato di Scuola Media») nationally recognised; this certificate is a prerequisite for applying for, and obtaining, the Italian citizenship. The CPIA2 also offers a literacy course (200 h) and a *Secondo periodo didattico* (which is equivalent of the first two years of an Italian high school, 825 h) for those who want to complete compulsory schooling.

Lessons, whose length is 1 hour, are scheduled according to the student's need.

Informal interviews are set up at the beginning of each course to assess students' competence and background. There are also entry tests for each discipline and ongoing evaluations with marks. The final exam prior the certificate consists of both a written (Italian, English and Maths) and an oral part.

Teachers are free to choose the content of their lessons and their teaching material, and schedule and structure their classes according to the students' needs. The school does not adopt textbooks, but teachers can provide students with their own teaching materials, chosen on the bases of the learners' individual needs.

At **CPIA2**, teachers are free to choose the content of their lessons and their teaching material, and schedule and structure their classes according to the students' needs. The school does not adopt textbooks, but teachers can provide students with their own teaching materials, chosen on the bases of the learners' individual needs.

13 Cf. http://www.cpiapalermo2.it/.

All classes (15/12 students) include both Italian nationals and migrants.

In the school year 2017-18, the CPIA2 had 1500 registered students, whereas in 2018-19 it counted 1093 registered students (this latter figure is partial, as it only refers to the first half of the school year). Students are aged between 11 and 22. A significant number of Italian nationals are continuing students (217 in 2017-18; 81 in 2018-19). Students from the following countries have participated in the activities of the school during 2017-18 school year (in brackets, the number of students): Bangladesh (51), Benin (4), Burkina Faso (7), Cameroon (12), Ivory Coast (32), Egypt (10), Eritrea (6), Ghana (5), Gambia (224), Guinea (141), Liberia (3), Mali (101), Morocco (6), Nigeria (99), Niger (21), Pakistan (30), Romania (16), Senegal (192), Sierra Leone (4), Somalia (16). The numbers of 2018-19 look comparable to these ones. Among students with a migratory background, several languages are spoken, including Arabic, Bambara, Bangla, Edo, Fula, English, French, Mandinka, Romanian, Soninke, Susu, Tigrinya, Urdu and Wolof.

Asociación Guaraní (Spain)

Asociación Guaraní (**AG**) is a non-governmental organisation, privately funded and based in a community centre in Madrid which is specialised in working with migrants and children.[14] It offers Spanish language courses (literacy, A1 and A2), two courses in preparation for the citizenship application (DELE and CCSE), and several vocational trainings (such as English language, Computing and technology, First aid, Childcare, etc.). Programmes change on a monthly base depending on the needs of the students. The length of the courses is quarterly, except for the nationality exams preparation, which do not have a specific duration because students can attend the course until they take the exam.

Syllabi for Spanish language courses are designed around the Instituto Cervantes's programme,[15] but most of the topics are tailored to the needs of the learners, and mainly aim to develop socio-cultural and employability skills. Learners do not use textbooks during their courses, but teachers may provide photocopies and handouts. At the end of every language course, the school releases a certificate which has no legal recognition but can be shown as a proof of language competence.

14 Cf. https://asociacionguarani.com/.
15 Cf. Instituto Cervantes, *Plan curricular del Instituto Cervantes*, https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/

Syllabi for Spanish language courses are in use at **AG** are designed around the Instituto Cervantes's programmes, but most of the topics are tailored to the needs of the learners, and mainly aim to develop socio-cultural and employability skills.

Learners are assigned to their class on the base of their Spanish language competence, and on their availability. The language competence of the learners is assessed through an informal interview at the beginning of the course. No other summative assessment is required to obtain the language certificate.

The length of the lessons varies between 1 and 2 hours, and classes are scheduled both in the morning and in the afternoon, depending on the students' availability and needs. Every lesson starts with an introduction and presentation of the daily topic, normally related to daily life. Then several (mainly group) activities are assigned to students to make them participate actively.

The migrant learners' group includes people who are between 18 and 50-year-old, mainly from China, Bangladesh, India, Pakistan, Filipinas, Brazil, Marruecos, Senegal, Cameroun, Angola, Romania, Bulgaria. Students have a very diverse cultural and sociolinguistic background and their level of education varies from elementary school to university degree.

The teacher population consists of both teachers and volunteers (2 part-time teachers aged 50; 3 volunteers aged 37). To be employed, teachers must live nearby the community centre where Asociación Guaraní is based and have a degree or an equivalent qualification in teaching Spanish as L2. Teachers' CVs and qualifications are sent to the regional Government for approval.

Second chance school Lechaio (Greece)

«Second Chance» schools were established in Greece by the law 2525 in 1997 on upper-secondary schooling. The programme forms part of the Operational Programme «Education and Lifelong Learning» of the Ministry of Education, Research and Religious Affairs and it is co-funded by the European Union (European Social Fund) and national funding.[16] There

16 Cf. https://www.inedivim.gr/en/programmes-actions/second-chance-schools.

are currently 63 Second Chance schools in Greece, and they are specifically designated for adults who have not completed their secondary education. They release a high school diploma, which is recognised as an equivalent to high school diplomas (Gymnasium level equivalent). Attendance to classes is mandatory to obtain the diploma.

The courses taught in Second Chance schools include: Greek Language, Mathematics, English Language, Information Technology, Social Education, Environmental Education, Physical Sciences, Cultural - Aesthetic Education. Emphasis is placed upon the acquisition and development of basic skills, competences and general knowledge, the use of new technologies, learning a foreign language, counselling, and vocational guidance, to significantly improve the learners' access to the labour market.

Second chance schools also provide consultancy services, including a Career Adviser and an Educational Psychologist, but there are no specific guidelines for migrants.

As far as languages are concerned, Greek and English are taught for 3 hours per week. Language lessons last for one hour and are scheduled only in the afternoon, as learners usually work in the morning. There is some flexibility about the number of hours that each learner can miss, and tailored programmes are available.

Classes are attended by both migrants and local students (for a maximum of 25/30 people per class).

There are no specific coursebooks or materials sent by the Ministry of Education. Teaching content is negotiated with students according to their needs, and there is no specific level of Greek which students must achieve.

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Second Chance schools do not require students to take tests or exams neither at the beginning of their course nor at the end, but teachers normally assess students' level through informal oral assessments. Students receive a formative evaluation twice a year, but no marks; they can however require a written formative assessment with grades if they need.

Formative evaluation also includes a report on the student's participation to classes and teamwork.

Students are assigned to their class when they enrol. At enrolment, they must provide a valid documentation certifying that they have completed at least six years of basic education but not more than eight.

The Second Chance branch partner of Key-Co is the Scholeio Defteris Efkairias Assou in Lechaiou (**SCL**), in the province of Corinth.[17] It was founded in 2005 and since 2017 the school has had 91 adult learners, including 18 migrants (17 from Albania and 1 from the Dominican Republic). According to their self-assessment, some students have low literacy levels.

The teacher population is variable, depending on the number of classes. In the past three years SCL has employed 6 full-time teachers and 4 teachers hourly paid. Teachers are selected from a national ranking, and their score increases if they can provide a valid certification or CPDs on adult education. To be employed, teachers need to give their availability for afternoon classes. SCL's staff also includes two consultants (a career advisor and an educational psychologist, as required by Second Chance school's standards) who are paid daily and work at the school two days a week. Staff member age spans from 30 to 62.

Volkshochschule im Landkreis Cham (Germany)

The Volkshochschule im Landkreis Cham (**VHS**) is in North East Bavaria, Germany.[18] It is part of a national network including three hundred and sixty Volkshochschulen,[19] all based on the model of Folkehøjskole created by Danish pedagogist Nicolai Frederik Severin Grundtvig in the nineteenth century.[20] Their aim is to provide accessible courses on practical and theoretical knowledge. They are run by municipalities and nowadays most of their courses are based on curricula developed by the Federal Office for Migration and Refugees. Every Volkshochschule has its own Language department.

Their aim is to provide accessible courses on practical and theoretical knowledge. They are run by municipalities and nowadays most of their courses are based on curricula

17 Cf. http://sde-lechaiou.kor.sch.gr/new/.
18 Cf. https://www.vhs-cham.de/.
19 Cf. https://www.volkshochschule.de/.
20 Cf. https://www.danishfolkhighschools.com/about-folk-high-schools/history/.

developed by the Federal Office for Migration and Refugees. Every Volkshochschule has its own Language department.

Regarding languages and language teaching, VHS offers a wide range of opportunities, English, Italian, French, Spanish, Russian, Czech, and German. The teaching of German includes German integration courses BAMF, German as a foreign language, German test for immigrants A2 / B1, German BAMF DeuFöV, Naturalization test, German exams, Literacy, and levels vary from literacy – with the aim of enabling students to use the Latin alphabet and develop their reading and writing skills in German – to German B2, mainly focusing on professional needs in preparation for the citizenship exam.

Teachers do not have an option when selecting teaching materials for the federal government-funded language courses, as the government usually sets one single reading list for all branches. Teaching is generally goal-oriented rather than student-oriented. However, teachers can to some extent adapt the provided material to the learners' needs and use their own materials, which they may have trialled during their training. They may also test new learning materials to see if these may fit the target group. Testing may occur through a short trial during a single class or a longer trial over a given period. The Language department also organises meeting for teachers to share news and useful information on new studies, trainings, or didactic materials.

At enrolment, all learners must fill in a placement test (open questions, filling in the blank, True/False questions). This first assessment ends with a short conversation with a language instructor. Learners who appear to struggle with reading and writing receive a separate test and are helped by an expert in literacy. Most courses have progress tests and a final exam, which includes writing and speaking exercises.

Upon successful completion of their language course, learners can pass an exam for TELC (The European Language Certificate, for B1 and B2 level) or DTZ (Deutsch Test fur Zuwanderer, for A1 B1 level), the latter being mandatory if the student needs proof of language competence when applying for German citizenship or a visa to remain in Germany. After successful completion, this certification is recognised nationally.

Classes vary in size. Standard courses of German have usually between 14 and 24 learners, whereas literacy courses are limited to a maximum of 14 learners. Learners are assigned to classes on the bases of their needs, their literacy skills, and their language competence. Language courses are open to migrants, refugees, and asylum seekers: about half of the learners enrolled in German language classes are migrants, refugee, or asylum seekers, and the other half have asylum seeker status (2019). VHS also provides Formel 1 –

vocational education support to young adults (up to 25 years old) – and ICE – *Individuelles Coaching mit Einzelfallhilfe* for women (with or without migration background).

Since 2017, Vhs has enrolled more than 1000 migrants among its students, their countries of origin being (2017-20): Syria (28.34%), Eritrea (13.54%), Iraq (11.61%), Romania (4,74%) and Iran (4.64%). Most of these students (approximately 40%) are between 26 and 35 years of age. The languages spoken by these students include Arabic, Tigrinya, Rumanian, Farsi and to some extent English. VHS also teaches German nationals who spent most of their life abroad and do not have a solid competence in German, i.e. Level B1 of the CEFR.

VHS currently employs 42 language teachers, and 17 language teachers are involved in German language courses for migrants. 12 of these are freelancers and the other 5 are employed by VHS.

Teachers vary in age from early twenties to mid-sixties. Most of them are female. For VHS to provide language integration courses, their qualifications must be recognized by the Federal Ministry Office for Migration and Refugees (BAMF), and they must be qualified to teach German as a FL. For teachers lacking specific qualification, additional qualification courses are offered.

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As we can notice, the five partner schools may considerably vary for

- the provenance, nationality and age of their students;
- their size;
- their pedagogic approach (goal-oriented vs student-oriented);
- their managerial and administrative structure;
- their funding bodies and legal status (state-funded and owned institutions vs non-governmental organizations);
- their syllabi and mission (educational vs vocational);
- their teaching material (from textbooks provided by Ministries of Education to materials freely selected by teachers).

However, they all

- have 'mixed classes' (which include nationals and foreigners);

- accept young adults or adult learners;
- offer a variety of L1 classes, according to the different levels of their students;
- deliver formal education;
- aim to provide their students with some certification/qualification which is nationally recognised;
- have the final goal of fostering 'integration' and social inclusion;
- more importantly, tailor their programmes to a specific type/group of learner: the Adult Migrant Learner (AML).

The Adult Migrant Learner's learning specificities

Key-Co System targets a specific learner: the Adult Migrant Learner (**AML**). Its ambition is to challenge and harmonize education paths for AML throughout Europe, in line with the eight key competences framework described in the 2018's *Recommendations on Key Competences for Lifelong Learning*. For this reasons, it compares policies and practices of the five aforementioned teaching partners from four different European countries to better understand how education is currently offered to AML (and to what extent it could be improved), and to foster and disseminate best practice through AML-tailored learning units.

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Adult migrants and their integration into the hosting communities have been a subject of political debate and policy initiatives at the Council of Europe, and in a growing number of the Council of Europe member states, since the late 1960s.[21]

The Council of Europe has been concerned with AMLs since 1968, when the Committee of Ministers issued the Resolution (68)18 on the teaching of languages to migrant workers. As the Resolution reads, «some knowledge of the language of the reception country is indispensable both for the migrant worker's adaptation to, and success in, his new *milieu* and for his occupational training or further training… [T]he primary aim of migrant workers in learning the language of the reception country is to be able to express themselves in it and… they therefore seek study methods leading to rapid results rather than methods entailing the lengthy exercises which characterize language teaching in schools…».[22] For this reasons, the Council of Europe invited member governments to «make greater efforts to enable all migrant workers who so desire to learn the language of the reception country; provide wives and children of migrant workers also with special facilities for learning the language of the reception country; […] if possible, to combine language teaching in the reception country with vocational training destined to enable migrant workers to acquire skills or enhance their qualifications».[23]

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21 Cf. Council of Europe, *Documents formulating the position of the Council of Europe on language education policy*, https://www.coe.int/en/web/language-policy/official-texts.
22 Council of Europe, *Adult Migrants: Integration and Education – Extracts from conventions, recommendations, resolutions, and reports*, 2017, p. 8, https://rm.coe.int/recommendations-resolutions-on-adult-migrants-and-education-rev-2017-/168079335c.
23 Cf. Council of Europe, *On the teaching of languages to migrant workers*, 1968, https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016804d7d70.

This Resolution was followed by an exploratory short-term 'modern languages' project (CDCC Project N° 4, 1978-81, *Modern Languages: improving and intensifying language learning as factors making for European understanding, co-operation and mobility*),[24] which was not specifically targeting AMLs but, more generally, the teaching and learning of languages to foster mobility and collaboration across Europe, and the implementation of language policies in formal and informal education.[25]

An initiative on a much larger scale and with a more specific focus, the *Linguistic Integration of Adult Migrants* (LIAM) project, was eventually launched in 2006. Drawing on the tools, instruments and other resources developed by the Council of Europe over several decades in the field of learning/teaching languages, the LIAM project has sought to facilitate the integration of migrants in civil society and to promote social cohesion, in keeping with the Council of Europe's core values. Accordingly, supports have been developed for policy makers, providers of language courses, and those in charge of testing migrants' language competences.[26]

One of the reasons for undertaking the LIAM project was to assess the use that had been made of the Common European Framework of Reference for Languages (CEFR), a Council of Europe instrument used in most education systems since 1990s.[27] Three surveys of member states carried out by the Council of Europe – the last of which conducted in 2017 – have shown that the CEFR has been used with increasing frequency to define the levels of proficiency that adult migrants are required to achieve in order to secure entry, residence and citizenship.[28] The CEFR was not intended for this purpose, however, and – as discussions and research following LIAM have revealed – its inappropriate use (or «abuse») can have serious consequences on the migrant learner that may include the

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24 Cf. Trim J.L.M., *Modern Languages in the Council of Europe 1954-1997. International co-operation in support of lifelong language learning for effective communication, mutual cultural enrichment and democratic citizenship in Europe*, Strasbourg: Council of Europe (Language Policy Division), https://rm.coe.int/modern-languages-in-the-council-of-europe-1954-1997-international-co-o/1680886eae.

25 For the difference between formal, informal, and non-formal education, cf. CEDEFOP, *Terminology of European education and training policy: a selection of 130 terms*, 2nd ed., Luxembourg: Publication office of the European Union, 2014, https://www.cedefop.europa.eu/files/4117_en.pdf.

26 Cf. Council of Europe, *The Linguistic Integration of Adult Migrants (LIAM): from One Country to Another, from One Language to Another*, Strasbourg: Council of Europe, 2014, https://rm.coe.int/16802fd54a.

27 Cf. Council of Europe, *The Common European Framework of Reference for Languages: Learning, teaching, assessment*, Companion Volume, https://www.coe.int/en/web/common-european-framework-reference-languages.

28 Cf. Council of the European Union, *Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning*, "Official Journal of the European Union", 4 June 2018, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01).

infringement of his/her human rights.[29]

The resources developed by the LIAM project also focus on language policy and its development, language learning programmes for adult migrants, learners' profiles, and the assessment of learning outcomes. Rather than setting standard or goals, they are intended to help member states to meet the specific needs of adult migrants or, as Hans-Jürgen Krumm and Verena Plutzar claim, to «tailor[ing] language provision and requirements to the needs and capacities of adult migrants».[30] These resources challenge the idea of assimilation and re-contextualize the concept of integration, echoing Resolution 1437 (2005), I. 4 of the Parliamentary Assembly of the Council of Europe («The concept of integration aims at ensuring social cohesion through accommodation of diversity understood as a two-way process. Immigrants have to accept the laws and basic values of European societies and, on the other hand, host societies have to respect immigrants' dignity and distinct identity and to take them into account when elaborating domestic policies»).[31] Furthermore, by assuming that integration is a two-way and layered process, they are also designed to ensure sustainable and durable results, such as fostering social cohesion and full participation of all European citizens in the democratic process.

Member states have contributed LIAM by sharing their concerns and expressing their

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29 Cfr. Sbertoli, G., *Chapter 3 on The Linguistic Integration of Adult Migrants (LIAM) Project by The Council of Europe*, Blog of the European Commission, 19 May 2019, https://epale.ec.europa.eu/en/blog/chapter-3-linguistic-integration-adult-migrants-liam-project-council-europe; Krumm H.-J., *Profiles Instead of Levels: The CEFR and Its (Ab)Uses in the Context of Migration*, «Modern Language Journal», 91 (2007), pp. 667-69.

30 Cf. Krumm H.-J., Plutzar V., *Tailoring language provision and requirements to the needs and capacities of adult migrants*, 2008, https://rm.coe.int/16802fc1c8.

31 Cf. *ibid*, pp. 1-2: «Integration is different from assimilation because it concerns both parties: the immigrants and the receiving society. The effect of assimilation would be complete adaptation to the language, behaviour and values of the receiving society, with the consequential loss of the language(s) of origin, whereas in the process of integration both sides, migrants and the receiving country, are open to creating new common ground for living together, respecting the already formed identity. This gives migrants a chance to make use of resources they bring with them and to expand their identity, acquiring new concepts and a new language; at the same time the receiving country will see migrants as people enriching its linguistic and cultural dimensions. This is a process, which takes a long time, and which usually cannot be completed within the first years after arrival. To support this process, it is not enough for the receiving country to provide special integration programmes which have to be attended within a very short period following immigration. It is necessary to change and adapt all kinds of public services, housing, admission to the labour market and education programmes to the needs of immigrants […]. Integration aims at giving the immigrants an opportunity to take part in the political, social, economic and cultural life of their new country – so that at the end of such a process they can live under the same legal, social and financial conditions as natives of that country. It is a generally accepted view that the ability to speak the language(s) of the receiving society usually plays an important part in the process of integration, because it is a precondition for participation. However, mastery of the language is not enough; it is a necessary, but not a sufficient condition».

needs through three surveys of policy and practice (2007, 2009 and 2013), by taking part in three intergovernmental conferences in Strasbourg (2008, 2010 and 2014), and by making use of the results of a Symposium (2016) that provided them with a collection of papers and case studies discussing a wide variety of issues designed to stimulate reflection.[32] For instance, a dedicated LIAM website was designed to respond to the potential needs of diverse categories of users, to offer various kinds of resources – including a set of Principles addressing the various issues to be taken into account when designing policies to facilitate the linguistic integration of adult migrant – and a list of Key terms aiming at harmonizing background materials and vocabulary across Europe.[33]

Since LIAM, scholars and policy makers across Europe have more and more acknowledged the importance to accustom both adult migrants and their host societies to the inclusion process, with a bidirectional approach aiming at facilitating and harmonizing social inclusion and preserving and supporting migrants' agency and emancipation.[34] They also have redefined adult migrants' linguistic status not only from the perspective of the receiving society – where migrants are often seen as «speechless» as they are not able to use the language(s) of the country – but also by considering migrants' linguistic and metalinguistic competence.

The majority of migrants are not just as able to communicate as all other people do but are also able to fluently speak more than one language a) because they come from countries which are multilingual or b) because in their process of migration, during their journeys, they have been exposed to a variety of codes, have had contacts with other languages, have been required to learn other languages or varieties for the sake of surviving. For their personal experiences of multilingualism, many of them are much more aware of linguistic issues, of similarities or differences between languages, of the different communication contexts and variables at metalanguage and sociolinguistic level. Even if they are not plurilingual by origin or background, they may become plurilingual during their journey or their stay in transition and destination countries. Migrants' potential to become plurilingual in the context of integration should then be explored by considering various factors: migration trajectories, language competence acquired during the journey from their own countries to Europe (which may last several months), opportunities for language learning (in refugee settings, in transition countries, in countries of arrival), traumas and

32 Cf. The Council of Europe, *Linguistic Integration of Adult Migrants (LIAM)*, https://www.coe.int/it/web/lang-migrants.
33 Cf. Ivi.
34 MEDBALT, *Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions* (MEDBALT), Vilnius, 2014, https://repositorio.grial.eu/bitstream/grial/702/1/O1_MEDBALT_Adult_migrant_education_methodology_and_the_integration_programs_analysis.pdf; Simpson J., Whiteside A. (eds.) *Adult Language Education and Migration. Challenging agendas in policy and practice*, London: Routledge, 2015.

PTSS, psychological and sociolinguistic motivations, quality and variety of language contact in hosting countries, in relation with the sociolinguistic complexity of their settings, social networks, future options and perspectives, etc.

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Consequently, close attention has been more and more payed to teaching approaches and methods that can take into consideration AMLs' linguistic repertoire, sociolinguistic background and motivational profile, in order not only to make adult migrants «good citizens»,[35] but also to involve them more actively in their learning process and fully work on their linguistic and metalinguistic awareness and potential.[36]

As UNESCO has recently claimed in its *4th Global report on adult learning and education* (2019),[37] participatory decision-making and active involvement of local communities in learning experiences is deemed to have a positive effect on AMLs' achievements. In the classroom, learner-centered teaching methods, with the employment of active and experiential learning techniques, are considered to be crucial to enhance the learner's critical reflection and practical application of acquired skills in everyday lives.[38] According to UNESCO's surveys, adults mostly benefit when the lessons' content is aligned with learners' practical needs, and the language they perform in their daily lives. As a consequence, assessing local shared knowledge and conducting need analysis of the

35 Cf. Heinemann A.M.B, *The making of 'good citizens': German courses for migrants and refugees*, «Studies in the Education of Adults», 49 (2), 2017, pp. 177-95.
36 Cf. Guo S., *The Changing Nature of Adult Education in The Age of Transnational Migration: Toward a Model of Recognitive Adult Education*, "New directions for adult and continuing education" (Special Issue: Transnational Migration, Social Inclusion, and Adult Education), Issue 146, Summer 2015, pp. 7-17.
37 Cf. UNESCO, *4th Global report on adult learning and education*, Hamburg: Institute for Lifelong Learning, 2019, https://www.unesco.de/sites/default/files/2019-12/4th_global_report_on_adult_learning_and_education_2019.pdf.
38 Cf. Mezirow J., *Transformative Learning: Theory to Practice*, "New Directions for Adult and Continuing Education", 74, 1997, pp. 5-12.

societal domains with which learners' need and want to engage has proved to be useful in both directions: for the benefit of the individual learner, and for the benefit of his/her community.

Investigation on instructional strategies has identified a number of in-class activities which are more effective if employed with the target group, such as observations/ observing demonstrations; role play; simulations, dramatizations; interview; picture study; games/puzzles; analysis of materials/process; project making; small group discussions; problem-solving situations; drawing; field trips; videos; use of technology.[39] Moreover, the recognition and disclosure of the individuals' ethnic, cultural and learning background has been addressed as a tool to foster personal expression, diversity and non-discrimination through the diverse-classroom approach (as the pioneering work done at ItaStra in Palermo has also shown).[40] According to UNESCO's *Investing in cultural diversity and intercultural dialogue* (2009), since «programmes need to go beyond the mere coexistence of people of different cultures in a community or a society, they call for learning strategies that include opportunities for cultural exchange, cross-fertilization and enhancing awareness of mutual dependence and inter-relationship».[41]

As far as literacy, numeracy, and the role of multilingualism are concerned, «the use of a learner's mother tongue as the language of instruction has been found to have a positive impact on learning. Literacy provision that initially uses the learners' first language has cognitive, psychological and pedagogical advance». Moreover, even though the understanding of language education for migrants rarely embraces multilingualism, multilingualism and multilingual practice better interplays with the migrants' need for multiple cultural and communicative competences.[42]

Research has also raised awareness about the specific social and personal factors that could obstacle learning achievements within the target group (such as personal traumas, lack of motivation, lack of money, hostile attitude towards education, etc.), and provided operational solutions to face the issue, such as community-based and informal learning approaches which create spaces for emancipatory learning and social action.[43]

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39 Gines A,, *Educational psychology: a textbook for college students in psychology and teacher education*, Manila: Rex Book Store, 1998.
40 Cf. MEDBALT, *Strategic Partnership in Adult Migrant Education*, cit, and Guo, *The Changing Nature*, cit.
41 UNESCO, *Investing in Cultural Diversity and Intercultural Dialogue*, Paris: UNESCO, 2009, https://www.un.org/en/events/culturaldiversityday/pdf/Investing_in_cultural_diversity.pdf.
42 Cf. Simpson J., Whiteside A. (eds.), *Language Learning and Migration: Challenging Agendas in Policy and Practice*, London: Routledge, 2015.
43 Cf. Edwards R., Sieminski S., Zeldin D., *Adult Learners, Educational Training*, London: Routledge, 2014 (first published 1993).

Last but not least, another aspect that has been considered is how information about education possibilities and supporting systems is delivered to the members of the target group and how they are engaged both in the learning environment and during the lessons, especially vulnerable subjects. For this reason, many professionals have proposed to employ former students as tutors.

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Despite the extent of contributions on this topic, there still is a disconnection between research-based guidelines and actual practices.[44] As a recent body of comparative research about the actual practice of Adult Education (AE) in real settings claims, a great deal of inconsistency still characterizes the profiles of AE to migrants in Europe in terms of policies, strategies, institutions involved, programmes, approaches, and results.[45]

A great deal of inconsistency still characterizes the profiles of adult education to migrants in Europe in terms of policies, strategies, institutions involved, programmes, approaches, and results.

According to AE scholars and experts, in many European countries there is a lack of specific guidelines for AE to migrants, and «education measures are fragmented and applied only in the framework of project-based activities».[46] Moreover, the MEDBALT report (which compares AE policies and practices in Italy, Poland, Lithuania, Spain, Cyprus and Malta) reveals that, with the exception of Spain and Italy, the topic of AE tailored to migrants is still absent from the political agenda of many governments or is not sustained by a clear commitment.

Consequently, NGOs and charities are the main actors in providing adult education to migrants, but they face numerous difficulties, from funding limitations to the employment

44 Cf. Simpson J., Whiteside A. (eds.), *Language Learning and Migration*, cit.
45 Gravani M.N, *Learner-Centred Education (LCE) as a tool for enhancing adult learning in distance learning universities*, "Journal of Adult and Continuing Education", 25 (2), 2019, pp. 198-216.
46 Cf. MEDBALT, *Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions* (MEDBALT), Vilnius, 2014, https://repositorio.grial.eu/bitstream/grial/702/1/O1_MEDBALT_Adult_migrant_education_methodology_and_the_integration_programs_analysis.pdf.

of volunteer teachers who are not qualified to teach national languages as L2/LS, from misconception about multilingualism to the obstacles in the recognition of the learners' previous qualifications and skills. Since migrants' learning needs are not adequately met, AMLs are often offered – and deemed to take – mainly unskilled jobs, despite the Recommendations of the Council of Europe on key-competences and social inclusion. Finally, the report highlights a lack of overall coordination between NGOs and governments both on international and national level.

MEDBALT report is also very adamant on what the «task» of adult migrant education policies should be. They should «provide learning opportunities and equal access to education for all, and especially, the most vulnerable and socially/economically disadvantaged groups: refugees, asylum seekers, (low-skilled) migrant workers, the unemployed migrants, adult migrants with special needs, the elderly migrants, migrant women, migrants with disabilities, etc. At the same time, in order to maintain and strengthen social (human) resources, adult migrant education policies have to ensure access to quality education of qualified migrant workers and entrepreneurs». They should therefore «guarantee equal rights for all migrants» and – from the perspective of provision of education and training - equal access «regardless of adult migrant financial and legal status and other personal social-demographical characteristics (gender, religion, race, etc.)»; they should then include as their core element «human rights and implementation of equal opportunities», the promotion of social inclusion, the creation of a more and inclusive society, and «the prevention of social exclusion and segregation». They finally should challenge receiving societies' education systems, programmes, objectives: receiving societies should be better prepared to accept migrants as full members of the society.

These objectives – MEDBALT report suggests – would require EU's member states to take some common actions across the board, such as

- identifying and recruiting educators-service providers for training (diversity management at workplace, language and professional capacity, intercultural competences, awareness about international migration issues, etc.);
- implementing family support measures for adult migrant learners;
- adapting and organising infrastructure of adult migrant education measures for socially disadvantaged and vulnerable groups; ensuring equal access to quality education and language training for all adult learners, regardless legal status and social-demographic characteristics;
- promoting intercultural competences and multilingualism among adult migrants at individual and family levels on one hand, and service providers on individual

and institutional levels on the other hand; including adult migrants (or people with migration background) in implementation of adult migrant education measures (especially, at nongovernmental level);

- initiating and developing mentoring programmes for adult migrants; creating effective educational support for adult migrant and their families at schools and in local communities.

Within this context, adult migrant education policies should be implemented in the framework of the adult education and embedded in long-term integration strategies (or action plans), vocational education, and training schemes. These schemes should be sustained not only to seek for more effective integration outcomes, but also to include migrants' participation in the implementation of integration and education measures, which are often designed *for* them but *despite* them. Such approach would give voice to migrant communities, foster civic engagement and political participation.

The development and implementation of strategies of migrants' integration policy – concludes the report – has to be one of the most important challenges to be addressed in the future. In such perspective, adult migrant education has to be considered as a key priority at several level, and definitely not only by ministries of education. Also, equal and comprehensive adult migrant education should entail a new approach to infrastructure and synergies at local level between formal and informal education providers, as well as institutions and civil society.

The effective achievement of education and training programs for adult migrants is related to systematic co-operation among relevant actors, clear training goals in terms of employment opportunities and recruitment, combination of technical and language learning/teaching, flexible organisation of education in relation to participants' opportunities (such as use of e-learning, personal support in the form of mentoring, clear identification of the target group and of the group's needs and conditions).[47]

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47 Cf. De Greef M, Verté D., Segers M., *Differential outcomes of adult education on adult learners' increase in social inclusion*, "Journal Studies in Continuing Education", Volume 37, Issue 1, 2015, pp. 62-78; Wahlgren B., Geiger T., *Integration through adult and continuing education*, Arhus: National Centre of Competence Development, The Danish School of Education – University of Aarhus, 2015.

flexible organisation of education in relation to participants' opportunities.

The main aim of infrastructure of implementation of adult migrant integration measures has to be related to increased capacities of providers of educational measures to deal with diversity of abilities – and language superdiversity – to reflect migrants' competence and needs according to their socio-demographic profiles and ethno-cultural backgrounds. Moreover, it has to be sensitive regarding all grounds of discrimination – not only discrimination based on race or ethnicity, but also on religion or belief, gender, sexual orientation, disability, nationality/citizenship, language (and language competence), social origin, and residence status.

Effective instrument to foster diversity and non-discrimination entails 'diverse' classroom approach, to allow learners from different socio-economic and ethnic backgrounds to learn together, thus raising the educational motivation and aspiration of disadvantaged learners as well as fostering inclusion and social cohesion without undermining the educational outcomes of other learners. Diverse classroom as an instrument fostering equality and non-discrimination also implies new attitudes towards multilingualism, which should be seen as an asset for all languages and for all learners, to boost self-confidence, intercultural awareness, and citizenship prospects.

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As everyone should have the right to enjoy equal access to language course and vocational training (since language competence is considered to be an essential integration requirement), adult migrant education infrastructure should facilitate this right and remove any obstacles by providing free general and targeted support for newly arriving immigrants, especially in areas of language learning and vocational training. This should be done by targeting those in need (including vulnerable groups of adult migrants: refugees, migrant workers, elderly migrants, migrant women, etc.).

Key elements of adult migrant education infrastructure should then encompass:

- geographically convenient and time-wise flexible premises for provision of educational measures;

- flexible and needed based approach towards implementation of education measures (teaching/learning methods, diverse learning environments and multicultural teaching approaches);
- preparation of individual and/or collective educational plans, monitoring tools for assessing experiences and identifying learning pathways;
- holistic adult migrant education curriculum, considering not only integration outcomes (such as communication skills, social resources, etc.), but also obstacles, related to the most vulnerable migrant groups (such as post-traumatic syndromes, disabilities, etc.);
- specific description of the roles and division of work of those involved in provision of educational support;
- effective and flexible (formal and informal) system of recognition of qualifications;
- self-evaluation and institutional and/or legislative development.

This list looks, however, as a long list of *desiderata* rather than a picture of the reality, not only for the great deal of inconsistency which still characterizes adult education to migrants across Europe in terms of policies, strategies, approaches, but also for the lack of comparative approaches and opportunities to trial and apply this set of recommendations and see if a common integrated teaching and learning format can be realistically designed and pursued across institutions and countries.

To what extent Key-Co System partners are aware of these sets of recommendations? To what extent Key-Co System can facilitate a transnational discussion among its partners on this open questions? To what extent can the reflection around multilingualism – among the eight key-competences – provide educational institutions across Europe with a suitable critical approach to AMLs' integration?

Multilingualism and Adult Migrant Learners: a brief overview

Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics, and education. There are many definitions of multilingualism. Wei Li defines a multilingual individual as «anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)».[48] A well-known – and slightly different – definition of multilingualism was given by the European Commission in 2007: «the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives».[49] This definition presents multilingualism not only as an individual phenomenon, but also as a social one, where these two dimensions are not completely separated but, instead, intertwined.

Multilingualism: the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.

To distinguish it from multilingualism as a social or collective phenomenon, individual multilingualism is sometimes referred to as plurilingualism. The Council of Europe defines plurilingualism as the «repertoire of varieties of language which many individuals use» so that «some individuals are monolingual and some are plurilingual». In contrast, multilingualism is seen as «the presence in a geographical area, large or small, of more than one variety of language…».[50]

Within individual multilingualism, there can be important differences in the experience of acquiring and using languages. An individual can acquire different languages simultaneously by being exposed to them from birth or successively by being exposed to second/additional/foreign languages later in his or her life. At societal level, a distinction has been made between subtractive and additive multilingualism. Subtractive bilingualism is the perception that the acquisition of L2 would be detrimental to an individual's L1. This

48 Wei L., *Research perspectives on bilingualism and multilingualism*. In Wei L., Moyer M. (eds.), *The Blackwell handbook of research methods on bilingualism and multilingualism*, Oxford: Blackwell, 2008, pp. 3-17.
49 Cf. European Commission, *High level group on multilingualism*, Final report, Luxembourg: Publication Office of the European Commission, 2008, http://ec.europa.eu/education/policies/lang/doc/multireport_en.pdf.
50 The Council of Europe, *Policies for Plurilingualism*, s.d., http://www.coe.int/t/dg4/linguistic/Division_en.asp. For an overview, cf. Cenoz J., *Defining multilingualism*, "Annual Review of Applied Linguistics", 33, 2013, pp. 3-18.

could be caused by the increased cognitive load due to L2 acquisition which consequently decreases competence in users' L1. This phenomenon is found to be experienced by minority groups, especially when they are not schooled in their L1: with the frequent usage of their L2, their L1 competence and culture is gradually replaced by the L2. This also happens when immigrant children are required to shift to the language of the host country without being given the opportunity to develop their heritage language first.

Additive bilingualism would instead imply that the acquisition of L2 is not detrimental to the user's L1 but is in fact beneficial, the word additive suggesting an addition to someone's language repertoire. While learning a second language, one's first language skills and culture remains valued and are even reinforced. Additive bilingualism is thus usually seen as the main goal of bilingual education. Scholars refer to total additive bilingualism when a speaker is not only highly proficient in both his/her L1 and L2 but also when he/she is able to hold onto, and be positive to, in his/her L1 culture whilst possessing the same attitude towards his/her.

In terms of individual performance, when considered in its every-day (or day-to-day) life practice, multilingualism can be defined in two different ways. One definition considers maximal proficiency to be necessary (i.e. native control of two or more languages), the other accepts minimal proficiency (minimal competence in languages rather than the mother tongue). This also introduces the distinction between balanced and unbalanced multilingualism, which is the distinction between being equally fluent in two or more languages or showing different and very different levels of proficiency depending on the language, and – in correlation – the use dimension of multilingualism, i.e. the ability of the speaker to switch, when necessary, from one language to the other(s) without major difficulty.

However, when looking at the multilingual speaker's abilities, uses, repertoire, rather than at his/her proficiency language by language, the concept of multicompetence may become more suitable. Multicompetence implies not only the knowledge of the language, but also metalinguistic knowledge and communicative resources in spontaneous conversations. It also infers the gap between the traditional focus – in research and education – on one language at a time and multilingualism in real life, involving all known languages and multilingual discursive practices. As scholars have established, multilingual speakers can navigate among languages, can adjust their language repertoire and competence to a wide set of variables, and do not necessarily use different languages for the same purposes, in all communicative situations, in the same domains, or with the same people.

Multicompetence implies not only the knowledge of the language, but also metalinguistic knowledge and communicative resources in spontaneous conversations.

Such a multi-competence cannot be measured from a monolingual perspective «against the yardstick of the ideal native speaker of each of the languages involved». This «monolingual bias» in fact does not take into consideration the characteristics and potential of multilingual speakers at the cognitive level, neither it accepts that multilinguals can use their languages as a resources so that the know languages reinforce one another and let the speakers dynamically move between languages in real communication.

In the last two decades, holistic views of multilingualism have paid more and more attention to multilingual speech as a creative process which includes instances of language interaction in different directions and fruitfully have introduced the term and the concept of translanguaging (from Welsh *trawsieithu*). Originally referring to the educational practice of using Welsh and English in the classroom so that students read a passage or listened to some information in one language and had to develop their work in another language, with regards to multilingualism it refers to the process that involves multiple discursive practices and that appears normal in multilingual communities.

In recent years, translanguaging, i.e. the process whereby multilingual speakers use all their languages as an integrated communication system,[51] has gained currency also in formal education, when several languages are studied as school subjects or languages of instruction, and where new approaches aim at integrating the curricula of the different languages to cross-linguistically activate resources of multilingual speakers, and in informal and non-formal education, for instance in migrant or refugee settings, where it has proved to be a useful methodology to enhance speakers motivations and self-confidence.

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Since the 1990s, the European Union policy about language teaching draws fully from the concept of multilingualism: «plurilingual and intercultural education is a concept developed by the Council of Europe's Language Policy Unit since the late 1990s as the basis for an education in and through cultural and linguistic diversity in societies marked by increasing

51 On the definition and the concept of *translanguaging*, cf. Garcia O., Wei L., *Translanguaging: Language, Bilingualism and Education*, New York: Palgrave Macmillan, 2014; Lewis G., Jones B., Baker C., *Translanguaging: Origins and Development from School to Street and Beyond*, "Educational Research and Evaluation", 18 (7), 2012, pp. 641-54; Mazzaferro G., *Translanguaging as Everyday Practice*, New York: Cham Springer, 2018.

mobility plurality and complexity».[52]

This framework was set up on the bases that multilingualism represents an advantage both for the learners and the wider society. In the last twenty years, the EU has developed his language policies on research findings which highlight the benefits of a multilingual education and has produced research about best multilingual practices through the European Centre for Modern Languages, which has a section about «plurilingual and intercultural education».

According to the academic literature EU documents refer to, the advantages of multilingualism cover several aspects of an individual's life: from increased cognitive abilities, to employability and educational achievements: «Learning and achieving higher competences in several languages is widely believed from physiological studies to provide cognitive benefits which include the ability to learn, higher intellectual capabilities, and higher abilities into older age».[53]

Multilingualism is also believed to increase intercultural awareness and competences, which are fundamental skills for European citizens to contribute to social cohesion within the Union: «There is widely believed to be a "proficiency transfer" from language learning hypothesized by Cummins (2007) as people with higher competences in several languages gain greater intercultural competences from the greater knowledge and awareness of other cultures they have gained through language learning».[54]

Drawing from this assumption, the European Union language policy fosters plurilingual and intercultural education with two main aims, as stated in the *Guide for the development and implementation of curricula for plurilingual and intercultural education* (2016):

> first, it facilitates the acquisition of linguistic and intercultural abilities: this involves adding to the linguistic and cultural resources which make up individual repertoires, using the available means efficiently. It covers the teaching of

52 "While the Council of Europe uses the term '*plurilingualism*' for referring to multiple language competences of individuals, European Union's official documents use '*multilingualism*' to describe both individual competences and societal situations. This is partly due to difficulties making a distinction between *plurilingual* and *multilingual* in other languages than English and French" (Council of the European Union, *Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning*, "Official Journal of the European Union", 4 June 2018, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01).
53 *European Commission, Language teaching and learning in multilingual classrooms*, Brussels: Directorate-General for Education, Youth, Sport and Culture of the European Commission, 2015, https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf.
54 Cf. ibid.

> all languages, be they languages of schooling, foreign languages, regional or minority languages, or classical languages. Aims differ according to learners' needs, languages, and contexts. Secondly, it promotes personal development, so that individuals can realize their full potential: this involves encouraging them to respect and accept diversity of languages and cultures in a multilingual and multicultural society, and helping to make them aware of the extent of their own competences and development potential. Participation in democratic and social processes is facilitated if every citizen possesses plurilingual competence. Effective learning of one or more languages, awareness of the value of diversity and otherness, and recognition of the utility of any (even partial) competence are necessary for anyone who, as an active member of the community, has to exercise his or her democratic citizenship in a multilingual and multicultural society.[55]

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Supporting multilingualism is therefore seen as a crucial task for promoting cultural diversity and linguistic skills as well as strongly contributing to economic and cultural relations between the EU and the rest of the world.[56] For this reason, the EU does not address only the linguistic development of European citizens and local populations, but also the linguistic repertoires of prospect and new citizens, identifying several reasons to consider linguistic diversity as a form of cultural enrichment and a tool to foster social inclusion.

Supporting multilingualism is therefore seen as a crucial task for promoting cultural diversity and linguistic skills as well as strongly contributing to economic and cultural

55 Cf. Beacco J.-C. (ed.), *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education*, Council of Europe, 2016. https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621.
56 European Commission, *Language teaching and learning in multilingual classrooms*, Brussels: Directorate-General for Education, Youth, Sport and Culture of the European Commission, 2015, https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf.

relations between the EU and the rest of the world.

However, as far as migrant learners are concerned, most efforts are placed in facilitating the acquisition of national languages, which in many EU member states is a compulsory requisite to obtain citizenship[57] and a key factor which influences the inclusion process within the hosting country, in particular participation in the «wider society», access to public services, and 'integration' in the job market:

> it is widely accepted that competence in the language used for instruction provides for children to achieve their potential, participate in and be integrated into wider society, and offer a wider choice of better paid employment. Migrants adult with poorer skills tend to have lower paid jobs and more frequent unemployment. They also tend to be less involved in wider society and less able to draw on public services.[58]

Within this context, the language(s) of instruction play a key-role, in particular for migrants who start a learning path after arrival. This however should not imply that instruction should be accessed only through the national language of the hosting country:

> There is evidence from the Content and Language Integrated Learning (CLIL) that there are wider benefits in terms of attainment in other subjects, motivation and other skills for employability from learning through a language which is not the mother tongue as well as learning the mother tongue.[59]

Developing skills through the mother tongue(s) is considered to have important effects for the students to attain achievements in other subjects, to enhance their motivation

57 Council of Europe, *Linguistic integration of adult migrants: requirements and learning opportunities - Report on the 2018 Council of Europe and ALTE survey on language knowledge of society policies for migrants*, Strasbourg: Council of Europe, 2020, https://rm.coe.int/linguistic-integration-of-adult-migrants-requirements-and-learning-opp/16809b93cb.
58 Cf. European Commission, *Language teaching and learning in multilingual classrooms*, Brussels: Directorate-General for Education, Youth, Sport and Culture of the European Commission, 2015, https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf.
59 Cf. ibid.

and to develop their personal identity and socio-economic potential.[60] Research in psycholinguistics have shown that mother tongues should also be considered as a starting point for successfully teaching and learning any other language, as

> there is an impact of the first language on second language acquisition for adult learners too. It is empirically verified that in their learning strategies adult language learners make more or less conscious use of comparing language structures and therefore the first and other languages spoken by learners need to be taken into consideration in the learning process of the second language. There are observations that learners who already speak several languages are highly aware of language usage and therefore are supposed to be "good language learners".61

This has had an impact on how language teaching should be administered has endorsed, shifting from the behaviorist approach, based on the principle of monolingualism in teaching,[62] to the concept of «memory», and the development of language competence and abilities as a network. According to the findings of memory research, the theory of information processing, the psychology of knowledge and psycholinguistics, learning generally occurs in such way that new knowledge is only permanently stored in the memory if it can be integrated and anchored in the existing knowledge inventory: "If no hold can be found, it disappears quickly from our memory or is "submerged" and we can no longer directly access it. We can, therefore, assume that there is one fundamental

60 "Businesses have realised that the plurilingual resources of their employees are advantageous to them. Migrant languages also have their own specific commercial value. All this is related to the fact that in vocational education the principle of "at least two languages for all!" now generally applies. And knowledge of a migrant language is included here. Attractive exchange programmes with other language areas as a part of training contribute to the achievement of the goals that have been set". Cf. Hufeisen B., Neuer G., *The Plurilingualism Project: Tertiary Language Learning – German after English*, Strasbourg: The Council of Europe (European Centre for Modern Languages), 2004, https://www.ecml.at/Portals/1/documents/ECML-resources/TER-EN.pdf?ver=2018-04-17-153342-300.

61 Krumm H.-J., Plutzar V., *Tailoring language provision and requirements to the needs and capacities of adult migrants*, 2008, https://rm.coe.int/16802fc1c8.

62 "The development of "structured co-existence"… was the principle for language input, storage and processing during the learning of a foreign language. Mixing the languages during foreign language learning was considered to be a source of error (interference). This led, among other things, to the principle of monolingualism in teaching, i.e. the strict exclusion of the mother tongue from foreign language learning" (Hufeisen B., Neuer G., *The Plurilingualism Project: Tertiary Language Learning – German after English*, Strasbourg: The Council of Europe (European Centre for Modern Languages), 2004, https://www.ecml.at/Portals/1/documents/ECML-resources/TER-EN.pdf?ver=2018-04-17-153342-300).

human language ability and thus – speaking metaphorically – one network for language(s) in our memory, alongside many other interconnected networks for other knowledge and experience inventories".[63]

This assumption is also the basis of the idea of plurilingualism expressed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*: The concept of plurilingualism expressed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment* i.e. relies on this very assumption: a plurilingual approach should emphasize the fact that the multilingual learner does not keep languages and cultures «in strictly separated mental compartments, but rather build up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.[64]

> the plurilingual approach emphasizes the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact[65].

As a consequence, the EU guidelines for multilingual classrooms assert teaching methods which emphasize the development of meta-linguistic awareness through activities that encourage discussion about the language, comparisons between various aspects of different languages (phonetics, lexicon, and grammar, but also communicative conventions

63 Cf. Königs F.G., *Mehrsprachigkeit statt Sprachenlosigkeit. X. Lateinamerikanischer Germanistenkongress*, Caracas, 2000, pp. 1-17.
64 Council of Europe, *The Common European Framework of Reference for Languages: Learning, teaching, assessment*, Companion Volume, https://www.coe.int/en/web/common-european-framework-reference-languages. Cf. Hufeisen B., Neuer G., *The Plurilingualism Project: Tertiary Language Learning – German after English*, Strasbourg: The Council of Europe (European Centre for Modern Languages), 2004, p. 4, https://www.ecml.at/Portals/1/documents/ECML-resources/TER-EN.pdf?ver=2018-04-17-153342-300.
65 Cf. ivi.

and styles[66]), intercultural awareness[67], and the activation of all the language knowledge the learner possesses:

> this process of comparing and reviewing (discussing, making assumptions and forming hypotheses to be discussed) turns learners into active discoverers of the language worlds in their own minds and of their own personal language learning processes. Activating this pleasure in discovering the "world of languages" and the "linguistic world in their own minds" – how languages are structured, how they are interrelated, what can be done with them, how they are learned – can be highly motivating for language learning and can greatly contribute to making teaching more lively. Recent studies (e.g. De Leeuw 1997) have shown that even children of primary school age are open to making language comparisons and are able to describe and discuss their learning process (Christ 2000, 6)[68].

Moreover, pioneering works on L2 and L3 address the importance to consider the personal background and the usage of mother tongue by learners as a starting point to design language courses and lessons:

> the mother tongue is the point of reference for the acquisition of a foreign language. For this reason, it should not be blocked out "in the learner's mind" during the

66 "On an intercultural level the comparison between languages could highlight differences in toning-down strategies when making a request or a demand, degrees of directness, expression of thanks and greetings, leave-takings, conversation endings, style discussion, use of listener signals, approach to dialogue roles, organisation and individual dialogue phases. Nevertheless, employing this perspective when teaching a language could be problematic since «particular countries play a dominant role in the studies done to date, with the result that findings are available for certain cultural contrasts, but not for others. Overall, there is a need for broader knowledge about cultural contrasts in specific communicative and linguistic areas in which there are cultural differences that affect communicative pragmatic competence. Appropriate analyses are namely a prerequisite for the further development of teaching materials and exercises». (Hufeisen B., Neuer G., *The Plurilingualism Project: Tertiary Language Learning – German after English*, Strasbourg: The Council of Europe (European Centre for Modern Languages), 2004, p. 4, https://www.ecml.at/Portals/1/documents/ECML-resources/TER-EN.pdf?ver=2018-04-17-153342-300).

67 «People with higher competences in several languages gain greater intercultural competences from the greater knowledge and awareness of other cultures they have gained through language learning» (European Commission, *Language teaching and learning in multilingual classrooms*, Brussels: Directorate-General for Education, Youth, Sport and Culture of the European Commission, 2015, https://ec.europa.eu/assets/eac/languages/library/studies/multilingual-classroom_en.pdf)

68 Cf. Hufeisen B., Neuer G., *The Plurilingualism Project*, cit.

> process of foreign language learning, but rather should be deliberately and actively included in foreign language learning, since it fundamentally structures the mental language network in which all elements, units and structures of the new language will be anchored.[69]
>
> There is an impact of the first language on second language acquisition for adult learners too. It is empirically verified that in their learning strategies adult language learners make more or less conscious use of comparing language structures and therefore the first and other languages spoken by learners need to be taken into consideration in the learning process of the second language. There are observations that learners who already speak several languages are highly aware of language usage and therefore are supposed to be "good language learners".[70]

When designing language courses, educators should keep in mind that the linguistic distance between the mother tongue(s) and the host country language might increase the difficulty and cost of language acquisition[71].

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EU documents recommend therefore a learner need-oriented approach to language teaching, which prioritizes an inclusion process for migrants also through an effort made by the society:

> The use of the L1/ family language or other languages migrants already speak may in some cases be even more effective, because a lot of contacts, arguments, and adjustments to the new society take place within the family, in the neighborhood – it is therefore important whenever possible to offer access to the democratic culture of the receiving country in the languages of the migrants as well and only gradually switch to the dominant language. Otherwise

69 The plurilingualism project. Tertiary language learning: German after English. European Centre for Modern Languages, 2004.
70 Cf. Hufeisen, B., Fouser, R. J., *Introductory Readings in L3*, Tübingen: Stauffenburg. 2005.
71 Cf. Hanemann U., *Language and Literacy Programmes for Migrants and Refugees. Challenges and Ways Forward*, Global Education Monitor Report Team, Paris: UNESCO, 2018, https://unesdoc.unesco.org/ark:/48223/pf0000266077.

> becoming familiar with the civil values and social functioning of the receiving society has to be postponed till the end of the language learning process instead of making language learning and becoming a member of the new society an integrated process.[72]

A final point highlighted by research is that adult migrant learners (AML) often learn the target language mainly outside the classroom, through relevant linguistic contacts with native speakers. Therefore, educational institution should be able to value this informal or non-formal knowledge, and foster connections with the wider society.

However, despite attention towards the preservation of heritage languages has been the European directive for what concern language policies, more recent European reports highlight the mismatch between official resolutions and recommendations and actual teaching policies which, in the process of developing benchmarks for integration, may even violate human rights by explicitly forbidding the use of the mother tongue in both formal and informal settings:

> from a sociolinguistic perspective the development shows a certain tendency towards assimilation – in that it is mainly the claims of the receiving countries that seem to be important whereas the question of how far to respect the immigrants' personality, languages and interests is no longer seen to be of equal importance. Language is regarded as a key issue in integration nowadays: knowledge of the language of the host society is seen as a kind of 'guarantee' for successful integration – other aspects (like support of the L1, plurilingualism of migrants, intercultural and especially social aspects) are more or less neglected. The idea follows a kind of "time on task" – hypothesis: The more time people spend in learning and using the L2 the better their competence will be. Although this concept is not supported by psycholinguistic research, and in some cases – when the use of the mother tongue is explicitly forbidden – even violates the human rights of the migrants, it is the guiding principle in many countries. In the process of developing benchmarks for integration, the idea of the L2 spoken in the family is seriously discussed as a positive criterion. In many cases obligatory language courses combined with tests in the L2 are used as instruments to oblige migrants to learn the language of the receiving country.[73]

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72 Krumm H.-J., Plutzar V., *Tailoring language provision and requirements to the needs and capacities of adult migrants*, 2008, https://rm.coe.int/16802fc1c8.
73 Cf. ibid.

However, despite increasing the attention to the preservation of heritage languages has been the European directive for what concern language policies, more recent European reports highlight the mismatch between official resolutions and recommendations and actual teaching policies which, in the process of developing benchmarks for integration, may even violate human rights by explicitly forbidding the use of the mother tongue in both formal and informal settings. From a sociolinguistic perspective, this development actually shows «a certain tendency towards assimilation – in that it is mainly the claims of the receiving countries that seem to be important whereas the question of how far to respect the immigrants' personality, languages and interests is no longer seen to be of equal importance». Despite language is regarded as a key issue for social integration, several important aspects (maintenance of L1s and migrants' plurilingualism, the role of multilingualism in intercultural awareness) are neglected. The focus still stays on the «time on task» hypothesis: the more time people spend in learning and using the L2, the better their competence will be. Although this strategy has not been only partially supported by research in psycholinguistic, and in some cases – when the use of the learner's mother tongue is explicitly discouraged if not forbidden – it even violates the human rights of the migrants, it remains the guiding principle in many countries.

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Other aspects which seem to impede the implementation of the EU linguistic policies are the lack of proper training for teachers[74] and the inadequacy of task tests in order to assess language skills and pursue the aims expressed in official documents[75]. Also, communication strategies employed by the institutions involved in adult migrant education can act as a barrier to participation: the lack of multilingual facilitators, lack of interpreters, absence of internal differentiation methodology to work with diverse learning groups have posed challenges in the context of education programmes for migrants.[76] Another

74 Cf. ibid: "So far, most teachers (often monolingual themselves) have received no training in making use of this plurilingualism and in teaching one language and at the same time making use of others".
75 Cf. ibid: "Passing a test indicates how well a person can manage the specific testing culture and demonstrate the specific linguistic skills tested – it says nothing about the person's integration process".
76 Cf. ibid.

issue to be addressed is the role played by 'dialects' in the arrival countries, since «the linguistic contacts of many migrants are not with people using the standard variation of a language but rather with dialect speakers. And it may be essential for surviving, for social contacts and for professional success that one is able at least to understand the dialect(s) spoken outside the classroom».[77] Last but not least, a strong bias against multilingual repertoires and multilingual competence in the classroom is still very present both among teachers, who believe the shift from L1 to L2 being a pre-condition of any formal education programme, and among learners, who may develop defective multilingualism in digloctic contexts or may neglect their L1 for the sake of social promotion and integration in the host society.

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While a consistent body of data, research and guidelines exists about teaching to multilingual classrooms in compulsory/formal education (see the EU report Language teaching and learning in multilingual classrooms), fewer and scattered data analysis are published about adults, and especially about migrant adults. AMLs' needs and attitudes towards education are variegated and different, and assumptions based on teaching methods for children or young adults cannot be easily applied to this target group. In his paper *Language and literacy programmes for migrants and refugees: challenges and ways forward* Hanemann lists some multilingual best practices which could enhance participation and achievements of adult migrants, for example providing literacy education through mother-tongue and tapping resources among refugees and migrants themselves, who can be employed as cultural facilitators.[78]

Further research on the role of multilingualism in migrant adults' education would be crucial in order to complete the picture and help educational institutions to develop the right tools to fully conform to the EU directives about the role of multilingual competence within lifelong education.

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77 Cf. ibid..
78 Cf. Hanemann U., *Language and Literacy Programmes for Migrants and Refugees. Challenges and Ways Forward*, Global Education Monitor Report Team, Paris: UNESCO, 2018, https://unesdoc.unesco.org/ark:/48223/pf0000266077.

Through interviews and questionnaires to three different target groups (staff, teachers, and students),[79] the next section of the paper will try to highlight existing perception of multilingualism across the five partners involved in Key-Co System. Interviews and questionnaires take into account the use of multilingual and multicultural approaches on different levels and investigate teachers' and students' beliefs and misconception. In doing so, they rely on the ecological perspective of multilingual education proposed by Baker who, not only to evaluate the degree of multilingualism adopted by a school, but also to facture in environmental aspects and the members of staff's opinions.[80]

79 See *Annexes*.
80 Cf. Auer P., Wei L. (eds.), *Handbook of Multilingualism and Multilingual Communication*, New York: Mouton de Gruyter, 2007.

Investigating and evaluating multilingualism through Key-Co System: data collection and analysis

A challenging lexicon

As a preliminary survey, a questionnaire was produced and circulated among the members of staff and teachers of the five different institutions, with the purpose of assessing

1) if and to what extent the same terminology is shared across the project;
2) if and to what extent further lexical clarification is needed, for the sake of the project;
3) as a consequence, the possibility of providing the project with a wiki section to design and share a critical lexicon.

Fifty questionnaires (ten per institution) were distributed, of which thirty-five were filled in: the number is therefore not fully and evenly representative of all partners in the same way and cannot have a statistical implication. However, responses provided some very interesting information. The same technical word/expression (in English) can be perceived in different ways depending not only on the different national contexts (and the different possible translations from English into German, Greek, Italian and Spanish), but also on individual awareness and on the lack of a common transnational frame.

This may suggest that we cannot assume that professionals working in the same field (AMLs' education) share the same background knowledge and terminology. On the contrary, they may attach even opposite connotations to the same entry, and this may need to be tackled by providing partners in European transnational projects with preliminary terminological and conceptual discussions, and a starting toolkit (keywords, and their definitions) to avoid possible ambiguities and misunderstanding on lexicon and approaches.

The results of the questionnaire have clearly shown that partners may not be aligned to a shared interpretation and goal, and that may even disagree on the semantics of key-terms like *migrant/migrant learner* (the most controversial entries, according to the questionnaire, as half of the respondents does not feel comfortable in using them in their workplaces), *adult learner*, *multilingualism*, *student needs*, *language policy*, *inclusion/integration*, *cultural awareness*, etc. This nevertheless also highlight the importance of generating preliminary discussions and raising awareness on viewpoints, interpretations, pre-conceptions (and

bias) that cannot be easily transformed into practice without creating a space for critical thinking, a shared terminology, and a common toolkit.

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Raising awareness? An open discussion on multilingualism

The presentation of the eight key-competences, the analysis of the different approaches towards heritage languages by the five partner institutions, the centrality of multilingualism in European recommendations, and at the same time the very limited engagement with the entry *multilingualism* in the terminological questionnaire requires to further investigate the attitudes towards multilingualism and multilingual competence in the five partner institutions.

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As already mentioned, according to the 2018 *Recommendation on key competences for lifelong learning* the multilingual competence is:

> the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Language competence integrates a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing

mother tongue competences, as well as the acquisition of a country's official language(s).

From the very beginning of the project, partners regarded multilingual competence both as a distinctive trait of the target group (AML) and as one of the most important challenges to face during an educational path. As also noticed by some partners, adult migrant learners are not only multilingual by background (coming from countries where multilingualism is embedded in speakers' lives and experience) but they might have learnt how to communicate in other languages during their migration process and through their journey, with different degrees of proficiency. Moreover, before joining structured language classes, they might have already acquired some competence in the language(s) of their country of transition/arrival to continue their journey, temporarily settle, or starting the integration process. Most classes at the Key-Co System partner institutions include students with diverse backgrounds and linguistic profiles, which may naturally expose learners to multilingualism. Outside the classroom, the host society itself may be multilingual, for the presence of dialects and minority languages.

The Key-Co System project purposely focuses on the intercultural aspects of education, aiming at disseminating and developing teaching approaches that can challenge ethnocentric frameworks in education. Consequently, the promotion of the cultural and linguistic background of the students has been at the center of many activities of the workshops, and the participants have been asked to consider multilingual competence as a key issue during the development of the teaching units.

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During the first focus group organized in Cham (September 2019) to foster a discussion around some terminology used by teachers, uncertainties came to light about the different definitions and connotations of *multilingualism/multilingual*. As Giorgia for CPIA1 argued, the meaning of *multilingualism* may depend on national and local contexts, since in some cases multilingualism is already a common feature shared by students in the

classroom («multilingualism is a natural condition in almost every Italian family: we speak different languages in different context… dialects, neo-standard Italian, etc.»). However – as Massimiliano, a researcher from the University of Palermo, pointed out – you do not normally account dialects in the multilingual repertoire of a speaker, and you would not consider multilingual a L2 native speaker for its dialectal competence.

The semantic ambivalence of *multilingualism* is confirmed by the questionnaires that were distributed during the workshops in Cham in September 2019[81]: in their answers, many respondents focused mainly on the regional linguistic diversity or social backgrounds of the host country, without taking into much consideration AMLs' linguistic repertoires, personal experiences, trajectories, motivations. To many respondents, *multilingualism* sounded more like an abstract sociolinguistic category, related to language policy and planning, rather than an operational concept that can refer to, and can affect, the speaker's everyday life and language competence.

Moreover, participants did not agree on the degree of fluency and competence which is expected to have a speaker to be considered 'multilingual'. Some interviewees believed that all the languages spoken by a multilingual subject should be performed with the same degree of fluency for him/her to be considered multilingual, without specifying what an acceptable degree of fluency should be. Some other participants, however, highlighted the fact that multilingualism should not primarily refer to grammar competence, but to communicative competence and intercultural awareness («sapersi destreggiare in un contesto comunicativo», 'knowing how to juggle in a communicative context'), since grammar knowledge alone is not sufficient to guarantee a good level of (effective) communication and mutual comprehension between native and not native speakers in a given context.

The second focus group, about multilingual strategies in teaching, showed that another disputed topic related to multilingualism is the ability to use different languages in real contexts, which, according to some participants, can even undermine the purpose of a multilingual education. As Anna – one of CPIA1's teachers - argued «after all [Multilingualism] is not so useful in a practical way… [Students] do not normally need to speak different languages in a given context. Multilingualism is theoretically a great skill, but not a lot of people share a multilingual competence. What could students use Bambara for, in their real everyday life in a place like Palermo? They might use Bambara in courts but not in other aspects of life. I agree with the idea that the more languages you have in your portfolio, the better is for your life, but I don't think all languages are equally useful neither for the labour market at local level nor for your everyday life».

81 See *Annexes*

The discussion around this aspect encouraged participants to reflect about the role and purposes of education, and the autonomy of choices in a globalized world: «are we learning [or teaching] a language because it's useful or because we like it? – wondered Erin from VSC – If we do it just because it is functional, it has to do with power relations which, in our case, dates back to colonialism».

Power relations among cultures and languages are at stake, when dealing with multilingualism from the country of arrival's perspective. Nevertheless, some participants agreed that multilingual competence can bring fundamental advantages when it involves learning the language of education: «This is a fundamental competence to develop – suggests Giuseppina from CPIA 2 Palermo – We must use any available strategy to let students acquire this competence. We should focus on the students' specific needs and backgrounds, trying to help them to become acquainted with their host country, enter the labour market, live better. They should not be considered simple guests, but as people that could be fully 'integrated' in the new hosting community. Multilingualism is the fundamental basis on which we have to produce our educational and citizenship tools». Moreover – Erin added – «different languages provide you with different ways of thinking, and it is not just a matter of integration: it's also about understanding cultures and the different ways of thinking within different cultural systems».

The discussion than moved to another specific point: the students' background. As Giorgia stated,

> our students are used to speak, and listen to, many languages: they are plurilingual students by background and practice. But when they arrive in a new country, they normally differentiate between the language they speak and the language they learn. The role of the teacher is to help them transfer their competence from one language to another and develop their awareness about transcoding according to the different aims, places, and contexts where you can speak and use different languages. We do not need to accept the idea that official languages are more important than heritage languages. Acquiring awareness in languages allows the speaker to acquire further competences. If you facilitate a discussion about the different languages and provide the chance to transcode, it is easier then to foster a reflection on the structure of thinking. Multiculturalism is not one topic of the syllabus among many others. It is an approach, a perspective, based on the ability to transcode (not only by means of translation: translation is not equivalent to cultural mediation. By just translating the language you cannot translate the culture). I think that the main role of the teacher is to raise this kind

of awareness, and help students see themselves as multilingual subjects.

In agreement with Giorgia, Ana from Asociación Guaraní insisted on the motivational aspect that could be enhanced using multilingual strategies:

> It is not easy to introduce multilingual competence and awareness in the classroom. Some of our students do not speak Spanish but speak other languages, and that is useful to learn other languages, as it may help your brain be more plastic, as research has demonstrated. You are more open minded. On the other hand, if in a classroom there is more than one person who speaks a foreign language, I think it is useful to use it to create a more collaborative environment and share knowledge among the students. Sometimes I hear that Susana [one of Ana's colleagues] uses different languages to explain and connect concepts across cultures. Knowing that the teacher herself wants to know about their cultures motivates students, and male them value more their own languages.

However, Erin claims, multilingual strategies should not prevent students to «do the effort to learn». Students may not be sufficiently motivated, and it could be useful to balance the use of their mother tongues with the language of instruction to increase their self-confidence. But the goal is also to help them acquire a good (and assessable) level of the language spoken in the hosting countries, which can be jeopardised my multilingual and translanguaging practices in class.

Multilingual vs monolingual acquisition is a key issue for some of Key-Co System partners. Since partners do not follow the same linguistic policies, and they do not all aim to enhance a multilingual competence in the students, some diverging opinions were discussed, to check to what extent the possibility to employ multilingual activities during the lessons is realistic in the different settings, and matching with the school syllabus. As Aleksandra from VSC Cham explains, «in our courses the focus is German, so teachers use German all the time. The classrooms are too diverse [to switch to multilingual activities] and it is difficult to find a bridge language. Learners should focus only on the German language, and they are expected to do this».

Alexandra's comment was copied by Dimitri from SCL, who said that since their school requires fluency in Greek as a compulsory requirement in order to apply for refugee status, multilingual activities are not contemplated (except for English classes), and when

students face difficulties they are asked to only speak Greek, no matter how challenging this is, to force them practice the language.

This topic was also discussed from the learners' perspective. For instance, what are AMLs' attitudes towards monolingual vs. multilingual approaches? «In Germany, it is compulsory for migrants registered with the Federal Employment Agency to learn German in order to continue to receive financial support from the State – says Alexandra – but there are people who think that learning German is not that useful to them because their community, their friends, their colleagues speak mainly Arabic; also, men might think that their wives do not need German because they always stays at home with their children. This is a very strong motivational aspect». «In Palermo, students from Nigeria who already speak English – claims Giorgia– often ask their teachers why is it important to learn Italian, if I can already communicate in English?».

By the end of the focus group, an interesting discussion arose about the role of dialects. Aleksandra said that despite in the Bavarian region people usually speak a dialect very different from standard German, migrants are asked to learn standard German to acquire citizenship. Nevertheless, the school tries to organise Bavarian dialect lessons on a voluntary base to allow migrants to better understand the language spoken in the region. Teachers from Palermo CPIAs also reported that after an Italian grammar lesson, migrant students often ask why people in Palermo, who normally speak the regional Italian or the Sicilian dialect, do not «respect rules» in Italian (e.g. intransitive verbs which become transitive in Sicilian dialect).

The (challenging) practice of multilingualism

The EU's motto *United in diversity* summarizes the fundamental contribution that linguistic diversity and language learning may bring to the European project. As we have seen, European transnational institutions such as the European Union and the Council of Europe strongly believe that language policies addressing multilingualism cannot only facilitate mutual cultural understanding and social cohesion in member states and across the continent, but also play a pivotal role in fostering European citizens' employability, mobility, citizenship, and social inclusion. If multilingualism and language teaching have been a priority for European institutions for at least the last twenty years, and as one of the keys to European integration, it is however not clear to what extent they are a priority when dealing with Adult Migrant Learners (AMLs).

As we know, Key-Co-partner institutions do not share a common agenda and do not apply the same pedagogical framework for enhancing their learners' multilingual awareness and competence. Sometimes, they do not even share the same perception about the possibility (and the importance) of reinforcing such competence, for they are driven by a priority to provide their learners with some solid monolingual competence. Broadly speaking, the focus of each partner institution's language programme is the target language (L2), i.e. the standard variety spoken in the hosting country. And there is not much agreement neither on multilingualism as a possible challenge/opportunity for both the AMLs and the receiving society, nor on the concept and meaning of *multilingualism* itself, which – as mentioned – may bear different connotations and imply different approaches and objectives. Of course, the possibility for the AML to reinforce his/her competence in his/her mother tongue, or to learn one or more languages alongside the national language of the host country is neither forbidden nor discouraged in any partner institution, but there is a great deal of diversity when translating this possibility into practice, i.e. when assessing the role and the use of the learner's mother tongue in class, or when taking into account the AML's language repertoire (which may include not only heritage languages, but also languages learnt during the migration journey for purely functional reasons), or when considering if/to what extent other languages can be employed in class through *translanguaging* activities, to foster linguistic and metalinguistic awareness in all learners.

In all partner institutions, the use of languages other than the target one is not openly forbidden or stigmatized by teachers, but at the same time is very little facilitated as a teaching tool that could be fruitfully employed in formal education or as a key-element to foster citizenship and social inclusion outside the classroom; the decision to adopt other languages than the target one for explanations or activities in class is normally left to the

individual choice of the teacher/instructor, for the lack of specific guidelines or policies. Interviews and questionnaires indeed reveal that language policy itself is often seen as a top-down concept which mostly depends on centralized institutions or governmental decisions, and not as bottom-up and creative possibility that can be locally trialed and implemented for challenging practices and perspectives.

Except for CPIA1 and CPIA2, where some teachers occasionally make us of multilingual/*translanguaging* strategies for ice-breaking activities or to stimulate comparisons among languages and enhance learners' grammar and metalinguistic awareness, all partner institutions normally adopt a monolingual policy, centrally designed to teach the language of the host country as a pre-requisite for residence permits, job interviews, citizenship applications, education certificates, etc. Seldomly, and depending on resources (i.e. the use of an interpreter, the individual competence of teachers), heritage languages may be used to clarify topics or tasks, to help students who are struggling to grasp some meaning in the target language, to foster participation and enhance students' active participation. But this mainly happens in one-to-one interactions or in extra-curricular activities rather than in class.

Official teaching materials, when provided by the school (e.g. VSC), are only written in the target language, and are not translated into AMLs' heritage languages as teachers are not trained or expected to deal with any of these languages. Students can be sometimes exposed to their heritage languages in purposedly designated activities (for instance, when they are asked to share their cultural background and experience with their colleagues), but even in these occasions heritage languages are mainly used to trigger explanations which are required to be in the target language.

In some contexts (e.g. Asociación Guaraní) teachers may use other languages than the target language to encourage students to tell about their background cultures and to overcome self-isolation, but this is not embedded in the curriculum or done systematically. On the contrary, multilingualism is often seen as problematic, and several arguments against institutional multilingual policies have emerged from interviews and questionnaires:

a) the use of other languages than the target language would be unfair to students who do not speak them;

b) the exclusive use of the target language would let students achieve better results in a shorter time;

c) students themselves ask to speak only the target language in order to learn it as quickly as possible;

d) many teachers do not speak other languages: embedding multilingualism in the syllabus would require language qualifications or further language training for teachers.

In all partner schools, language teaching follows a target-language-first model, and the maintenance and practice of heritage languages do not follow regular and consistent patterns. Activities which involve some degree of multilingual and multicultural competences – such as labs on cultural background, visit to local cultural centers, food sharing experiences – generally are not part of the official curricula. They are normally set up occasionally, on a voluntary base, and they are not mandatory to students; sometimes they look more structured and are regularly scheduled to facilitate interactions.

Each month VSC hosts an «Erzählcafe» ('narrative café'), which welcomes women with migrant backgrounds to come together and share stories about their lives and backgrounds, and annually it also hosts a 'Multiculture' day, i.e. a small festival with presenters, foods from different countries, and activities for visitors, where participants can interact with each other in several languages and where intercultural exchange with local authorities, volunteer services, and programmes like AMIF is encouraged through the use of interpreters. Similar events and activities («Food from our countries», «Music and dances from our countries») are organised also at SCS and Asociation Asociación Guaraní, whereas CPIA1 and CPIA2 are involved in international projects on cultural exchange with partners from the EU, which may include sessions on multilingualism. However, these are mainly either extra-curricular or exchange activities which may or may not involve learners and are not embedded in the curriculum.

Approaches to multilingualism have also been explored through topics like advertising and internal communication; the initial assessment of the students' language competence; hiring and training; multilingualism from an institutional perspective; continuous assessment; language use in the classroom. More importantly, they have been tackled through questionnaires and interviews not only to teachers and admin members of staff, but also to AMLs.

Advertising and internal communication

In all partner institutions, advertising about the school's activities and external communication with prospect students may take place through different means of communication – from flyers and brochure to institutional websites, from tweets and

Facebook posts to local newspapers – but it generally occurs in the national language of the host country. VSC's advertising is done in German, although for specific events and targets (such as migrants or people seeking asylum that may be interested in German language classes) flyers may also include heritage languages. The local Federal Employment Office and the Federal Office for Migration and Refugees also offer information on «integration» and literacy courses in several languages, which learners with different background may access.

At Asociación Guaraní, advertising material is disseminated in Spanish trough website and social networks (Facebook and WhatsApp), mailing lists and – in the area surrounding the association facility – posters and more traditional forms of advertisement. SCL advertises its activities only in Greek through the Internet, local TV and radios, leaflets. The only exceptions are CPIA1 and CPIA2, which may promote their courses and initiatives also in vehicular languages like English and French.

As far as internal communication (inside the schools) is concerned, VSC may resort to heritage languages (like Arabic) to give practical information about the school's facilities (directions, signs, how to use the toilets, etc.) or when the school needs to communicate with the learners' families in case of illness or issues related to the student's attendance. Asociación Guaraní and SCL – which requires fluency in Greek language as a pre-requisite to apply – may translate informative materials and instructions into Arabic, French and English in case of miscomprehension or when the learners' limited competence in L2 can prevent them to access to key information on class activities. SCL may also translate teaching material into English for absolute beginners of Greek and for a limited amount of time.

When extra intercultural competences are required, VSC and Asociación Guaraní occasionally hire former students as tutors to better understand the needs and the learning challenges of the students, but this does not necessarily imply multilingual competence by neither the tutors nor the learners. At VSC former students are hired «because we know the type of learners and persons they are, and we are confident they can present the newcomers the goals and aims of our institution… they have a huge advantage, since they once were in the same position, and they can understand what it is like to be in their shoes».[82] At Asociación Guaraní «many of the workers attending our classes… are migrants. And most of the volunteers we hire as tutors were students or beneficiaries before. We value cultural diversity, and we know that migrant people are very sensitive to multiculturalism».[83] At SCL, CPIA1, and CPIA2, recruitment is run by the Greek and Italian ministries of education, which prevents the possibility of hiring former students through hourly paid contracts. Linguistic

82 Interview to follow up the questionnaire on multilingualism (see *Annexes*), March 2020.
83 Interview to follow up the questionnaire on multilingualism (see *Annexes*), March 2020.

and cultural mediation is then mostly provided by members of staff and teachers.

The initial assessment of the students' language competence

All Key-Co-partner institutions have a system in place to individually assess their students' competence and needs at the beginning of the learning path. This initial assessment, which can be delivered in the form of a test, a questionnaire, an oral interview, or a combination of the three, is mostly meant to collect background information, and may include questions about lifestyle and learning styles; it is not primarily focused on language competence and repertoire. When delivered, language tests and sociolinguistic interviews mainly aim at evaluating literacy skills and any previous knowledge of the target language (L2), for the school to form classes according to the learners' entry level; further assessment of individual language competence is left to teachers' initiative.

At VCS, students willing to learn German take a placement test conducted by admin members of staff, who have been specifically trained for this task. Applicants are asked about their language knowledge as well as their living conditions, any vocational training, their occupation. In addition, prospect learners can be asked about the teaching style they prefer or they are used to. The test, however, mainly aims to assess the student's competence in German. Depending on the outcome of the test, students are then placed into learning groups adequate to their level. Teachers can access the results of the test on request, in case they want to better acquaint themselves with their students' background, but this is not a standard procedure required by the school. During the first lesson, teachers normally ask their students about the places they are from and their language repertoire. Eventually, written and oral tests may be administered to further investigate migrants' cultural background, lifestyle, schooling experience, vocational training, work experience, etc. These tests may also be used to query students about their favorite learning methods.

At Asociación Guaraní, as soon as a student registers to a course, the teacher/person taking the registration has a first interview with him/her to assess language and overall competences, and to collect some background information. Also, the student is requested to fill in a questionnaire with some basic information (including nationality, languages spoken, education) that are stored in the association's data base and can be disclosed to teachers on demand.

At SCL, a questionnaire is administered to students as soon as they register, for the school to collect information on their job (if any), family, age, nationality, hobbies, special

needs, etc. At CPIA1 and CPIA2, students are normally interviewed as soon as they register to classes: through these interviews «the language competence in Italian and the learner's motivation can be checked»; this information is then stored and passed onto teachers if needed.

Hiring and training

The teachers' hiring process is different across institutions, for their different organization and governance. At VSC some of the teachers' background is a degree in German as a Foreign language, which enables them to teach such a topic. However, to be hired by the school, teachers need to possess a certification on integration and literacy from the Federal Office for Migration and Refugee (*Bundesamt für Migration und Flüchtlinge*). Without this certification, nobody can teach any of the subject which are government-funded. However, teachers who do not have this certification yet can access to training courses provided by VSC. Some teachers may also apply for a certificate to be able to test students, which gives them additional insight on student levels and needs prior the final test. In addition to the formal certification from the Federal Office for Migration and Refugees, teachers who want to teach courses which are not supported by governmental funds can get a certification at EUROLTA – an internationally recognized teacher training program to train teachers to teach languages using up to date methodologies – or through Foundation (Grundlagen) seminars which are designed to teach professionals how to teach in adult education. Although the certification required are nationally set up and recognized, teachers are hired through applications and interviews that need to meet the Bavarian Adult Education Trainer profile checklist, i.e. the criteria established by the *Land*.

VSC also employs a social pedagogue, a Counselor for Migrants/Asylum Seekers, who is responsible for overseeing courses with VCS's cooperation partners. He is there to help migrants with any kind of problems they may have (including private issues like finding an apartment, dealing with criminal charges, etc.) and is responsible for the Ethic courses, where he addresses Human rights and he questions students on a variety of topics that teachers may not feel comfortable about, such as legislation and criminal laws, cultural habits, everyday challenges, migrant journeys and trajectories, etc. To facilitate «migrants' integration» he invites them to field trips (local landmarks, local library, natural settings, etc.) but he tend not to use other languages than German to communicate with them.

At SCL teachers are hired if they possess high standard qualifications in adult

education, and if they can prove their active participation in lifelong learning programmes. According to their qualifications (length of experience, education, number and level of spoken languages, special training in adult education, digital skills, etc), they are ranked in an a national ranking by the Greek ministry of education. There are specific training programs that have to be attended before teaching multilingual/multicultural classes; however, this is not yet a compulsory requirement.

Asociación Guaraní does not require a national certification. The main requirements for teachers are: degrees in languages or teaching; some experience in teaching languages especially with adults and migrant people. Teachers are hired trough and interview by the directors of the center after a first scrutiny of CVs. To contracted teachers, Guaraní provides some regular training on cultural diversity and integration, but this is not mandatory or formally structured. Other teachers may spend a few weeks shadowing their senior colleagues as part of their training.

At CPIA 1 and CPIA2, any teacher must have a degree in their subject, and teachers are selected through an open competitive exam; the schools may offer continuing education on interculturality and multilingualism, but this is not mandatory.

Multilingualism from an institutional perspective

Since multilingualism is not officially embedded in any curriculum, teachers' opinions and perceptions about multilingualism may vary according to a) their knowledge and sensitivity towards the topic; b) the different policies at partner institutions. There is also some deal of overlapping between the concepts of multiculturality and multilingualism, which for instance make the former look possible within a monolingual frame (the language of the hosting country) and the latter look too unnecessarily challenging. Often teachers do not even have the chance – and are not expected – to make up their mind about this subject; when curricula are pre-designed at national level with a monolingual objective (like at VSC) there is no way to take multilingual concerns and challenges into account, and not even to get to know in details the students' different backgrounds and linguistic repertoires.

In general, teachers are not asked to apply any multilingual approach in class, which – when it happens – is simply tried at individual level, by the teacher's own initiative, and according to the teacher's sensibility, attitude, and language competence. Teachers of science, IT and math do not feel the need to acquire and try multilingual approaches, as they assume that the scientific and mathematical jargon is 'universal' (although one of the

teachers at CPIA1 feels that the use of visual aids and stimuli can enhance the learners' understanding and overcome linguistic barriers) whereas teachers of humanities may see multilingualism and multiculturalism as starting point which can be considered to facilitate the students' integration into the hosting country, to foster motivation and participation, to increase freedom of expression, to overcome prejudice and ease communication within the class group. At Asociación Guaraní, multicultural and intercultural perspectives are taken into account, but multilingualism looks like another (and more complex) challenge, given the variety of the students' mother tongues.

At SCL, where classes are small and «migrants are usually a small percentage», multilingualism is not a specific focus of attention. Since science is a «universal» language, «I do not need to consider multicultural stances when I design the classes». Moreover, «you need to be cautious when you refer to customs and perceptions, [as] it is possible to create conflicts, incomprehension and other communication and behavior problems». Therefore, «social literacy teacher» must take under serious consideration the cultural, ethnic, religious, background of the students to be able to effectively communicate with them and use all the above elements for the for the benefit of the class», but «there is not a high need to take a multilingual and multicultural stance when teaching math».

At CPIA, perceptions on this matter vary. A multilingual approach or focus are deemed unnecessary if «se gli studenti sono di lingua italiana», with the assumption that the speaker of Italian is monolingual by definition. Furthermore, multiculturality and inclusion do not necessarily imply multilingualism: on the contrary, the latter could even be an obstacle to the achievement of the former («Ritengo sia necessario ed essenziale porre l'accento sul multiculturale e sull'inclusione ma preferisco dare meno peso all'uso di più lingue per favorire, attraverso maggiori sforzi da parte degli apprendenti, una maggiore comprensione ed uso della lingua italiana»). Diversity is seen as an asset, and must definitely be taken into account when designing lectures and for facilitating a first interaction, but students need to get hold of the Italian language if they want to be part of the society («la diversità è ricchezza anche nella programmazione didattica… ma... ritengo che gli alunni debbano avvicinarsi alla nostra lingua per un migliore inserimento nella società»). To some extent, the place and the role of other languages (heritage languages) must be acknowledged, but to really facilitate a successful social inclusion «debito spazio va garantito alla cultura e lingua del paese ospitante».

Multilingualism appears therefore as a possible perspective for broadening social and interpersonal abilities («Assumere una posizione multilinguistica contribuisce ad allargare il nostro panorama culturale e le nostre capacità relazionali»), which however should not dictate major changes in teaching methods and content or prevent the effectiveness of system («Penso sia corretto nella misura in cui tale posizione non stravolga la sostanza delle

materie insegnante e non leda l'efficacia del sistema di trasmissione delle informazioni»).

Continuous assessment

Apart from an initial assessment to collect background information and place students in the right class/level according to their previous knowledge, there is a great deal of variation in assessment and evaluation across the partner institutions.

At VSC, individual needs and competences are assessed via test by admin personnel when before sending students to classes. Teachers can access this initial assessment if they are interested, but there is no expectation they see this background information before the course begins. Normally, teachers assess their students' knowledge after the first lesson, to get to know them better, but student assessment is goal oriented, and students do not have many chances to get assessed during courses.

At Asociación Guaraní, before the courses begin, students must complete an enrollment questionnaire. Through this questionnaire, administrative members of staff and teachers know where the students come from, and their competence in Spanish: this information may be released to teachers upon request. Teachers may query their students at the beginning of their modules, to collect more information about their educational background, but this is not mandatory. As student attendance to classes may be irregular and discontinued, summative assessment during the year is not expected.

At SCL, members of staff can «know in a great extent the level of students' language competence» through interviews, which take place every year and especially at the beginning of the school year. SCL holds interviews with prospect students using questionnaires to collect some background information about them. This information is then carefully checked by members of staff also to have a general idea of the students' writing skills. Furthermore, teachers try to get a better understanding of the students' language proficiency and gaps and become more aware of their individual needs and their expectations at the beginning of the courses, through informal conversation, autobiographical oral narratives, written texts). However, in terms of assessment, SCL does not have a specific framework for assessing the students' linguistic knowledge and competences in due course, which makes the first interviews and activities even more important.

At CPIA 1, the school administer an entry test to students to assess their competence in Italian and evaluate what communicative strategies can be deployed. Eventually, in the

first few weeks of observation/welcoming («periodo dell'accoglienza-osservazione»), students' competences are assessed also via interviews, autobiographical narratives, and colloquia with questionnaires. This procedure allows teachers to monitor competences and support the student in a more tailored way. Formative and summative assessment through written and oral «verifiche in itinere» and «verifiche finali» are embedded in all modules.

Language use in the classroom

CPIA1 and CPIA2 are two partner institutions where a good number of teachers claim they use other languages than target language (Italian) in class. These other languages – which are mainly French and English (and seldom Sicilian, given the high rate of students with Sicilian as mother tongue) or, as teachers say, «bridge-languages» – are not used systematically or homogeneously, as the more students progress the more they feel motivated when speaking, and being taught in, Italian only. The use of these other languages does not really imply any multilingual approach, as they might be employed only seldomly, at the beginning of the courses, for translating information and explanations which might not be clear to some.

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As CPIA's teacher say, also in mixed classes Italian is the obvious choice as it is

a) «the language spoken by the majority of students» anyway;

b) «the only language we should use in literacy classes, to rightly challenge and motivate students» («non attiverei nessuno sforzo di comprensione e di apprendimento negli allievi se gestissi le lezioni con altre lingue»);

c) «the language also migrants and foreign students, who have always been exposed to some Italian beforehand, can understand»;

d) «the language foreign learners want to learn»

e) «the best way to consolidate and expand the local and foreign learners' lexicon»

f) «as foreign learners should be able to handle any register and any potential communicative situation»

Normally, teachers at VHS only use German in class. At the very beginning of the courses they might say a few words in English and allow some students to translate these words into one of the learners' mother tongues, e.g. Arabic – which to some extent may recall translanguaging practice, although very limited and stimuli-bound – but normally no other language than German is allowed in class. By being multilingual, some teachers would speak to students in their mother tongue or in some lingua franca (French, English) during the break or after class, but most teachers agree that only in limited occasions another language than German should be used, and anyway this should not be the standard: if they were to do this regularly then this would be unfair to the students who do not possess knowledge of either language. The only space allowed to a limited of multilingual practice is during curricular and extracurricular parties – outside the normal teaching activities – when learners can discuss upon food, holidays.

In class, learners' linguistic 'mistakes' are "immediately corrected" unless the task is for the students to tell a story about a given topic: when that is the case, the teacher will note down the errors and correct them after the task has been fulfilled. Sometimes, teachers go over the grammar rule, and let students try to correct themselves. Teachers also have teaching cues whether it be gestures, body language or cards which they use often with the students so that they can subtly prompt the student to correct themselves.

Asociación Guaraní and SCS show a more relaxed attitude: in the former, it is not rare that teachers that can speak more than one language (i.e. Spanish and English) may want to use both for their explanations, because there might be students «who do not know any word in the second language». In the latter, lessons are usually conducted in Greek, but when the terminology is not familiar to students, or when it is predominantly in English (e.g. in IT classes), some explanation may be given in English or French. However, as most teachers say, they tend to use only Greek in class as this is their mother tongue, teaching materials are mostly in Greek, in most classes there are very few non-native speakers of Greek, and English is barely known by most students anyway.

Other teaching strategies employed

Through the survey, teachers were finally required to comment upon the most effective teaching and learning strategies they have experienced when working with AMLs.

In general, any strategy that can foster participation and interaction despite the different cultural and linguistic background is deemed as successful. Nevertheless, strategies cannot rely on teachers' multilingual competence, which cannot be taken as a given, and would need to be reinforced by continuous professional development (CPD) or continuing training modules provided and funded by the institution, and possibly including sessions delivered by cultural mediators/interpreters, as explicitly mentioned in some of the interviewees collected among CPIA's teachers. Other successful strategies towards students' multilingual competence and awareness include the use of digital devices – such as smartphones – in class (as trialed at CPIA), the organization of parties and food tasting in class as a trigger to approach food lexicon, the set-up of informal conversations on folklore to learn and compare idiomatic expressions (VSC), the promotion of group/peer-to-peer activities and collective working to create a flexible and open teaching environment.

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The students' perspective

AMLs from the five different schools cannot be easily compared. Some of them have lived in the hosting country for more than ten years (SCS), and therefore have been largely exposed, and got acquainted, to the local language(s): they attend language classes mainly to improve their written skills; some others have just arrived in the host country; some others have just arrived but coming from countries where the target language is spoken (AG). Some of them have travelled alone for longtime before reaching their destination country and show a stark multilingual competence and metalinguistic awareness (CPIA1 and CPIA2). Others have joined their families as refugees (VSC).

It is very common for students with a migratory background to have multilingual competences and repertoires. They may already speak two or more languages before starting their language classes in the host country: their language repertoire is often richer and more varied that the language repertoire of their teachers. However, this does not mean they are proficient in one or more languages, as their active competence may significantly vary, as well as their level of literacy, their previous education, their metalinguistic awareness, their confidence in their language abilities, their health condition (Post traumatic stress syndrome).

Variability may also depend on when and where they learnt new languages, for what purpose, within which migration trajectory and project (do they want to stay in the country permanently? Do they want to move to another country soon? What do they need the language for? To be ready for a job interview, or to get access to the citizenship process, or to obtain a school certificate in their adulthood?), with what kind of personal and social motivation? etc.

It is very common for students with a migratory background to have multilingual competences and repertoires. They may already speak two or more languages before starting their language classes in the host country: their language repertoire is often richer and more varied that the language repertoire of their teachers.

It is the not surprising that several AMLs showed very little if no interest in being actively multilingual in class, and being able to use their heritage languages, as this would prevent them to fully immerse in the target language. Also, while speaking their heritage languages at home is normal practice, speaking them in class or in public contexts outside the class is seen as a social constraint, which may marginalize them and limit their chances of interacting with the locals and being 'integrated'.

However, most of them admit that they normally scaffold their L2 competence by recurring to translanguaging, i.e. by a limited – but very functional – use of their mother tongue(s) or *linguae francae* (like English) to get help or to help other people better understand the content of the lecture or the grammar; in fact, they would welcome more translanguaging activities and more multilingual flexibility by the teachers and their schools. In class, little space is dedicated neither to the knowledge of AMLs mother tongues or heritage languages nor – more strikingly – to the acknowledgement of their metalinguistic competence as a potential tool for boosting self-confidence, interaction, or active participation.

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Vocabulary might be another issue: AMLs often do not have the vocabulary to fully master a good-size vocabulary to enhance their oral and written expression, and more importantly to express their feelings and their ideas as adult learners. This may also limit their active participation to the class and in general their interaction with other students, especially with native speakers of the target language, whose more solid language competence may look sometimes intimidating to them. Last but not least, a limited vocabulary may have a knockdown effect on their communication skills and social integration chances outside the comfort zone of the school.

The organisation of classes often reflects the top-down organisation of the schools, and although space for discussing a variety of topics is always provided by teachers, and the use of various learning materials (books, texts, videos, games and role-plays, pantomime, etc.) is common practice, once classes have started activities and syllabi can barely be changed or adapted to the learners' needs. Co-designing modules, as ambitiously suggested by EU papers, is not really a possibility in Key-Co partner institutions yet.

Placement tests and interviews are positively evaluated, as they constitute the first contact point with the schools, and they make AMLs feel heard and welcomed. More extra-curricular activities, or extra-school activities (such as walks-and-talks in town, guided explorations of sociolinguistic landscapes, meetings with the local population, tours of landmarks and key places) would be much appreciated, though, as they would be beneficial to AMLs not only for practicing the target language in real settings, but also for gaining a contextualised knowledge of the urban and social environment, and a more realistic flavour of the language – with all its varieties and registers – and the speakers' community.

Conclusive remarks and recommendations

The main aim of educational systems and institutions working with Adult Migrant Learners (AMLs) is to try to provide them with key-competences as soon as possible, for both enhancing the learners' chances to actively participate in the new society, and meeting institutional targets, which may vary according to national policies, organizational structures, and funding bodies, but which across the board are generally goal-oriented (i.e. providing a certain amount of measurable skills and competences in a given education cycle).

However, since AMLs across Europe – and namely across the five different institutions from the four different countries participating in Key-Co System – cannot be considered as a homogeneous target group, educational institutions may need to seek a balance between their own goals and their learners' needs. This looks particularly true when, among the eight key-competences, multilingualism is concerned. Although the teaching of the language of the receiving country is mostly seen as *the* priority, especially where a level of proficiency in the language is a compulsory requirement for AMLs to apply for refugee status, learners' different sociolinguistic background, language repertoires, motivations and expectations cannot be entirely disregarded. Particularly in the case of adults, these variables may indeed play an important role not only in the students' learning experience (as much as in the teachers' attitudes and methodologies and the class's dynamics), but also in the very process of social inclusion and 'integration', which – as the Council of Europe and UNESCO claim – should embed multilingual awareness, from the institution's side, and metalinguistic competence, from the learners' side.

The way in which Key-Co partners reflect upon this challenge, and try to address it, considerably varies for several types of constraints (resources, teacher's training, didactic materials, size of the classes, time, L2-oriented assessment, etc.). Multilingualism in class can even be seen as an obstacle rather than as a challenge or an opportunity for designing innovative intercultural tools, for dynamically reflect upon teaching and learning practices, and for challenging culturally determined misconceptions or preconceptions about the learners' competences and abilities. On the other hand, although being reluctant to be actively multilingual in class, students seem very familiar with translanguaging practices, and they would welcome the possibility to co-design modules for maximizing their meta-competences, particularly as far as language is concerned.

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Despite being recognised not only as a key-competence, but also as a key-competence that can enhance other key-competences and as a crucial tool for social integration by European institutions – and despite some solid research on linguistics needs, abilities, and constraints by Adult Migrant Learners – multilingualism is still often seen as an impractical resource by educational institutions dealing with AMLs in national and local contexts.

To foster multilingual awareness in education, considerable resources should be allocated to teachers' training, didactic material's design, and implementation of European language policies and recommendations from the same international institutions that are vividly promoting multilingualism on paper without a comprehensive analysis of the students' and the teachers' needs across the continent, and without considering the heterogenous backgrounds and existing competences of AMLs in different contexts. Of course, given the variability of migration phenomena in time and space, and the unpredictability of interactional dynamics in the class environment, such interventions would require constant monitoring, testing, and assessment of didactic tools and methodologies.

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However, as the learning units co-designed by Key-Co partners prove, materials which already embed intercultural approaches – by overcoming national and cultural stereotypes and preconceptions – and potential multilingual activities, can be to some extent adopted for different typologies of individual learners, and possibly reviewed by the same learners which test them.

For the (too) many sociolinguistic variables involved, and for the different goals of each institution, harmonisation among partners may not be always possible when dealing with language multilingual practice in class, but a common reflection on multilingualism involving funding bodies, school boards, teachers and students should be facilitated at both European and national levels and should be welcomed by schools and institutions as

a challenge, if not as a (timely) opportunity.

Harmonisation among partners may not be always possible when dealing with language multilingual practice in class, but a common reflection on multilingualism involving funding bodies, school boards, teachers and students should be facilitated at both European and national levels and should be welcomed by schools and institutions as a challenge, if not as a (timely) opportunity.

Annexes

The questionnaire on terminology

NAME: AGE: GENDER:

Could you please write for each of the following word/expression (1-15) a brief personal definition?

1. Adult learner
2. Citizenship
3. Cultural awareness
4. Heritage languages/languages spoken at home
5. Inclusion
6. Integration
7. Interculturality
8. Language competence
9. Language policy
10. Literacy
11. Migrant
12. Migrant learner
13. Multilingual/multilingualism
14. Student's linguistic background
15. Student's need(s)

Do you feel comfortable when you use it? Why?

Could you please suggest other relevant words/expressions that should be further discussed?

The questionnaire on terminology – Answers

Brief definitions of entries

1. Adult learner
    - A person over eighteen years old whose focus is on learning something.
    - A person who is over eighteen and learns in an educational institution.
    - A student in crisis
    - All persons over the age of twenty who want to learn something new
    - I am presently working with adolescents as well as with adult learners: the teaching/learning process is different in terms of psycho-pedagogy and the strategies used in class, so I don't see any inconvenience in using the term adult learner.
    - I do not feel comfy with this expression: learning has no age
    - I used to be an adult learner myself when I first went to Germany and had to learn the German language
    - It is not easy to define what 'adult' means, as its meaning changes across cultures
    - Person now learning through formal or informal education
    - Someone in adult age who is studying with a different motivation (i.e. to upgrade his/her qualification)
    - Someone over eighteen-year-old who tries to improve him/herself by going back to school
    - Someone who, for different reasons, studies in his/her adulthood, to get skills and competences that s/he can use to look for a job
    - This means that the teacher must be in dialogue with him/her to maximise his/her competences.
    - This word, when you read it, says a lot: as we know learning something in adulthood means something different from when you are at school. We teachers must be careful to take into account a number of variables (age, marital status, occupation, school graduation certification). On the other hand, adult learners can work more consciously, more purposefully with regards to their future.
    - Useful concept, as the teacher must acknowledge the student`s specificity
    - We do not use this terminology, as we do not focus on age
    - When is someone an adult? Someone who gets an education beyond a certain age? At 16, 18, 21? Is adulthood culturally variable?

2. Citizenship
    - Being officially and legally recognised as a member of a country, with all the

rights and responsibilities related

- Belonging and actively participate to a society
- Benefiting from civil and political rights granted by a state
- Group of people that coexist together under the same regulations in a specific territory
- Group of people that share an environment, habits, social experiences
- It evokes collective identity
- It includes values that refers to rights, duties and correct conducts of people in society
- It is a very official word: there is no identity behind it
- It is based on rights
- Legal affiliation of a person to a country
- People from a nation that share the same rights and duties
- Rights but also limitations
- The attitude of a citizen as an active member of the society
- The country which one feels to belong to

3. Cultural awareness

- Acknowledging habits, language etc. of other people
- Becoming aware of the multicultural reality which distinguishes our modern societies from the past
- Being able to differentiate your culture from other cultures
- Being aware of our own cultural heritage and the culture of the place where we live, and trying to understand and cope with cultural differences; I find this metaphor very suggestive, when talking about cultural awareness: a tree always knows where its roots are, but as long as its branches are in the neighbour's garden, it knows that garden as well.
- Being aware of the interdependence of cultures
- Being aware of your own past
- Being aware that culture influences our behaviour
- Being openminded and to see what culture is and how important it is for the people, no matter if it is your own culture or the culture of other people
- Common values and objectives
- Critical assessment of other cultures
- Critical assessment of our own culture
- Getting aware of multiculturalism

- Key competence to be sensitive and opened to other cultures
- Preserving one's cultural memory and belonging (positive connotation)
- Preserving traditions within a society: globalisation is increasingly affecting this, but it is important for enhancing togetherness and providing stability.
- Understanding different cultures, cultural expressions, cultural differences and backgrounds Being respectful of other cultures and behaving accordingly

4. Heritage languages/languages spoken at home
   - «Lingua base», or «delle mura domestiche»
   - Familiar jargoon/lexicon
   - Family languages
   - Language that someone learnt from the people that have raised him/her
   - Languages learnt spontaneously and unconsciously, since birth
   - Languages of the country of origin
   - Languages spoken at home, which can also be different from the mother tongue
   - Languages that add cultural value to the hosting society
   - Local dialects
   - Native languages (which I prefer to heritage languages)
   - Oral languages
   - The mother tongue or the first language naturally acquired as a child, without the help of teachers or learning materials
   - The mother tongue that accompanies us through our lifetime.
   - This expression is related to the roots, to a sense of security and belonging
   - This expression means security, togetherness, a sense of attachment to the people speaking the same language.

5. Inclusion
   - A constitutional right
   - Accepting someone in a group despite his/her abilities and differences
   - Actions taken to enable everyone to feel part of an environment despite him/her differences
   - Collective process (vs integration is an individual process)
   - Extending the access (to education) to everybody
   - Full integration in a new welcoming and respectful context

- Functional integration
- Integration at school
- Integration of disabled persons in classes of non-disabled persons
- Involvement of people in society, participation in social life
- It implies a participative process
- It implies equality, so it is not real
- It is a synonym of integration
- It is the process through which all people get the same condition of equality, no matters the differences
- Overestimated word, which sometimes only justifies students' limitations (i.e. we need to include everyone, even if people do not want to be included)
- Taking into account specific individual needs of learners, with a view to foster participation and togetherness in the learning process (for instance: a class of migrant students who learn a language has a common project with native-speaker students of the same age; they have to work together, help each other, exchange ideas and draw conclusions together: they include each other in a common)
- The integration of foreign citizens in the hosting country
- The process of including people at risk of exclusion
- The process of joining everybody and making them feel equal and learn in a same way, despite their special needs
- When both majority group and minorities try mutually to adapt to each other, so everyone can fit in
- When no one is excluded from a group or an institution, although s/he has special needs

6. Integration

- Adaptation of migrants to the social system of the country of immigration: it includes language acquisition, knowledge of social policies, participation and interest in cultural and sporting events
- Adapting yourself to the dominant culture of the country you live in
- Giving someone from another country the chance and abilities to fit into the new country and to be able to live there without great problems: this person needs to take this chance
- Helping, migrants, poor people, and persons with disabilities live better together
- Inclusion
- It happens when a foreign citizen becomes an active member of the hosting country, acquires its values and habits, gets access to the same resources as the others

- It implies accepting rules (by the new comers)
- It is a collective process
- It is related to integration courses (in Germany), intended to teach adult learners the language and, at the same time, how to deal with everyday situations in the host country, and with its tradition, culture, political issues, history
- It means adapting him/herself to a variety of context, understanding group dynamics, understanding society; it is a crucial part of a healthy social life
- It implies negotiating rules
- It requires active involvement
- Knowledge and acceptance of values and cultural differences
- Knowledge and compliance with the rules and laws of the host country
- Language competence in the foreign language
- Making other people feel part of a new society
- Making people with special needs participate in the same way as people without special needs, and respect their differences
- Multi-layered process
- Process through which people get inside a society, and are accepted by all the others, without eradicating their differences.
- School integration
- When a person or a minority group needs to fit in the majority's society. Institutions should help them do so, as they do a big effort

7. Interculturality
   - Ability to coexist with different cultures
   - Ability to deal with people from different cultural background
   - All cultures are at the same level
   - Communication and interaction among cultures
   - Cultural contamination
   - Different cultures coexisting in one area, through good cooperation and togetherness
   - Different cultures living, sharing, cooperating, and mixing in space and time
   - Diversity: there is no bad or good, only differences for which one should be open to.
   - In its name we justify cultural colonialism and prevarication (negative connotation): I would rather use coexistence
   - Interaction between people from different cultures showing interest to each

other

- It means acceptance, sensitivity, respect for other cultures, people's views and ways of thinking
- Mutual exchange
- Mutual exchange among different cultures in everyday life
- Sometimes it is difficult to find a common denominator in a heterogenous class, due to peculiarities or different sets of values that every culture has; on the other hand, it is amazing to see how many friends of different nationalities people can find and have
- The coexistence of the several cultures
- The exchange between cultures not only leads to differences but also to commonalities, to which one can connect.
- The interaction between different cultures
- Things which are not unique in a certain cultural area
- When different cultures coexist in the same place
- Where I live, interculturality is part of our history

8. Language competence

- A central point in communication, without which successful integration would be significantly compromised
- Competence for writing, reading, speaking, and listening both productively and passively
- Competence is an empty bureaucratic word
- It is essential in a new foreign country: if you want to stay permanently there, then you should not shy away from the effort to learn the language of the country of immigration
- It shows the level and skills of a person in a given language
- Language level that a person has acquired
- Language proficiency
- Language skills needed in all areas of life
- Language skills that make it possible to express oneself in a comprehensible and appropriate way in everyday situations and in dealing with others.
- Level of language to make him/herself feel understood
- Level of language to understand and follow courses
- The ability to use the language in real life and in different contexts.
- The efficient use of a language to communicate and interact with other people, in a variety of contexts

- The efficient use of a language to fulfil your needs according to the different context
- The learners' ability to make themselves understood by adequately using a language adequately in a communicative process
- The minimum competence to communicate and work on a day-by-day basis

9. Language policy
    - Actions, laws, and procedures related to languages: they can belong to an organization, a country, or a group of people, and can be both formal and informal, explicit and implicit
    - In my classes of language, the language policy is to use only the target language whenever we want to communicate
    - Legislation related to language
    - Linguistic inclusion
    - Linguistic rights
    - Governmental measures for implementing language teaching at local level
    - National/central/governmental policy
    - Norms regulating the use of languages in a given context
    - Political strategies to influence the speakers' attitudes toward languages and language use
    - Restrictions to language use (negative connotation)
    - State-determined provisions concerning the language, e.g. definition of the official language
    - The correct use of the language
    - The migrant's right to use his/her own language(s) in the host country, and see it/them recognised
    - The power of language
    - Top-down governmental policy towards languages

10. Literacy
    - In general, the knowledge, skills and attitudes required by a specific domain.
    - In the AALI («Alfabetizzazione e Apprendimento della Lingua Italiana») programmes, there is a difference between the teaching/learning of writing and reading competences, which are new to many students, and orality, which should instead be reinforced
    - It implies an active role of the teacher, and a passive role of the student; in a target language, It also implies socio-intellectual competences

- It implies not only formal knowledge and intellectual competence, but also social and intercultural competence
- It is a lifelong process
- It is a process to get basic competences such as reading and writing
- It means alfabetización
- It provides the student with the basic tools not only to read, write etc, but also to communicate in a given society
- It reminds me of primary school: everything is completely new, unknown, and learning is a big challenge
- Learning a specific subject
- Process of learning an alphabet
- Reading and writing vs oral competences
- Teaching how to read and write and the use of new technologies (digital literacy), especially to adults
- The ability to read and write; it is crucial when learning a target language: the higher the student's level of literacy is, the easier gets the learning process, and the greater are the chances to find a job
- The competences that one needs to be able to read, write, express her/himself
- The knowledge about different aspects of the world
- The right of accessing to knowledge and training.

11. Migrant

- A person who moved to a country in order to live and stay there permanently
- A person with a different cultural background than that in the country where s/he lives and works
- A person with a migratory project
- A traveller
- From the point of view of the host country, people who, for various reasons, leave their homes and move to another country (e.g. war refugees, migrant workers, marriage migrants).
- People who want to find their new home in another country, for different reasons
- Person who travel from a country to another for different reasons
- Someone seeking socio-economic redemption
- Someone who has his origins in one country, but now lives in another country
- Someone who tries to improve his/her socio-economic conditions by going to

another country. I would rather use hopeful traveller than migrant

12. Migrant learner

- A learner with a migrant background
- A person that comes from another country and is learning in the country he has moved to
- A person who is learning the language of the country s/he migrated to
- I am not comfy with this expression
- I do not feel comfortable using the origin as the main characteristic in our service
- I never use migrant to refer to our students
- I prefer *attendee* («corsista»)
- I prefer disadvantaged learner
- I prefer foreign learner
- I would just use learner
- I wouldn't use it, as a person could feel discriminated
- Immigrants and refugees who learn the language and culture of the host country in organised courses
- Learner of migrant origin
- Person who comes from a foreign country and is learning through formal or non-formal education
- Someone looking for redemption
- Someone who seeks new chances
- Someone with difficulties
- This expression seems to me to be somewhat harshly worded, and I do not feel so comfortable with it; it feels like we are talking about nomads. Unfortunately, there is no better word for it in my language
- Useful expression, as we can remind our society of the existance of migrants

13. Multilingual/multilingualism

- A person that can speak more than one language
- A person that speaks fluently more than two languages
- Coexistence of more languages in a given context
- Competence to use languages in a given contexts/according to different contexts

- Competences for speaking different languages
- It facilitates the learning of a new language by comparison with the languages already acquired
- It involves everybody
- Living or coming for a region or country which makes use of several official languages (Southern Tirol, Switzerland, Belgium etc.)
- The ability to communicate in different languages
- The ability to live in an environment where different languages coexist
- The ability to manage different languages
- The ability to manage more than one language at a time
- The ability to speak more than one language at a high level.
- Understanding and knowing not only a language but also the culture and history of a country or region

14. Student's linguistic background

- Linguistic background of a student
- All factors and circumstances related to language that are around a student and helps him/her in the process of learning
- All the student has learnt about languages, in formal and informal contexts
- An opportunity (for the teacher): what student has learn in terms of languages:
- I would prefer to use acquired linguistic abilities and competences («abilità e competenze linguistiche pregresse»)
- I would rather use language competence
- It plays an essential role when learning a language and its mechanisms: as an adult learner you want to understand the language you learn and maybe find similarities between your own mother tongue and the target language; from my personal experience as a language teacher, students with a solid linguistic background have much more chances to learn the target language appropriately and efficiently.
- It reminds us of how much is important to know what experiences participants have already had with language learning
- It requires some further questions: which languages has the learner acquired? How did s/he learn the language? How good can s/he use grammar?
- Language 'luggage' («bagaglio») that the students brings with him/her
- Not only theoretical knowledge, but also what migrant student may have learnt during their journeys, which should be taken into account more
- The ability to read, write and speak in the language of origin
- The background of a learner includes a broad spectrum of skills, which must be

taken into account when assessing him/her

- The history of the linguistic development of a student.
- The student's linguistic biography
- The student's mother tongue plus his/her lifelong learning
- The student's theoretical knowledge about the structure of a language
- The students' general understanding of the structure and the functionality of a language: the teacher cannot keep talking about nouns, adjectives, verbs, accusative or dative, etc. as long as students have no idea of what these terms may mean
- What a student brings with him/her from home and its culture.

15. Student's need(s)

- A legitimate expression to be taken into account as it is enormously important in integration courses; getting to know the learners more thoroughly
- A lot of exercises for the student to better understand vocabulary and grammar
- Acting appropriately for different learning types
- An array of learner types which have different needs in order to successfully acquire a language
- Difficulties, barriers that a student has in the formal education context.
- Emotional needs
- Grammar needs
- I prefer learner's problems to student's needs
- Individual needs
- Lacks and deficiencies in the educative system and families
- Learning times and styles
- Motivations and socio-economic needs, which have to be taken into account by the teacher
- Needs a student may not be aware of a student may not be aware of
- Not comfortable at all in using this expression, which is normally related to problems, whereas each student has wonderful capacities, competences and skills
- Personal needs of an individual learner in terms of acquisition of a target language: the teacher should adapt his methods and strategies of teaching according to these needs, and this may increase students' motivations and facilitate a successful learning process
- Practical needs for preparing a job interview
- Socio-economic needs

- Something that a person requires because it is important
- Something that students need to incorporate in what they already have
- Specific issues that a student may have.
- Such an expression emphasises the fact that, although all equal in principle, we are all different, which means that learning should be tailored to each person's needs.
- Teachers have to take into account the students' previous knowledge to understand their needs
- Things a student requires for successful learning
- Whatever a person requires to ensure their learning and development, including curricular, environmental, cognitive adaptations, emotional support, motivation, etc.

Other relevant words/concepts that should be further discussed

- Civic Education
- Collaboration
- Communication
- Cooperation
- Cultural exchange
- Digital literacy
- Empathy
- Equality
- Exchange
- Gender-based language («lenguaje inclusivo, referido al género»).
- Mutual respect
- Patience
- Perseverance
- Poverty
- Refugee training
- Respect
- Social action
- Social exclusion
- Social inclusion
- Solidarity
- Trust

- Welcoming («accoglienza»)
- Willingness to cooperate

The questionnaire on multilingualism

Teachers:

- Do you have to attend specific trainings in order to teach in your institution?
- To what extent are students' needs met individually?
- Who produces your learning materials produced? To what extent can you integrate them with original material?
- What are the best teaching strategies for a multicultural class? What kind of activities (if any) involves multilingualism?
- How do you handle linguistic and cultural miscommunication in class?
- Is citizenship enhanced through formal teaching or other activities? To what extent could it be integrated in language teaching?

Students:

- What kind of teaching material do you find more useful?
- To what extent are you involved in the development of the syllabus?
- How could you contribute to the development of new teaching material?
- What kind of competence would you like to consolidate more?

Staff:

- How do you interview to prospect students? How do you acknowledge the student's cultural and linguistic background? How do you assess his/her needs?
- How does your institution foster students' participation? Does it organise cultural exchange events? Does it schedule meeting with the students in order to implement the course according to their needs?
- What system have you put in place to assess the teachers' needs?
- How and in how many languages do you advertise your courses?
- Does your institution provide translation of teaching materials, signs, instructions?
- Does your institution employ former students as tutors, facilitator, mediators?
- How do you deal with student drop-off?

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Co-funded by the
Erasmus+ Programme
of the European Union

Key-Co System

Key-Co System is a project co-funded by the KA2 of the European Erasmus+ Programme.

Project Number 2018-1-IT02-KA204-048147