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## SYMPOSIUM

organised by the Council of Europe

Strasbourg, 30 March–1 April 2016

[www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)

Symposium website : <https://www.conference-service.com/migrants16/welcome.cgi>

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Language Policy  
Politiques linguistiques

### The linguistic integration of adult migrants: lessons from research

## CALL FOR PAPERS

This symposium will consider to what extent and in what ways scientific evidence can inform the development of policy and practice designed to support the linguistic integration of adult migrants. It will bring together researchers from various disciplines – education, didactics, psychology, applied linguistics, sociolinguistics, etc. – as a first step towards developing an interdisciplinary inventory of research findings that relevant ministries in Council of Europe member states can use to inform their decisions concerning the linguistic integration of adult migrants.

The symposium will be organised by the Language Policy Unit of the Council of Europe; there is no registration fee.

### Background

The Council of Europe's primary aim is to create a common democratic and legal area throughout the continent, ensuring respect for human rights, democracy and the rule of law. All the Council of Europe's actions are shaped by these values and by an enduring concern with social inclusion, social cohesion and respect for diversity; hence its interest in the linguistic integration of adult migrants.

The Council of Europe's Language Policy Unit has been a pioneer in the field of language teaching and learning for the past five decades. As part of its continuing work the Unit's project on the Linguistic Integration of Adult Migrants aims to support member states in the development of coherent and effective policies and to encourage them to review existing policies in keeping with shared Council of Europe values and principles. It also seeks to identify and share good practice, and where language tests are obligatory, to promote transparency and equity according to internationally accepted codes of practice. The project's website ([www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)) brings together a large body of documents and materials designed to support member states in the development of policy and practice.

In January 2014 the Parliamentary Assembly of the Council of Europe adopted a [recommendation](#) to the Committee of Ministers entitled "Integration tests: helping or hindering integration?" The [report](#) that accompanied the recommendation raised a number of questions about language and knowledge-of-society tests, some of which can be answered only with reference to research findings relative not only to tests but to the whole range of issues relevant to the linguistic integration of adult migrants.

## Abstracts

Researchers who wish to contribute to the symposium should submit an abstract of between 150 and 250 words in English or French that

- summarises the focus, scope and findings of the research to be reported and briefly describes the methodology used;
- explains the relevance of the research to the Council of Europe's core values, especially human rights, social inclusion and social cohesion;
- uses a maximum of five references to relate the research to other work in the area.

Please use the [symposium website](#) (available in English and French) to register for the symposium, submit an abstract, or indicate your intention of submitting an abstract at a later stage. The closing date for submission of abstracts is **15 September 2015**.

The scientific committee will review all abstracts and authors will be notified of the outcome of the review process not later than 30 October 2015.

## Working languages

Although abstracts must be submitted in English or French, presentations may be given in English, French or German. The selected language should be indicated at registration.

## Symposium organiser

Council of Europe: Language Policy Unit, Division of Education Policy, Education Department, Directorate of Democratic Citizenship and Participation – DGII (Philia Thalgott, Head of Section)  
E-mail: [symposium2016@coe.int](mailto:symposium2016@coe.int). Website of the LIAM Project : [www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)

## Co-ordinating committee

Jean-Claude Beacco, Hans-Jürgen Krumm, David Little (members of the Council of Europe's [LIAM Co-ordinating Group](#)), Philia Thalgott.

## Scientific committee

Hervé Adami, University of Lorraine, France  
Jitka Cvejnová, National Institute for Education, Czech Republic  
Rita Franceschini, Free University of Bozen-Bolzano, Italy  
Thomas Huddleston, Migration Policy Group, Belgium  
Ingrid Gogolin, University of Hamburg, Germany  
Lorenzo Rocca, Università per Stranieri di Perugia, Italy  
Nick Saville, Cambridge English  
Max Spotti, University of Tilburg, The Netherlands  
Thomas Studer, University of Fribourg, Switzerland  
Piet Van Avermaet, University of Ghent, Belgium

## Keynote speakers

Ofelia García, The Graduate Center, City University of New York, USA  
Claude Springer, Laboratoire Parole et Langage, Université Aix-Marseille, France  
Rosemarie Tracy, University of Mannheim, Germany

## Note on possible topics

The range of possible topics is extensive and includes, *but is not necessarily limited to*, the following:

### a) Adult migrants' language learning

- How should the needs of different learner groups be analysed?
- What is the relation between the kind and amount of language instruction needed to achieve specific objectives and adult migrants' social situation, previous learning experience, age, etc.?
- At which stage(s) in the reception/integration process, from arrival to citizenship, is language instruction maximally effective?
- What are the sources of adult migrants' motivation to learn? Is there a relation between types of motivation and learners' background (social, educational, etc.)?
- How can we encourage regular attendance at language courses and avoid large-scale drop-out?
- What measures might be taken to enhance adult migrants' motivation to learn the language of their host country?
- How can we define realistically achievable language learning objectives for (i) adult migrants in general and (ii) adult migrants with little or no literacy in their home language?
- Is it possible to specify the cultural knowledge that adult migrants need for successful integration?
- What is the role of informal as opposed to formal learning? Is it possible to develop language programmes that successfully combine both kinds of learning?
- What can research tell us about the role of linguistic mediation in supporting adult migrants' access to essential services (health, childcare, education, housing, employment, finance, public services, culture, etc.)?
- How can we best encourage the intercultural learning that is an essential part of migrants' integration in the host society?
- Is it possible to build social networks that support adult migrants' language and intercultural learning and thus their integration?
- How do we best help adult migrants to acquire the language they need in order to function effectively in the workplace?
- ...

### b) The importance of adult migrants' L1 and their plurilingual repertoires

- How important is L1 maintenance for adult migrants (personality, family identity, motivation to learn L2, etc.)?
- What do we know about L1 as a facilitating or hindering factor in L2 acquisition?
- What do we know about bilingual/multilingual courses for adults?
- To what extent do migrants make use of their plurilingual repertoires and in what respect does this support integration?
- What do we know about the impact of learning the language of the host society on adult migrants' sense of identity?
- ...

c) Language and knowledge-of-society requirements

- What is the impact of language/knowledge-of-society requirements, integration measures and (where they exist) incentives and sanctions on learning outcomes?
- What is the impact of measures and requirements on personality and family life?
- Is there any evidence that language/knowledge-of-society requirements have an impact, positive or negative, on the integration of adult migrants?
- ...

d) Teaching methods and approaches

- Are there studies that identify effective methods and materials for teaching adult migrants the language of their host society?
- To what extent can L1 be used to support L2 acquisition in multilingual classrooms?
- What do we know about the time needed to learn a language, depending on the learners' age, previous learning experience, literacy level, etc.?
- What do we know about methods and learning time as regards the development of particular skills and competences?
- What do we know about the use of e-learning platforms to support the learning of adult migrants?
- What do we know about successful arrangements for language learning in the workplace?
- To what extent does writing make L2 acquisition more difficult for certain groups of learners (e.g. those with little previous language learning experience or school education)?
- To what extent can we base the formation of teachers of adult migrants on relevant research?
- What contribution can research make to the formation of linguistic mediators who support adult migrants' access to essential services (health, childcare, education, housing, employment, finance, public services, culture, etc.)?
- ...

e) Testing

- Is there reliable data on the impact of obligatory language/knowledge-of-society tests on rates of dropout from language courses?
- What do we know about the impact of tests on certain groups of learners (e.g. those who have little previous language learning experience)?
- What do we know about the unintended side effects of tests?
- What do we know about the effectiveness of informal tests and alternative forms of assessment?
- To what extent does the motivation to migrate (work, family reunification, refugee) determine success or failure in learning the language of the host society?
- How it is possible to detect illiteracy among adult migrants?
- How it is possible to assess literacy?
- How can integration policies that do not include tests be compared to those that do in respect of their effectiveness/fairness?
- What indicators of integration might be used other than language tests?

- Are there studies in testing that define the construct of integration in terms other than language competence?
- Do formal tests achieve anything beyond restricting or delaying family reunification or the granting of residence permits or citizenship?
- Are there studies that explore the issue of bias in standardized tests in the migration context?
- Which categories of migrants find it impossible to pass a language/knowledge-of-society test and are thus excluded from residence rights or citizenship?
- Are there research findings that allow us to stress the link between learning and assessment, the coherence between course and test?