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

Fernanda Minuz
A Reference Guide

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

below and up to the CEFR A1 level

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

It provides Can-do-descriptors and extensive recommendations on how to use these for the sake of learner emancipation and learner development.
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Karen Schramm
Lorenzo Rocca
Rola Naeb

https://rm.coe.int/prems-008922-eng-2518-literacy-and-second-language-learning-couv-texte/1680a70e18
adopts the action-oriented approach of the CEFR and CEFR Companion Volume

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

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

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

organises the descriptors in four-level scales ranging from the first contact with the written language and the (oral and written) target language up to level A1 of the CEFR Companion Volume
• As CEFR and CEFR Companion Volume, LASLLIAM assumes the concept of individual profiles, which implies learning goals independently of each other.

• Therefore, the descriptors are not co-dependent, in the sense that a learner might be at level 1 in a certain ‘can-do’ and level 2 or 3 in another.
Uneven Profiles of three LASLLIAM learners
In LASLLIAM literacy refers to the ability of individuals, as social agents, to identify, understand, interpret and produce written texts (which can be handwritten, printed, digital and multi-modal) in accordance with social context.

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

LASLLIAM Reference Guide describes the simultaneous, interrelated, and not linear processes of acquiring literacy and a second language.
• Non- and low-literate adult migrants form a highly diverse group with a vast array of educational needs (needs analysis).

• Literacy background and oral and plurilingual resources (including competence in the target language) are of foremost relevance.

• A combination of features characterize learner types:
  ✓ from non-literate in any language to the so-called functionally non-literate
  ✓ from non- and low-literate with minimal ability to act in a second language to non-literate with some ability to speak and listen in their second language.

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**Literacy and illiteracy** represent poles of a wide continuum of individual skills and knowledge.
Technical literacy is the ability to get access to the written code of a language. For alphabetical scripts, this means learning to use the systematic relationship between letters/graphemes in writing and sounds/phonemes in spoken language in a gradually more fluent way until word recognition is automatized.

**Technical Literacy scales**

focus on cognitive and linguistic dimensions, describe the progression from emergent literacy towards fluency and automatized decoding and encoding.

1. Language and Print Awareness
2. Reading
3. Writing
Examples
Language and Print Awareness- level 2
• *Can analyse words with a simple syllabic structure into phonemes* (e.g. ‘map’ into ‘m-a-p’)

Reading – level 2
• *Can read practised words and new short words with a simple or highly frequent syllabic structure by applying the grapheme-phoneme correspondence* (e.g. “son”, “sera”).

Writing - Level 2
• *Can write words with a simple syllabic structure using the phoneme grapheme correspondence* (e.g. “book”).
Overall scales

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

Specific Scales

- Oral Reception
- Written Reception
- Oral Production
- Written Production
- Oral Interaction
- Written Interaction
Can do \( X \) (referring to the CLA teaching goal), by

(reading/writing/listening/speaking) \( Y \) (referring to practice, length and linguistic complexity)

Example

Overall oral reception – Level 2

*Can pick out isolated pieces of information and frequent social formulas (e.g. greetings) by recognising familiar words and expressions in a short simple speech.*
Every descriptor is contextualized and completed by examples of language use in the 4 domains mentioned in the CEFR.

Specific scale – Functional writing – Level 1

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

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

Teaching materials

Assessment tools

Professional development
INTERNATIONAL COMPARATIV (SUPRA)
e.g. international reference instruments (LASLLIAM)

NATIONAL/EDUCATION SYSTEM, state, region (MACRO)
e.g. study plan, syllabus, strategic specific aims, common core, training standards

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

CLASS, group, teaching sequence, teacher (MICRO)
e.g. course, textbook used, resources

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

Heterogenous classes/groups due to many factors

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

Needs analysis

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

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

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

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

Tool 25

**Needs analysis**

### What I need now

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

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

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

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

<table>
<thead>
<tr>
<th>Doctor, hospital, medical, dental etc.</th>
<th>🎄🎄🎄</th>
<th>🎄🎄</th>
<th>🎄</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping</td>
<td>🎄🎄</td>
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<td></td>
</tr>
<tr>
<td>School, education</td>
<td>🎄</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank, money ATM etc.</td>
<td>🎄</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### What I can do now

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<thead>
<tr>
<th>I can do this in the language of the host country (tick the relevant column)</th>
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<th>😊</th>
<th>😊</th>
</tr>
</thead>
<tbody>
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<td>🙋‍♂️</td>
<td>🙋‍♂️</td>
<td></td>
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</table>
TOOLS

Teaching units
Tasks and mini-projects
Communicative scenarios
Tools for strategy instruction
Training in the use of digital devices
Portfolio and linguistic biography
Tools for the needs’ analysis test
Placement test
End of course exam
A balanced teaching

literacy as a social practice

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

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

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

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

allow differentiating teaching and learning pathways according to the individual learner’s competence within a common and co-operative setting
A task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved (CEFR, p. 10)

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

Tasks interface teaching activities and «real-world» situations
A scenario

1- The new job: in the kitchen

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

Introduction

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

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

Levels are established through a language assessment based on LASLLIAM

A list of the situations and the types of communication involved

The scenario aims to enable learners to follow and understand the work procedures in a kitchen and orient themself in reading a frequent type of text (work shift table). In implementing the activities, the development of phonological competence and of language and print awareness are in focus. Target words present the CV (consonant-vowel) syllable structure; CVV (consonant-vowel-vowel) syllable is introduced.
Materials

(Examples)
- A1) Pictures: bar, restaurant, kitchen, cook, assistant cook, dishwasher, waiter
- A2) Pictures: bin, waste, soap, detergent, sponge, sink, bar, dishes, glasses, pots, cutlery, gloves and cap
- B) Pictures: PROFESSIONAL ACTIVITIES (e.g. cleaner, carer...)

Q) LEARNING APPS
- https://learningapps.org/watch?v=pv8ety8ia22 (match target words to pictures)
- https://learningapps.org/watch?v=pp3ug071t22 (match oral word to picture)
- https://learningapps.org/watch?v=pzm23raun22 (match oral word to icon)
- https://learningapps.org/watch?v=pk5wigjz322 (lexical fields)
- ....

Language activities

The sequence of activities. They can be used separately in any order or as a series.
The proposed scenario addresses situations that a person faces on the first day of work as a dishwasher in a restaurant kitchen: job tasks and shifts

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

Text types: Instruction (videorecording)
Language activity: Oral Reception

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

Text types: Asking for information (videorecording)
Work shift table
Language activity: Oral Interaction
Written Reception

**Task C:** Take note of the work shifts

Language activity: Oral production/Written Production
Digital skills: Digital skills - Content creation and management
Digital skills - Collaboration and cooperation
LASLLIAM provides descriptors in terms of «can do» to define learning goals.

**Task A**

**Oral Reception – Specific scales- Listening to Announcements and Instructions**

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

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

_Ewa:_ Marrone, ho capito

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

_Ewa:_ Va bene. e poi?

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

_Ewa:_ Sì, scusa una domanda: dove sta il sapone?

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

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

_Ewa:_ Brown, I understand

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

_Ewa:_ OK. Then what?

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

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

_Employer:_ It’s over there on the right next to the sponges...everything you need is there...good work!

[https://drive.google.com/file/d/1vDly_MLM2aOeM6-O3PEXB5TvYA5XoWaB/view]
# Task B

## Overall Reading Comprehension

1. Can pick out a single piece of information in a text by reading sight words and using pictures.

2. Can distinguish numerical from alphabetical information by recognising some numbers and letters.

## Reading for Information

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

## Technical Literacy – Language and script awareness

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

## Technical Literacy - Reading

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

**SETTIMANA DAL 7 AL 13 MARZO**

**MATTINA ORE 11.00**

**SERA ORE 18.00**

<table>
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<tr>
<th>NOME</th>
<th>LUNEDÌ</th>
<th>MARTEDÌ</th>
<th>MERCOLEDÌ</th>
<th>GIOVEDÌ</th>
<th>VENERDÌ</th>
<th>SABATO</th>
<th>DOMENICA</th>
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</table>
### Task C

**Written Production - Specific scales - Functional writing**

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

**Digital skills - Collaboration and cooperation**

- Can take photos.

**Digital skills – Content creation and management**

| 1 Can type words by copying from print (e.g. name, address from paper to an online form). |
| Can record multimedia messages (audio or video) on a mobile device with guidance. |
Backward planning

Task 1
Oral interaction
Asking partners (a) about their jobs, (b) their experience and knowledge of restaurants and kitchens (materials A)
PHASE 1

Exercise 1
(vocabulary)
Constructing a list of keywords by (a) matching oral words and pictures, (b) identifying pictures on the basis of the oral (two games), (c) recognising sight words in a word grid, (d) copying and writing with the keyboard
PHASE 2

Exercise 2
(facilitating understanding)
Facilitating understanding by (a) checking the global comprehension orally, (b) checking the global comprehension with a questionnaire, (c) checking the local comprehension by reordering pictures
PHASE 3

Real world task A
follow the instructions about the job tasks to perform and their sequence

Task 2
Oral interaction
Training acquired language through a role-play
PHASE 3
MATERIALE A1: IMMAGINI

MATERIALE A2: IMMAGINI
MATERIALE D: CHI CERCA TROVA: CERCA LA SPUGNA GIALLA, CERCA LA SPUGNA VERDE, CERCA IL DETERSIVO, CERCA IL SAPONE, CERCA I GUANTI ROSSI, CERCA I BICCHIERI BLU

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

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</tbody>
</table>

1. ____________________  2. ____________________
3. ____________________  4. ____________________
**Materials for Exercise 2**

**scheda 1: compiti di ewa**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
</tbody>
</table>

**Materiale li ascolta e metti le immagini in sequenza**
A sequence of activities

Real world task A: follow the instructions about the job tasks to perform and their sequence

Exercise 3  
Technical literacy acquisition by (a) synthesising words from syllables; (b) analysing words; (c) matching graphemes–phonemes  
PHASE 4

Exercise 3  
Identify text type by observing its structure  
PHASE 5

Real world task B  
Reading the work shift table

Task 3  
Listening to models of oral interaction: identify text type by noting its function  
PHASE 5

Task 4  
Enhance reflective learning: strategic use of written and oral language  
PHASE 5

Real word task C  
Taking notes of dates and hours
**Technical Literacy**

**MATERIALE 0: ASCOLTA E RICOMPOSIZIONE PAROLE**

PO  SA  NE

TI  FIU  RI

BI  NE  DO

CI  CU  NA

**MATERIALE 1: ASCOLTA LE PAROLE E INDICA CON QUELLO SUONATI INIZIANO**

https://learningapps.org/watch?v=pv8ety8ia22 (match target words to pictures)
https://learningapps.org/watch?v=pp3ug071t22 (match oral word to picture)
https://learningapps.org/watch?v=pzm23raun22 (match oral word to icon)
https://learningapps.org/watch?v=pk5wigjz322 (lexical fields)
https://learningapps.org/watch?v=pkkzjhpoc22 (kitchen devices and tools)
https://learningapps.org/watch?v=pm7ojb50n22 (target words puzzle)
https://learningapps.org/watch?v=pmrexz0bt22 (crossword with target words)
https://learningapps.org/create?edit=pgazxqz5322 (target words and picture memory game)
https://learningapps.org/watch?v=pgnn01kot22 (write the target words)
https://learningapps.org/watch?v=pudznzn60n22 (complete the target words with syllables)
https://learningapps.org/watch?v=pgd1knujt22 (complete the target words with syllables)
Reflective learning

• Ask the learners to help Ewa remember her shift. How can she remember her turn?

• Collect the answers and facilitate the discussion: Does she write a note in a notebook or on her mobile phone? Does she take a photo? Does she record a voice note in her own language?

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

Language use strategies

Plurilingual approach
Research tells us:

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

In sum: Balance real life tasks and code learning
Tack!

Grazie!

Takk!

Kiitos!

Thank you!

fernandaminuz@gmail.com