

MIGRATION AND INTEGRATION

Special Interest Group

Thank you for coming!

The purpose of this SIG

To unite migration researchers and increase policy literacy

The purpose of this SIG

To unite

To create

a platform to present and discuss research

The purpose of this SIG

To unite

To create

To debate current events

The purpose of this SIG

To unite

To create

To debate

To connect research, practice and policy

The purpose of this SIG

To unite

To create

To debate

To connect

To impact real-world practices, policy and research

Today's talks

German for teachers from all over the world: the Bremen way
Astrid Buschmann-Göbels, University of Bremen

Today's talks

German for teachers from all over the world: the Bremen way

Astrid Buschmann-Göbels, University of Bremen

Skilled migration language requirements: The policy maker's perspective

Kellie Frost, University of Melbourne

Bart Deygers, University of Leuven

Today's talks

German for teachers from all over the world: the Bremen way

Astrid Buschmann-Göbels, University of Bremen

Skilled migration language requirements: The policy maker's perspective

Kellie Frost, University of Melbourne

Bart Deygers, University of Leuven

The 2018 Council of Europe & ALTE survey on language and knowledge of society policies for migrants. Requirements and learning opportunities

Bart Deygers, University of Leuven

GERMAN FOR TEACHERS FROM ALL OVER THE WORLD

The Bremen way

EALTA 2019

SIG meeting: Migration & Integration

German for Teachers from all over the World

The Bremen way

Overview

1. The overall project: stakeholders, goals
2. Tutoring program for professional register: Zoom-in
3. Research project
 - 3.1 Background
 - 3.2 Research design
 - 3.3 Piloting: first results
4. Conclusion
5. Bibliography
6. Discussion

1. The overall project: stakeholders



Die Senatorin für
Kinder und Bildung

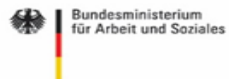


Freie
Hansestadt
Bremen



***EXZELLENT.**

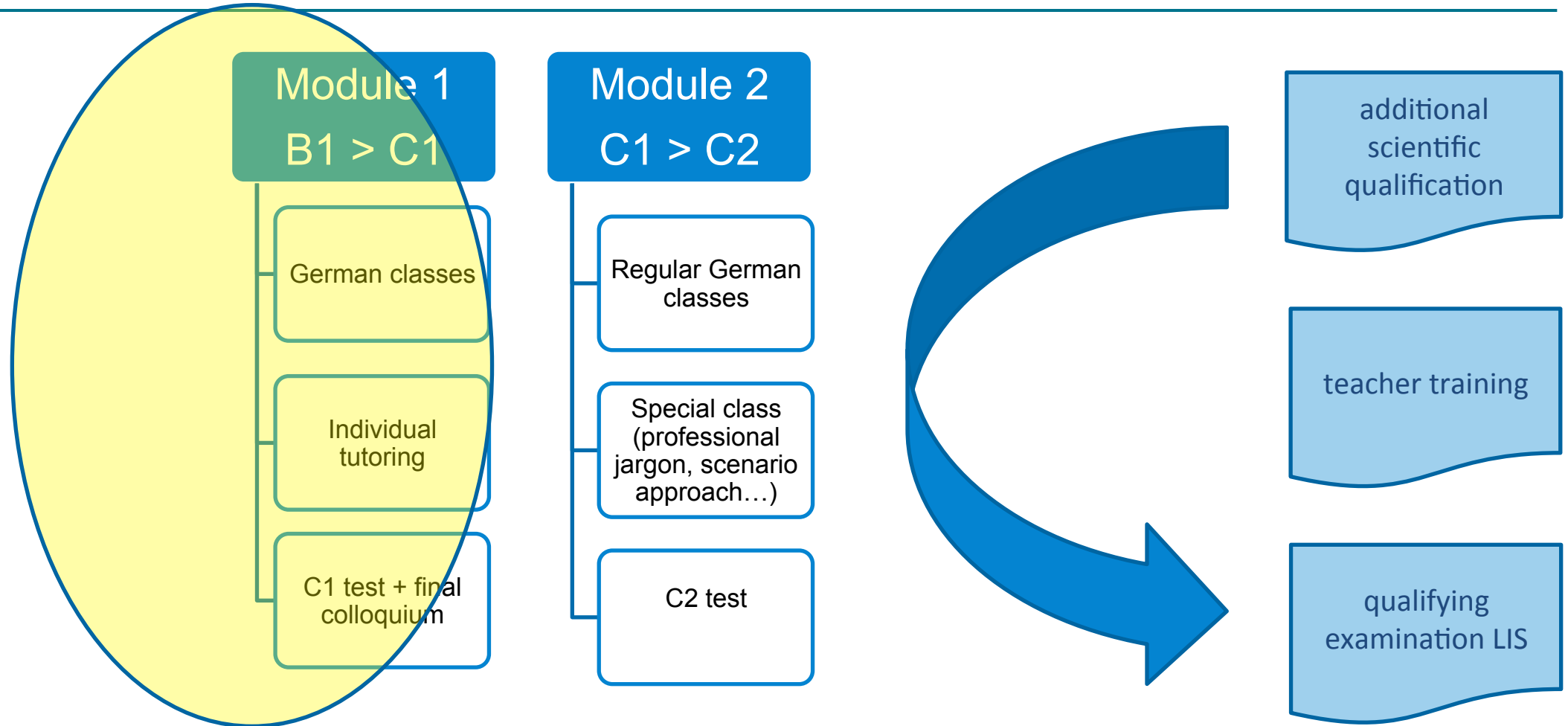
Das Förderprogramm „Integration durch Qualifizierung (IQ)“ wird durch das Bundesministerium für Arbeit und Soziales und den Europäischen Sozialfonds gefördert.



In Kooperation mit:



1. The overall project: goals



2. Tutoring program for professional register: Zoom-in

Level B1→C1

Start:
Tutor training

Kick-off meeting

First counseling
session
tutor-teacher

Setting individual
learning path

2. Tutoring program for professional register: Zoom-in

Level B1→C1

Setting learning
objective(s)

Setting project topic

Attending seminar
in educational
science

Final colloquium

We offer...



- Individual counseling sessions once a week
- Strategies for autonomous language learning
- Workshops on relevant issues (e.g. time management, setting reasonable learning objectives; improving speaking/listening, reading, writing skills; selecting appropriate learning material; managing classroom discourse)

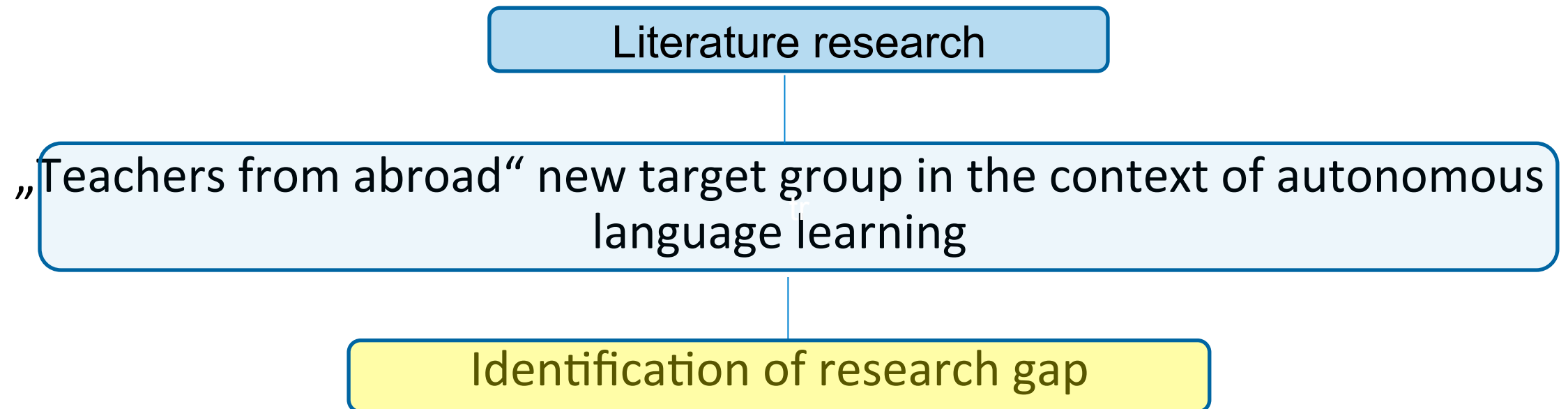
We offer...



- the art of discourse in university seminars : intercultural perspective
- preparation and revision of attended educational seminars (summarize, classify, evaluate,...)
- ongoing reflection of own learning process
- negotiating across cultures

3. Research project

3.1 Background



3. Research project

3.2 Research design

Research focus:

- ❖ Focus 1: Supporting linguistic competence
- ❖ Focus 2: Supporting autonomous learning
- ❖ Focus 3: Supporting intercultural competence



www.freedigitalphotos.net

3. Research project

Empirical study

➤ **qualitative study**

- ✓ questionnaire
- ✓ guided interview
- ✓ subject-oriented design

➤ **data evaluation**

- ✓ qualitative content analysis



3. Research Project

Presupposition for focus 1:

Supporting linguistic competences

Participating in the tutoring program

- a) supports the acquisition of linguistic skills in GfL
- b) is a supportive add-on to the GfL- classroom
- c) is tailor-made to the linguistic needs of the participants

3. Research Project

Presupposition for focus 2:

Supporting autonomous learning

Participating in the tutoring program

- a) raises the awareness for acquired strategies and skills
- b) fosters reflection of the learning process
- c) supports setting and implementing of learning objectives

3. Research Project

Presupposition for focus 3:

Supporting intercultural competence

Participating in the tutoring program

- a) fosters intercultural understanding/awareness
- b) paves the way for working as a teacher at a German school
- c) supports the self-reliance (of being a teacher)

3. Research Project

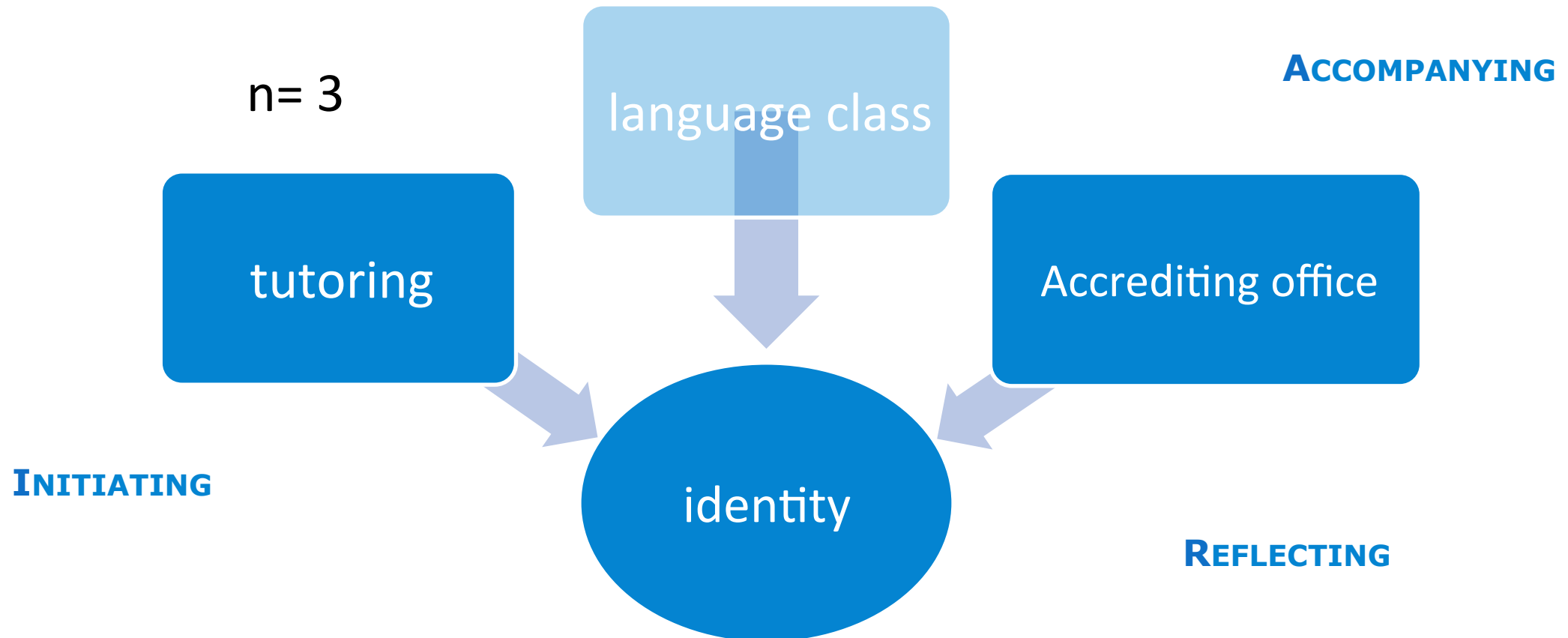
Guided interview

4 sets of questions

- Set 1: Start of tutoring program, general conditions
 - Set 2: Improvement of linguistic skills and self-directed learning in GfL
 - Set 3: Intercultural knowledge
 - Set 4: Tutoring program & tutors
- each time divided into guiding questions, concrete questions, questions to uphold conversation

3. Research project

3.3 Piloting: first results



3. Research Project

Status quo

- Information gap : what qualifications are really needed?
- Which options are there to get these qualifications?
- Qualifications have to be recognized (quite time consuming)

Language tests

- Absolute power of language tests (McNamara/Shoamy 2008)
- Multilingual competencies are not assessed (Shoamy 2011)
- Educational background of migrant teachers is not evaluated

3. Research Project

- #B001: *“The tutor was there to pay attention to me, to my learning goals. She helped me to identify my strenghts and weaknesses.”*
- #B001: *“I pretty much liked the scenario-workshops to role-play job-related situations and master them linguistically.” [e.g. classroom management, project work, conflicts with colleagues, parents, pupils]*
- #B002: *“The counseling sessions gave me power to continue my tour.”*
- #B002: *“The tutoring program is a necessary add-on to my language class. In the tutoring I can really deal with issues that matter to me.”*
- #B003: *“The tutoring program is like a learning tandem: I offer teaching experience from my country and the tutor shows me what it means to be a teacher in Germany.”*
- #B003: *“For the first time I have really reflected on ‘how learning works’. Hopefully I can transfer this to my pupils to support their individual learning objectives.”*



4. Conclusion

- Language is not a prerequisite for integration but its outcome; integration might be a result of stability (Fritz/Donat 2017)
- European integration policies do not fully reflect the complexity and needs of today's multilingual migrants and their increasing cosmopolitan and transnational realities (Hogan-Brun, Mar-Molinero and Stevenson, 2009; Avermaet, Extra, and Spotti, 2009)



4. Conclusion

- Construct-valid tests and assessment policies are needed
- Every assessment needs to transparently define its conceptualization of proficiency, paying equal attention to the assessment purpose, the target language uses, and the test takers (Harsch, in print)



www.freedigitalphotos.net

5. Bibliography

- Beacco, J., Krumm, H., Little, D., Thalgott, P. (eds) (2017). *The Linguistic Integration of Adult Migrants. Some lessons from research.* Berlin/Boston: De Gruyter.
- Extra, G., Spotti, M. , Van Avermaet, P. (2009). *Language Testing, Migration and Citizenship.* London: Continuum.
- Fritz, Th., Dilke, D. (2017). “What migrant learners need”. In: Beacco, Krumm, Little, Thalgott (eds). 2017: 163-168.
- Harsch, Claudia (in print): “English varieties and targets for L2 testing”. In: Hall, Ch.J., Wicaksono, R. (eds). *Ontologies of English. Conceptualising the language for learning, teaching, and assessment.* Cambridge Applied Linguistics Series: Cambridge University Press.
- Hogan-Brun, G., Mar-Molinero, C. ,Stevenson, P. (eds) (2009). *Discourses on language and integration: critical perspective on language-testing regimes in Europe.* Amsterdam: John Benjamins.
- Pulinx, R., Van Avermaet, P.(2017). “The impact of language and integration policies on the social participation of adult migrants”. In: Beacco, Krumm, Little, Thalgott (eds). 2017: 59-65.
- Ros i Solé, Cristina (2014). “The paradoxes of language learning and integration in the European context.” *Language Issues*, 24(2), 4-18.
- Shohamy, E. 2011. “Assessing multilingual competencies: Adopting construct valid assessment policies.” *The Modern Language Journal* 95(3), 418-429.

6. Discussion



www.freedigitalphotos.net

Discussion points

What requirements are needed to pave the way for a linguistic integration of migrants?

How can we / our institutions contribute to a successful linguistic integration ?

SKILLED MIGRATION LANGUAGE REQUIREMENTS

The policy maker's perspective

Our goal is simple: to understand

- ... how and why language requirements are set
- ... how policy makers perceive the role of English in Australian society
- ... which stakeholders primarily impact policy
- ... the role of language testing professionals in this process

Because policy literacy matters

If applied linguistics is to address real-world language-related problems...

we have to know how policy-making works

we have to ask questions that have real-world relevance

Australia's migration policy

Essentially independent

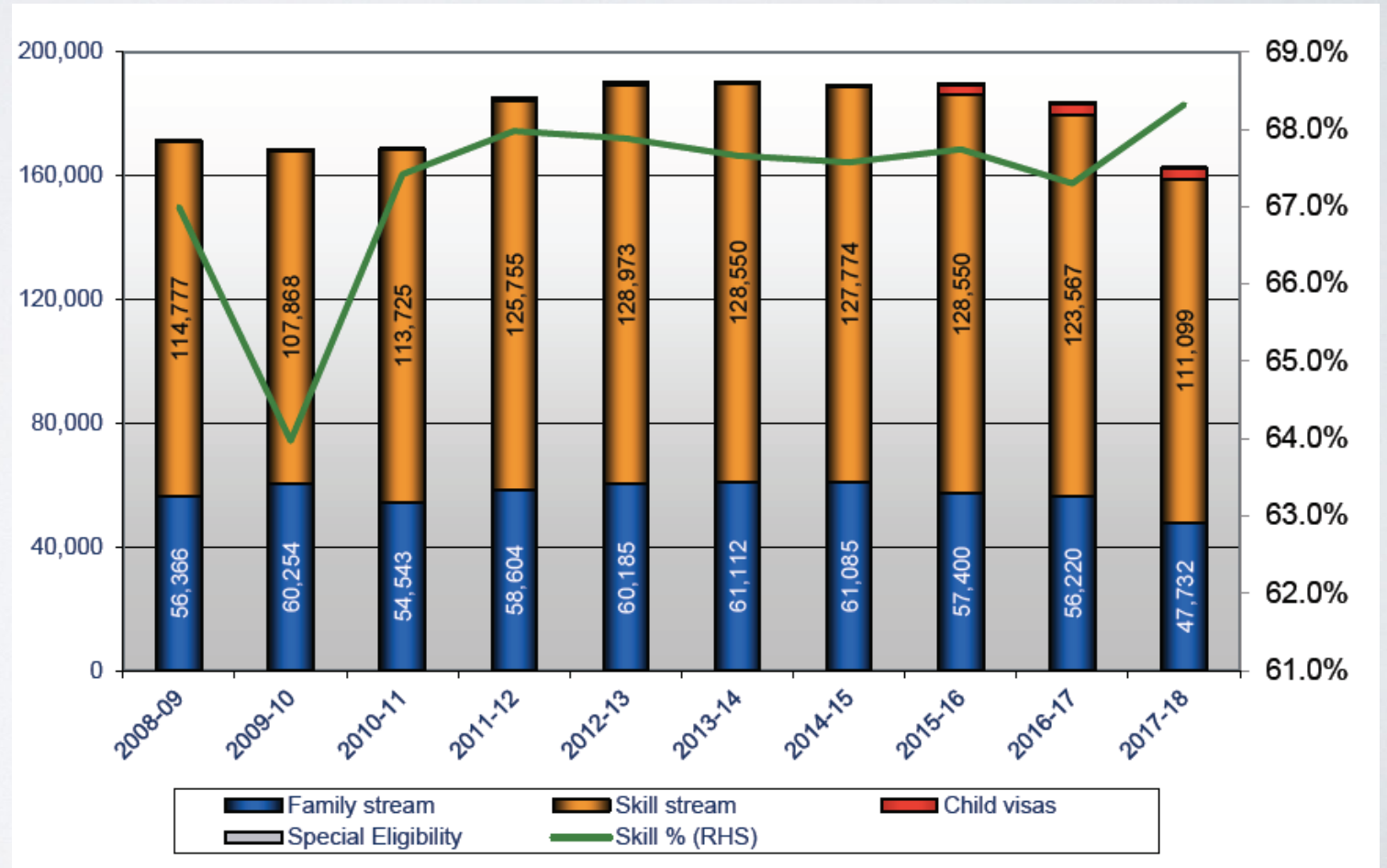
(Cf. Non-signatory of UN Global compact on Migration)

Internationally notorious / admired

(Depending on who you ask)

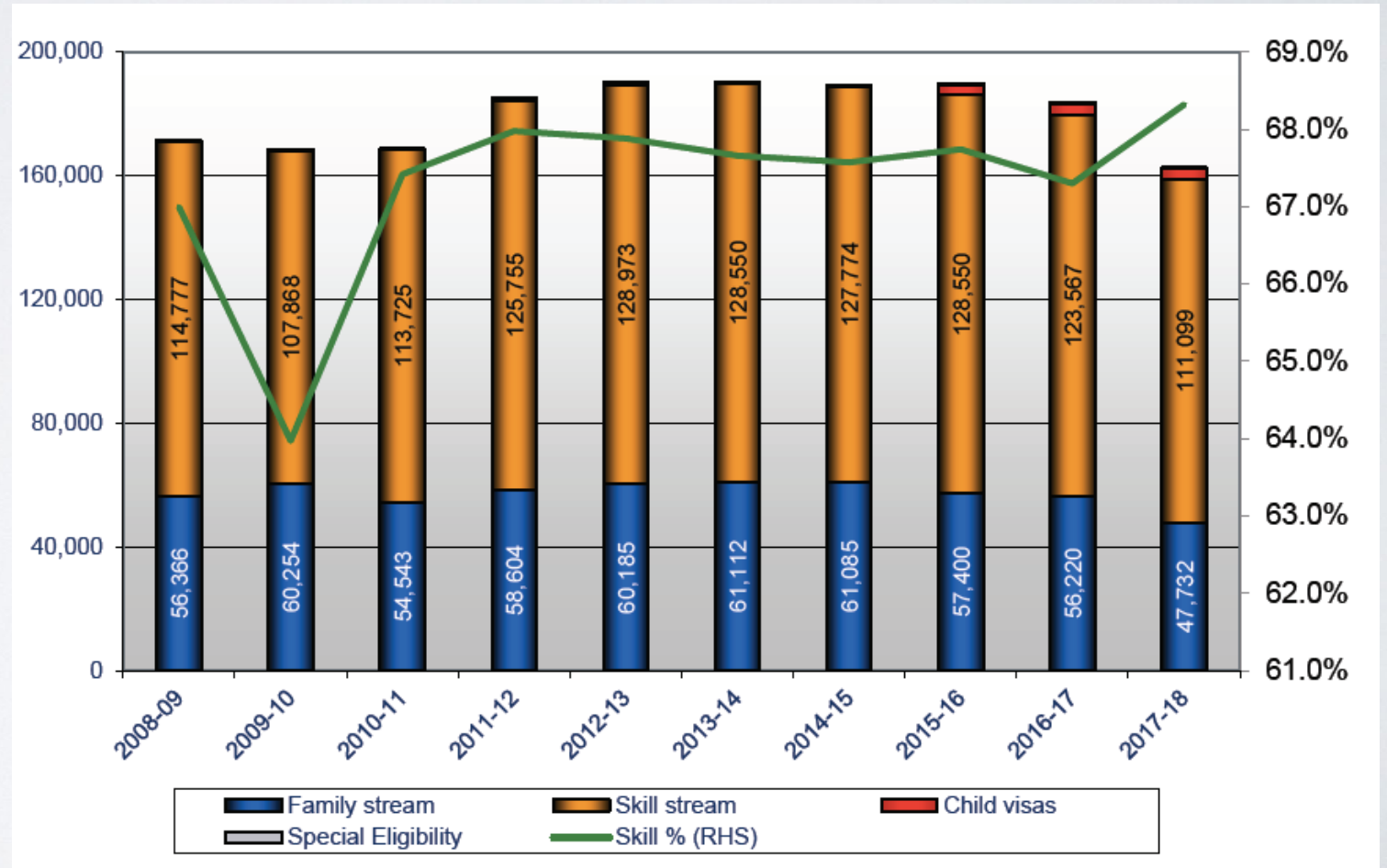
Australia's migration policy

- Humanitarian route
- Family reunification route
- Skilled migration route



Australia's migration policy

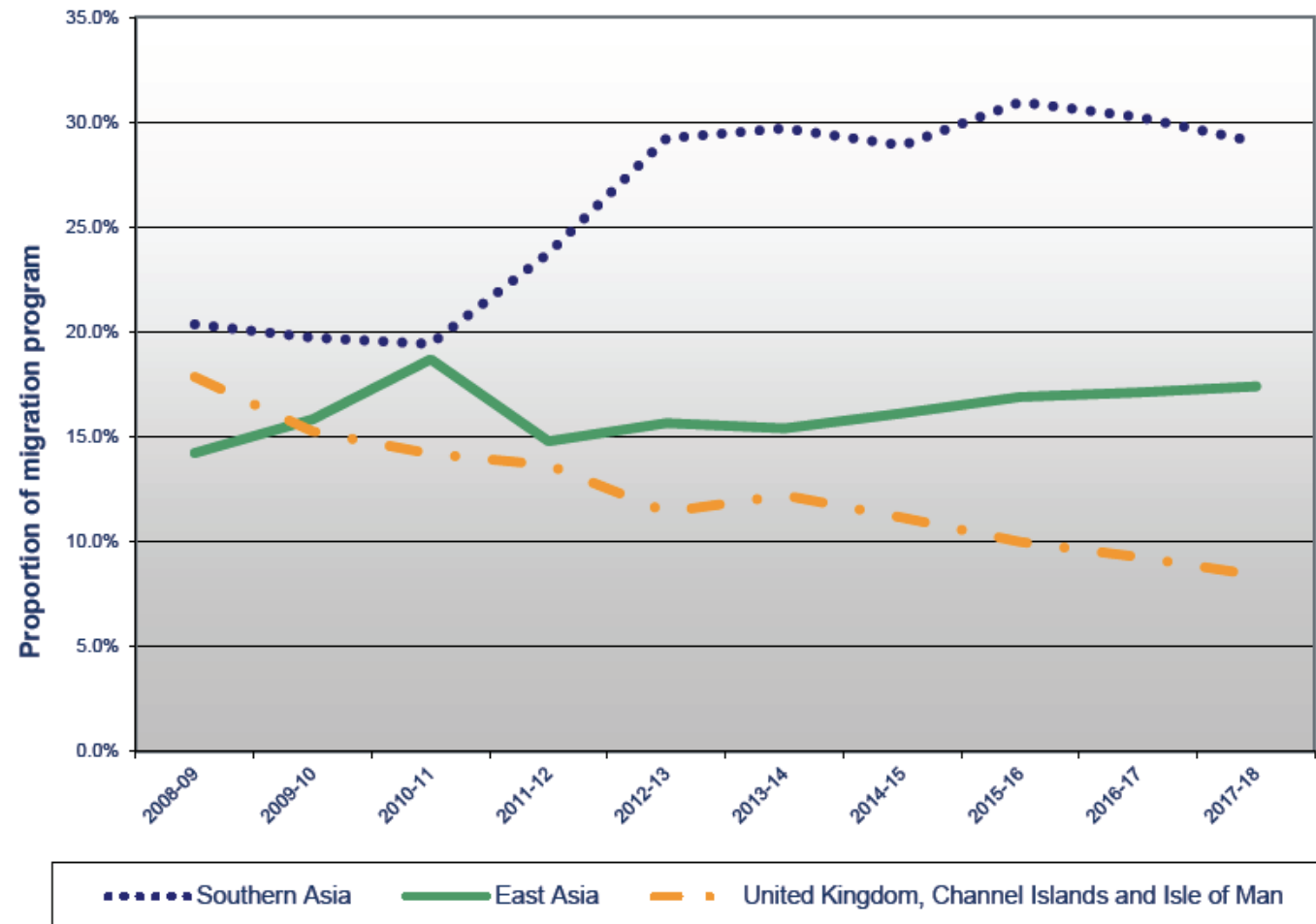
- Humanitarian route
- Family reunification route
- Skilled migration route



Australia's migrant population

Decreasing influx of
British nationals

Increased influx of Indian,
Chinese nationals



This is a work in progress

In-depth interviews so far:

- 2 senior civil servants
- 3 Migration associations
- 2 Employer groups
- 1 Migration lawyer

To do: test developers

Skilled migration criteria

- Age
- English language level
- Work experience outside Australia
- Work experience in Australia
- Qualifications
- Australian study requirement
- Specialist education requirement
- Accreditation in a community language
- Study in regional Australia
- Partner skills
- Professional year in Australia

Skilled migration criteria

- Age
- English language level
- Work experience outside Australia
- Work experience in Australia
- Qualifications
- Australian study requirement
- Specialist education requirement
- Accreditation in a community language
- Study in regional Australia
- Partner skills
- Professional year in Australia

Competent English	0 points
Proficient English	10 points
Superior English	20 points

Priorities

Security
Prosperity
Social cohesion

|

of Australia

Skilled migrants are intended to deliver **return on investment** immediately or in the very short term

Family and humanitarian migrants are associated with an **economic loss** in the short to medium term

Policy goal

'Visa products' are designed with international market competitiveness in mind, to attract the best global talent to strengthen Australia's labour force.

Value-driven and evidence-based (sort of)

Drivers: Macroeconomic objectives + population targets

Points system:

- Skills in need: constantly revised
- Heavily influenced by employer groups
- Emphasis on economic rather than intergenerational social values
- Combination of criteria skews migrant population

Stakeholders

Treasury

Employer organizations

States

Local councils, community groups, small business

“Oh, and sometimes an academic comes along”

Looking for the perfect migrant

Central idea:

The right migrant will integrate well and easily, and will yield a quick return on investment

IELTS 8: “Because we can”

Language requirements: easy win
consensus between unions and the employers
young, cosmopolitan, higher educated population
‘transparent’ means of controlling migrant numbers

Conclusion

Policy = values + (economy * population targets)

Statist, competitive perspective on international responsibility

Language assessment literacy is emphatically *not* an issue

Question

If applied linguistics has the purpose of tackling real-world linguistic problems but the world doesn't care about our answers, models or discussions.

Are we asking the right questions?

THE 2018 COUNCIL OF EUROPE & ALTE SURVEY ON LANGUAGE AND KNOWLEDGE OF SOCIETY POLICIES FOR MIGRANTS.

Requirements and learning opportunities

Survey goals

- State of the art (2018): language and KoS requirements for migrants*
 - Specific focus: minors, refugees and illiterates
 - Detailed information

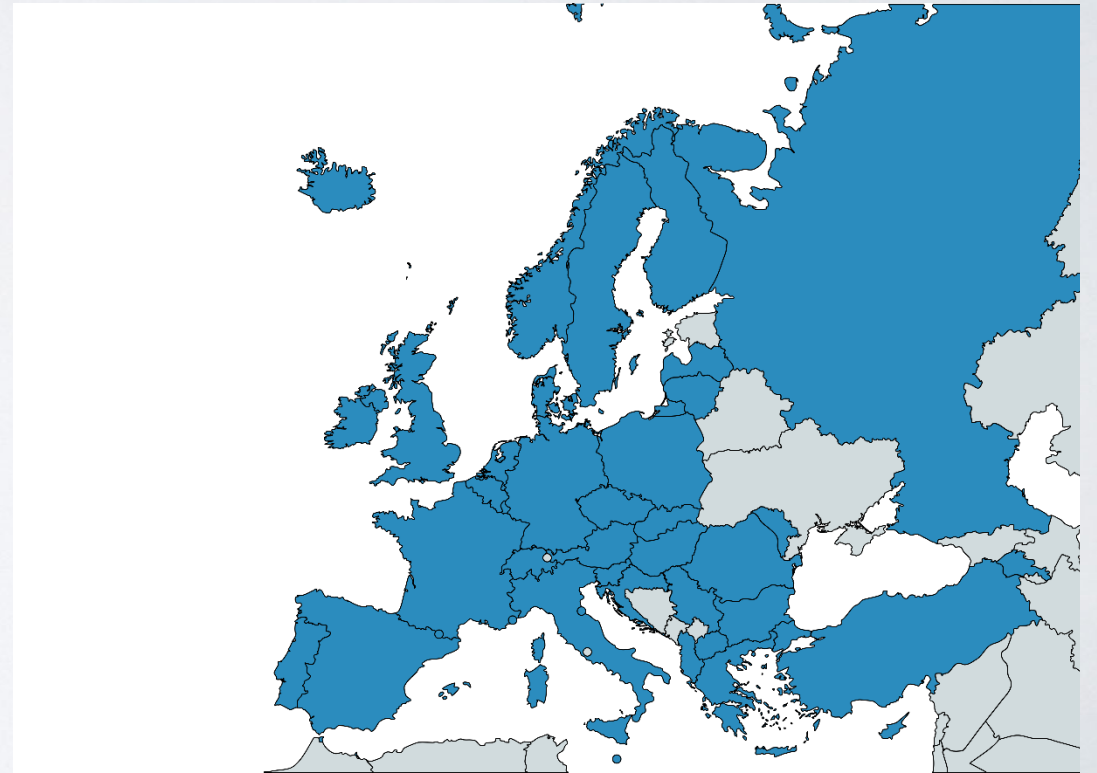
* third country nationals, thus including asylum seekers and refugees, minors, economic migrants and those who entered the host country for family reunion. Foreign students and workers from within the EU/EEC are not the focus of this survey

Survey goals

- State of the art (2018): language and KoS requirements for migrants*
 - Specific focus: minors, refugees and illiterates
 - Detailed information
- Longitudinal trends (2007 -)

Survey background

2007	27 member states
2009	32 member states
2013	37 member states
2018	40 member states



Dataset

Primary dataset:

41 government-affiliated respondents

Secondary dataset:

45 non-government officials

All data cross-validated with policy texts

Guesstimate

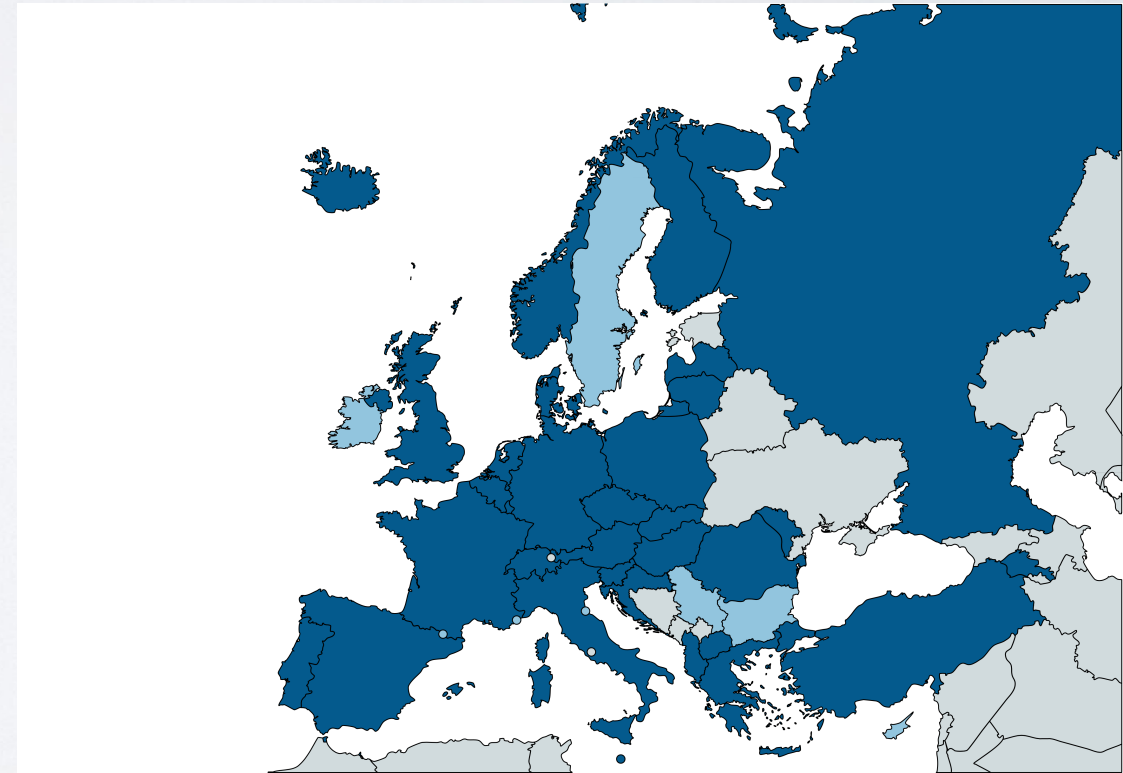
Of the 41 contexts we surveyed, how many have...

- ... No language / KoS requirements whatsoever at any point?
- ... Pre-entry KoS / Language requirements?
- ... KoS / Language requirements for temporary residence?
- ... KoS / Language requirements for permanent residence?
- ... KoS / Language requirements for citizenship?

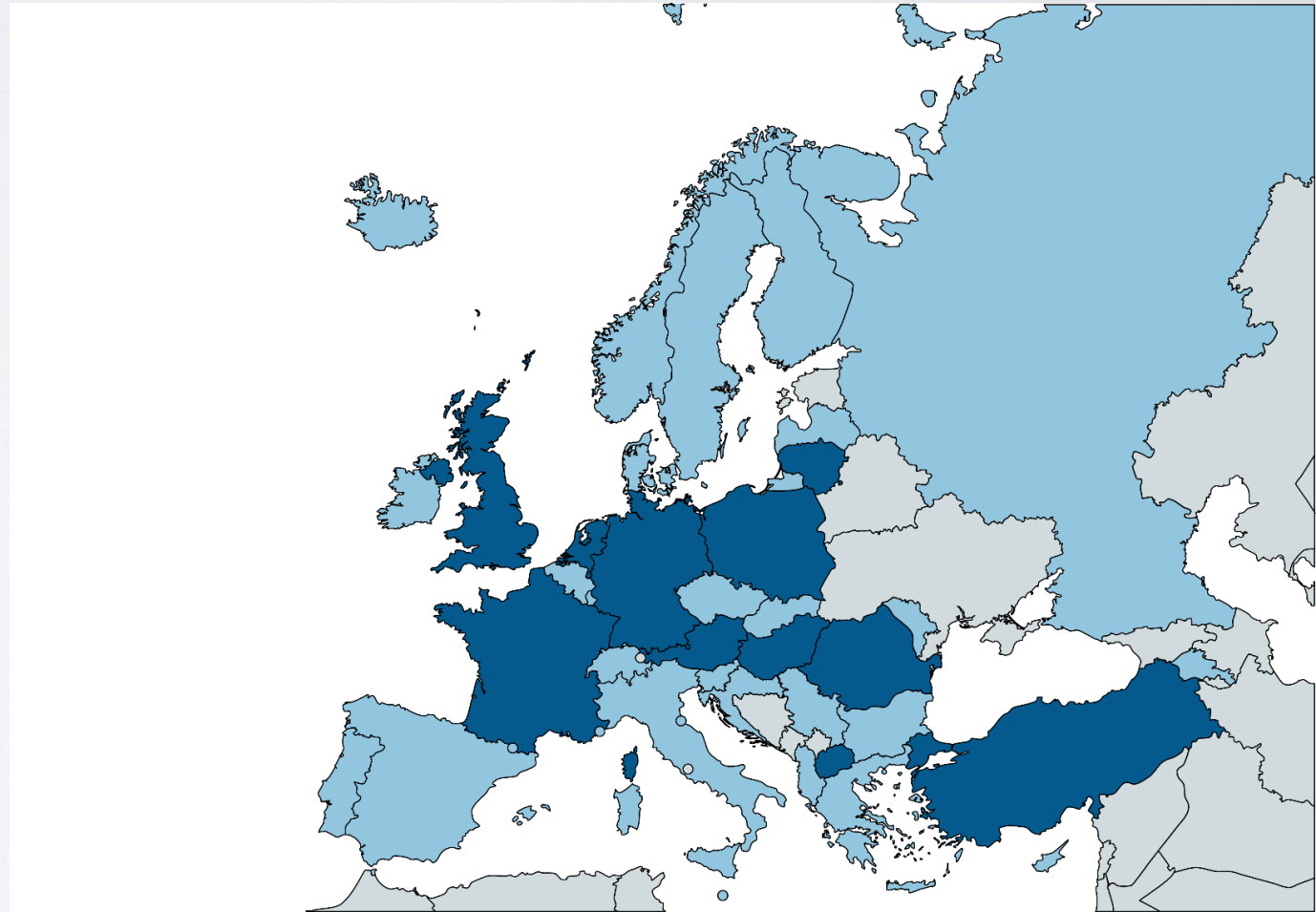
No requirements

No language / KoS requirements whatsoever at any point

7/40 countries (Andorra, Bulgaria, Ireland,
Monaco,
San Marino, Serbia,
Sweden)



Pre-entry requirements



11/40 countries

Pre-entry requirements

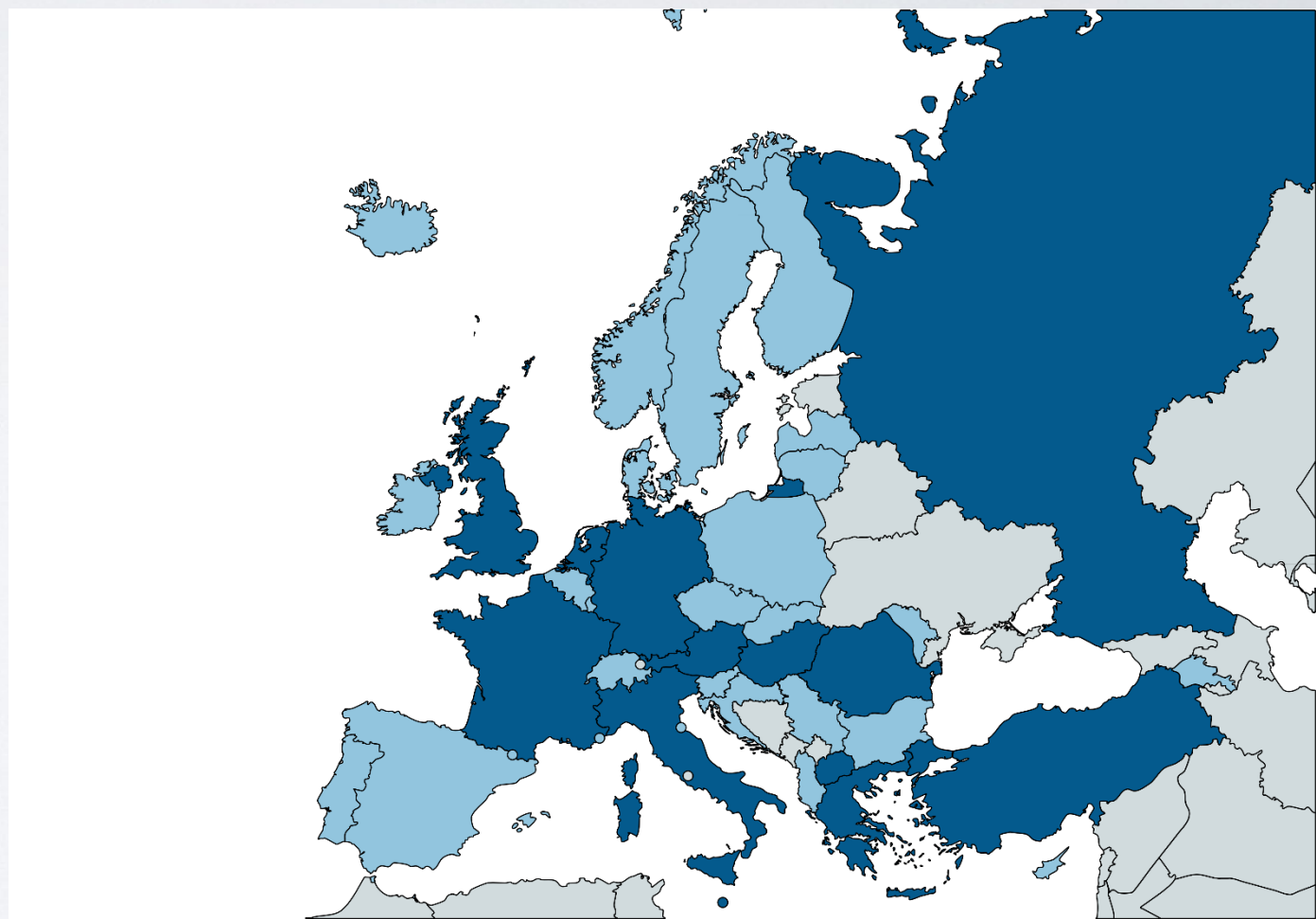
Language requirements prior to entry (2018)

	Listening	Reading	Speaking	Writing
Austria	A1	A1	A1	A1
France	A1	A1	A1	A1
Germany	A1	A1	A1	A1
Hungary			Unspecified	
Lithuania			Unspecified	
Netherlands	A1	A1	A1	A1
North Macedonia			Unspecified	
Poland	A2	A2	A2	A2
Romania	A1	A1	A1	A1
Turkey	A1	A1	A1	A1
UK	A1	NR	A1	NR

Note. NR = No Requirement

Temporary residence

13/40 countries



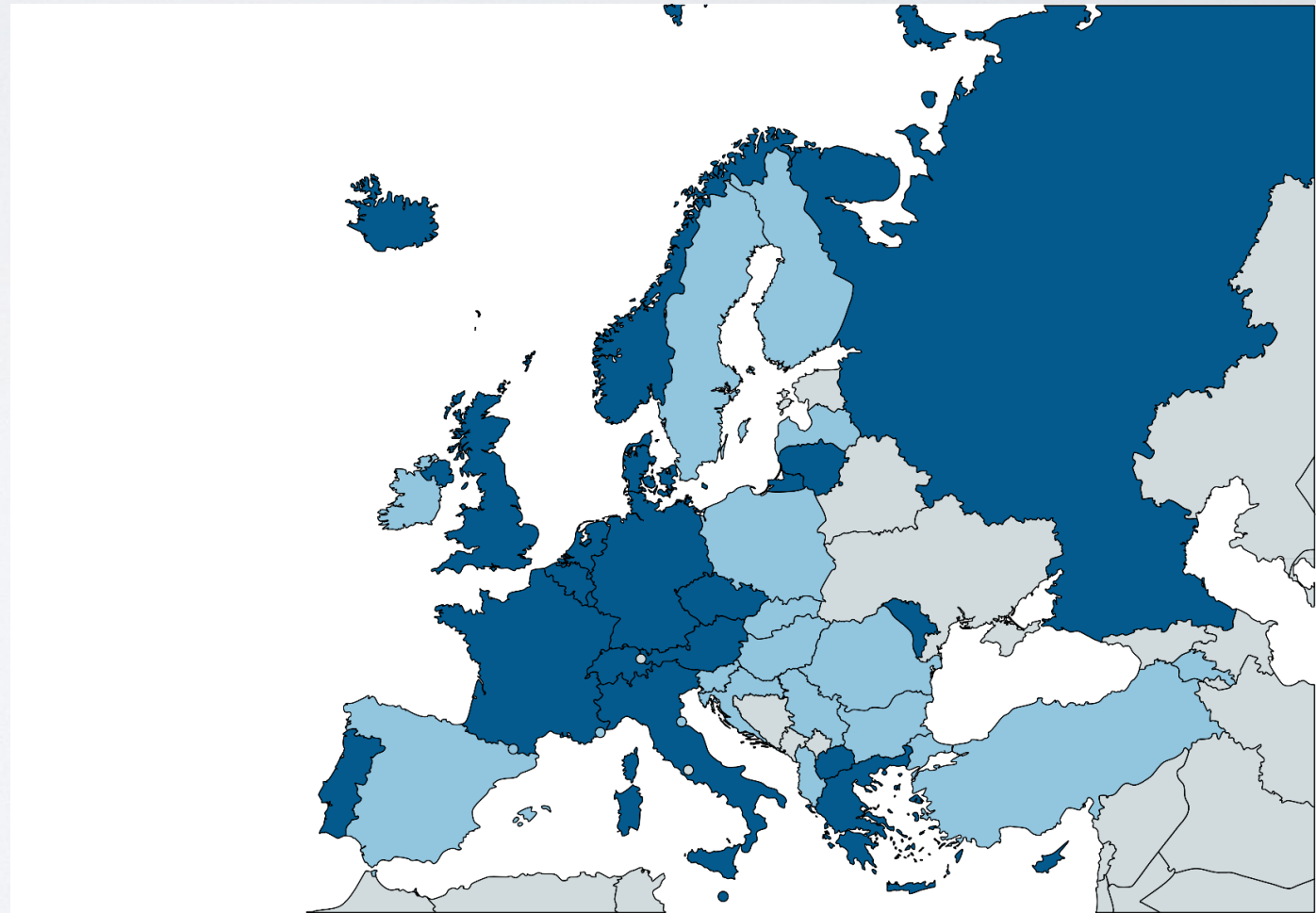
Temporary residence

Language requirements for temporary residency

	Listening	Reading	Speaking	Writing
Austria	A2	A2	A2	A2
France	A1	A1	A1	A1
Greece	A2	A2	A2	A2
Hungary			Unspecified	
Italy			A2	
Malta			Unspecified	
Netherlands	A2	A2	A2	A2
Turkey	<A1	<A1	<A1	<A1
UK	A2/B1	B1	A2/B1	B1
Germany	A1	A1	A1/A2	A1
Romania	A1	A1	A1	A1

Permanent residence

22/40 countries

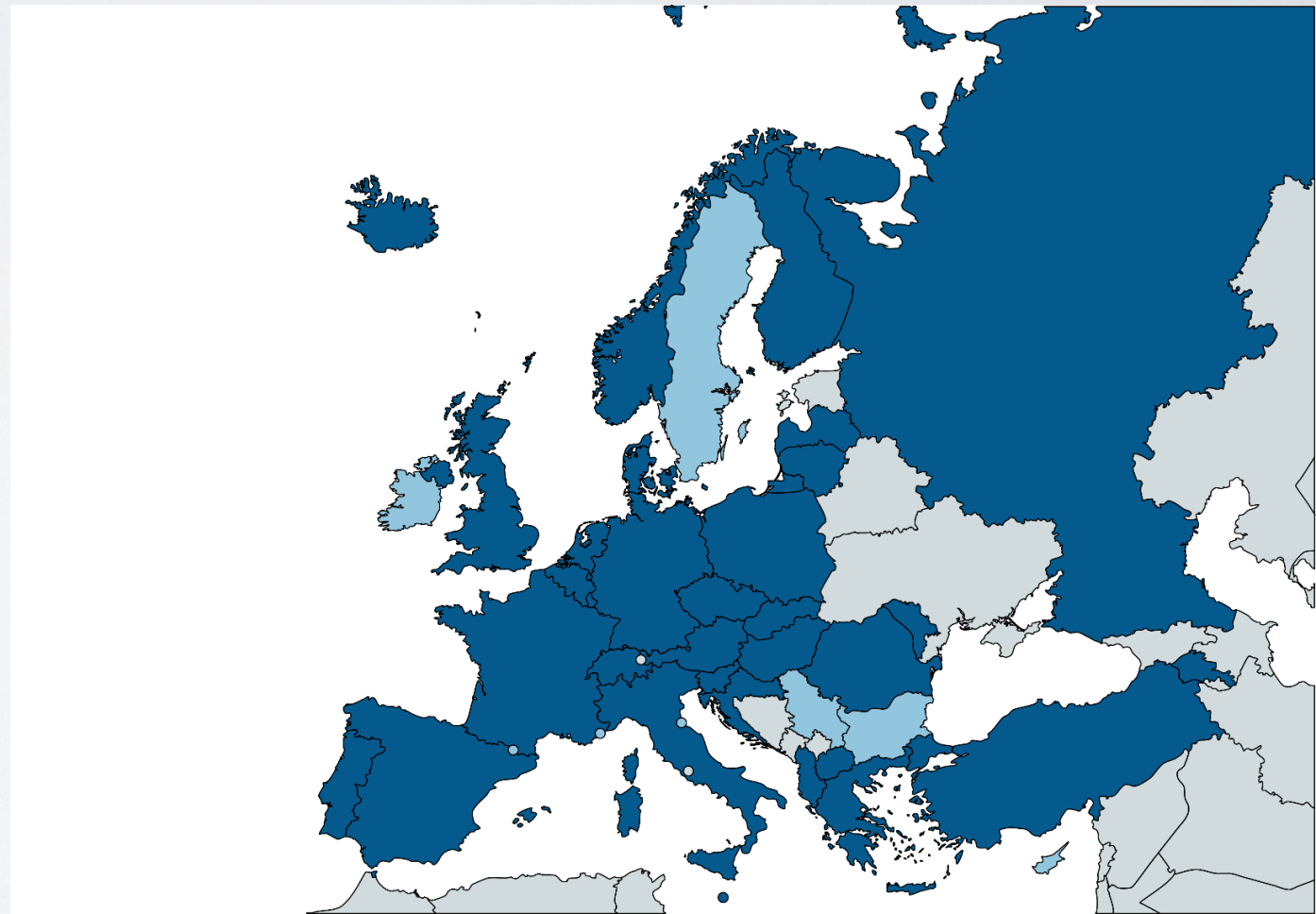


Permanent residence

Language requirements for permanent residency				
	Listening	Reading	Speaking	Writing
Austria	A2	A2	A2	A2
Belgium (Fl.)	A2	A2	A2	A2
Cyprus	A2	A2	A2	A2
Czech Republic	A1	A1	A1	A1
Denmark	B1	B1	B1	B1
France	A2	A2	A2	A2
Germany	B1		B1 ¹¹	
Greece	A2	A2	A2	A2
Iceland			Unspecified	
Italy	A2	A2	A2	A2
Lithuania			Unspecified	
Luxembourg	A2	A2	A2	A2
Malta			Unspecified	
Netherlands	A2	A2	A2	A2
North Macedonia			Unspecified	
Norway			A1	
Portugal	A2	A2	A2	A2
Russia	A2	A2	A2	A2
Switzerland	A2	A1	A2	A1
UK	B1	B1	B1	B1

Citizenship

33/40 countries



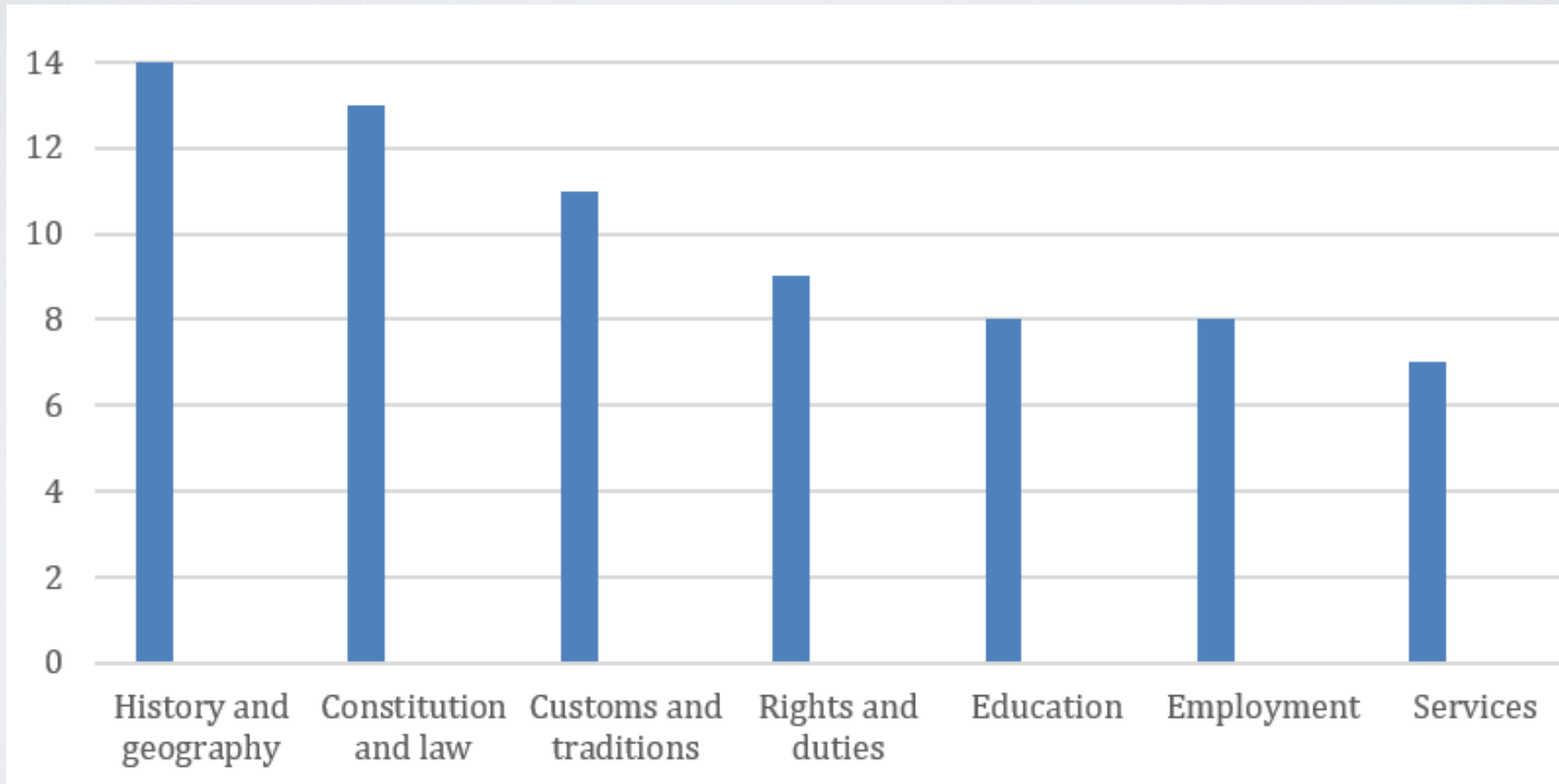
Citizenship

Language requirements for citizenship				
	Listening	Reading	Speaking	Writing
Albania			Unspecified	
Armenia			Unspecified	
Austria	B2	B2	B2	B2
Belgium (Fl.)	A2	A2	A2	A2
Belgium (Fr.)	A2	A2	A2	A2
Croatia			Unspecified	
Czech Republic	B1	B1	B1	B1
Denmark	B2	B2	B2	B2
Finland	B1	B1	B1	B1
France	B1	B1	B1	B1
Germany	B1	B1	B1	B1
Greece	B2	B2	B2	B2
Hungary			Unspecified	
Iceland	B1	B1	B1	B1
Italy	B1	B1	B1	B1
Latvia			Unspecified	
Lithuania			Unspecified	
Luxembourg	B1		A2	
Malta			Unspecified	
Moldova	B2	B2	B2	B2
Netherlands	A2	A2	A2	A2
North Macedonia			Unspecified	
Norway			A2	
Poland	B1	B1	B1	B1
Portugal	A2	A2	A2	A2
Romania	A1	A1	A1	A1
Russian Federation	A2	A2	A2	A2
Slovak Republic			Unspecified	
Slovenia	A2	A2	A2	A2
Spain	A2	A2	A2	A2
Switzerland	B1	A2	B1	A2
Turkey			Unspecified	
UK	B1	B1	B1	B1

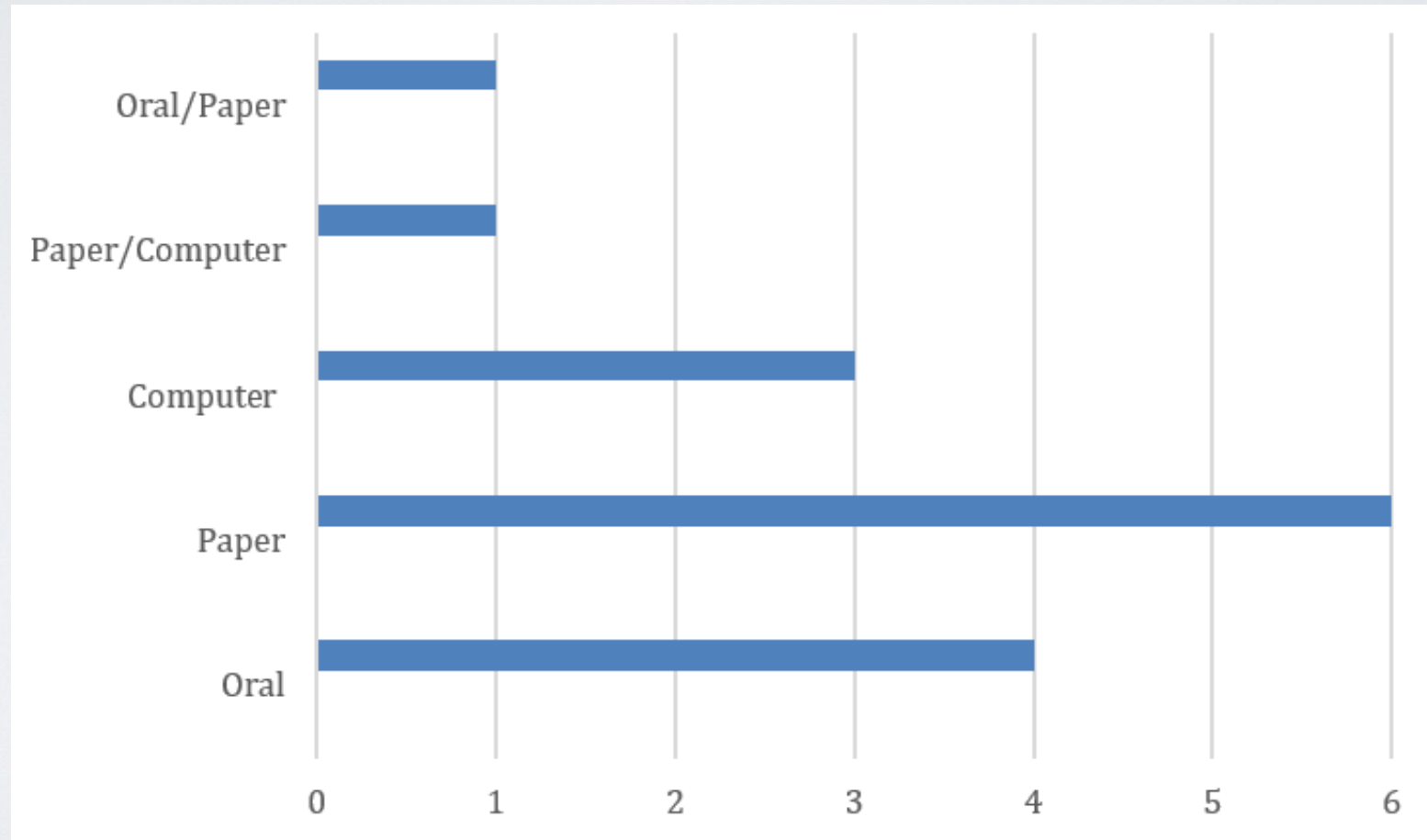
Test quality

is a rare concern

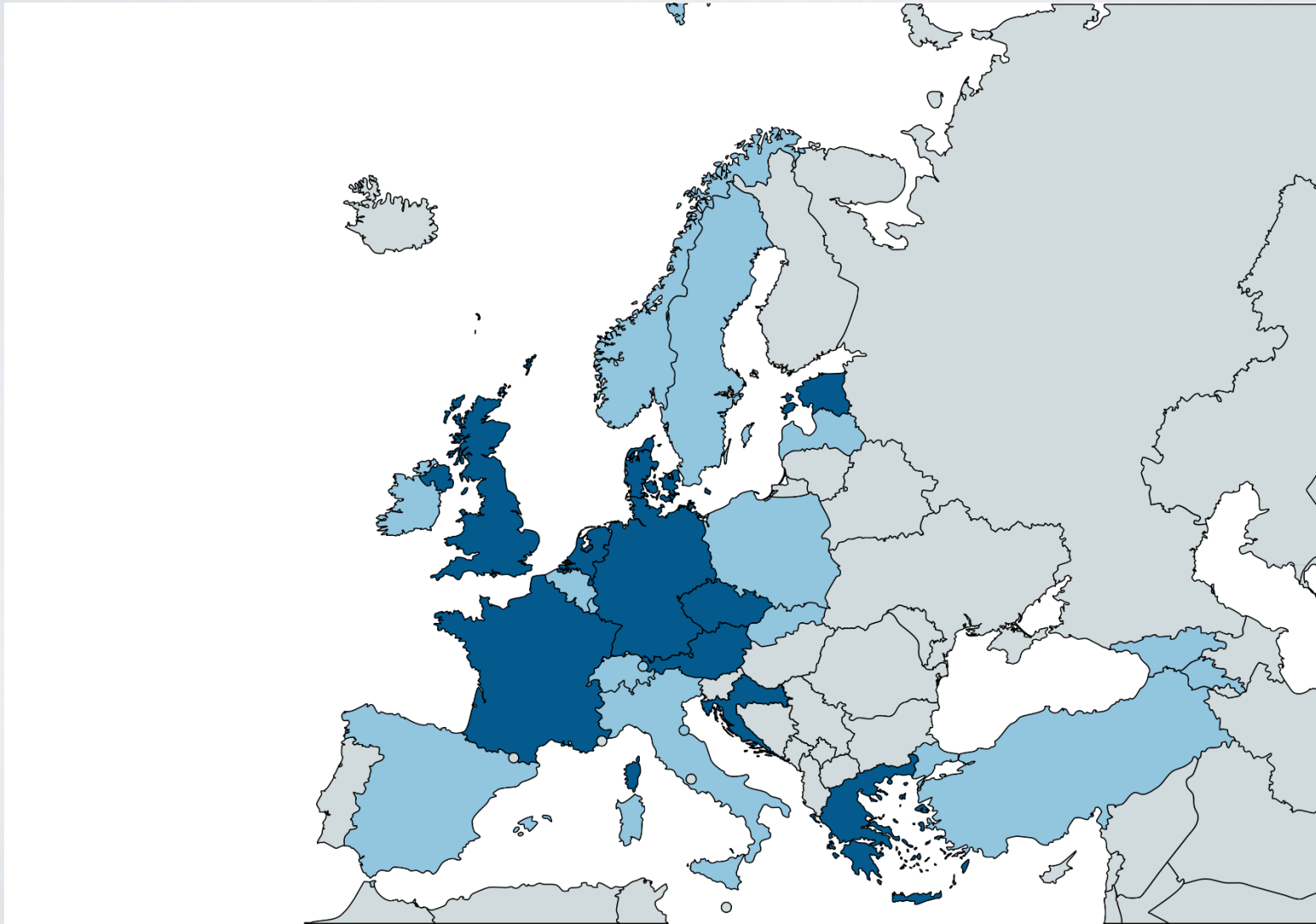
KoS tests: content



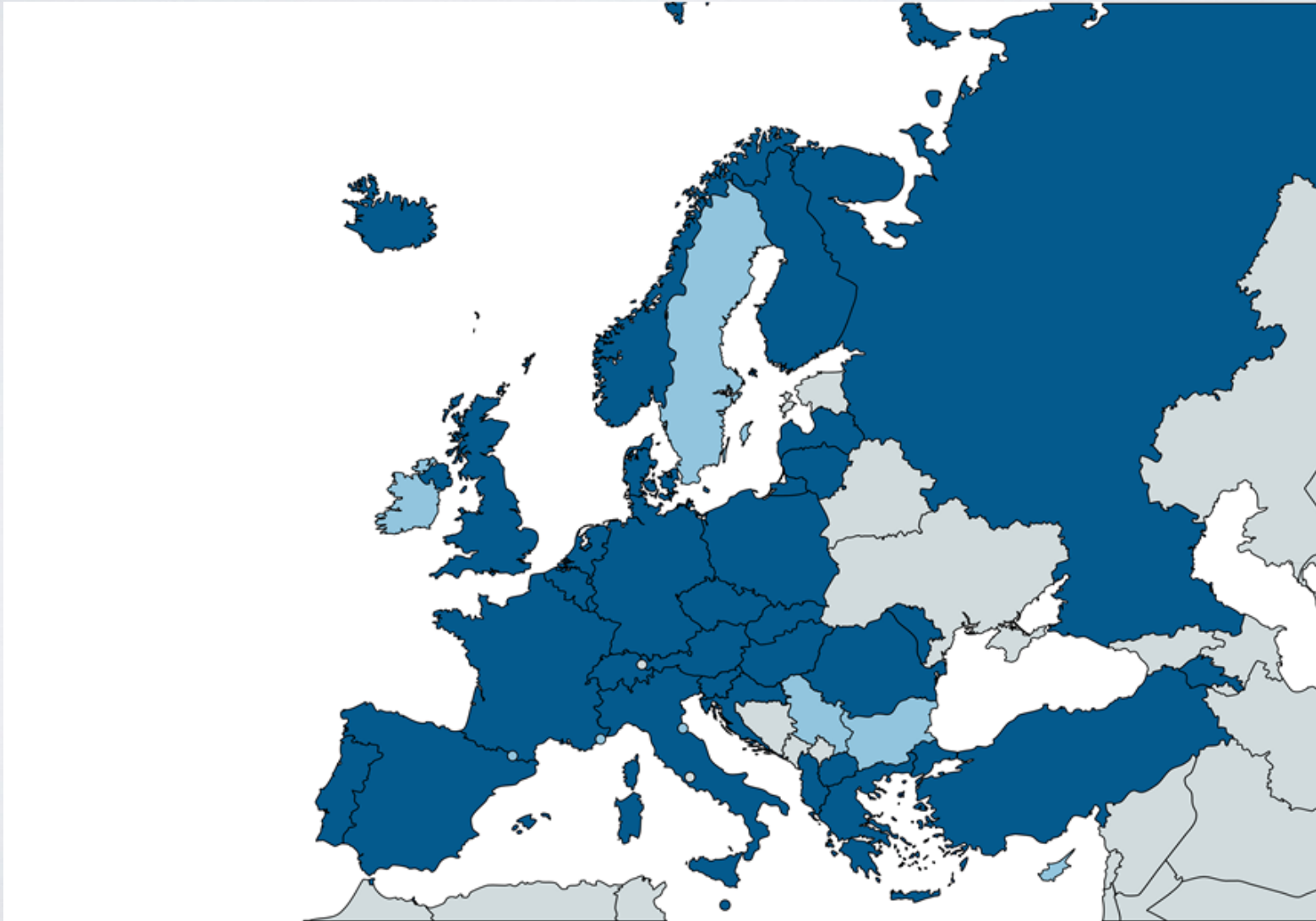
KoS tests: format



Requirements in 2007

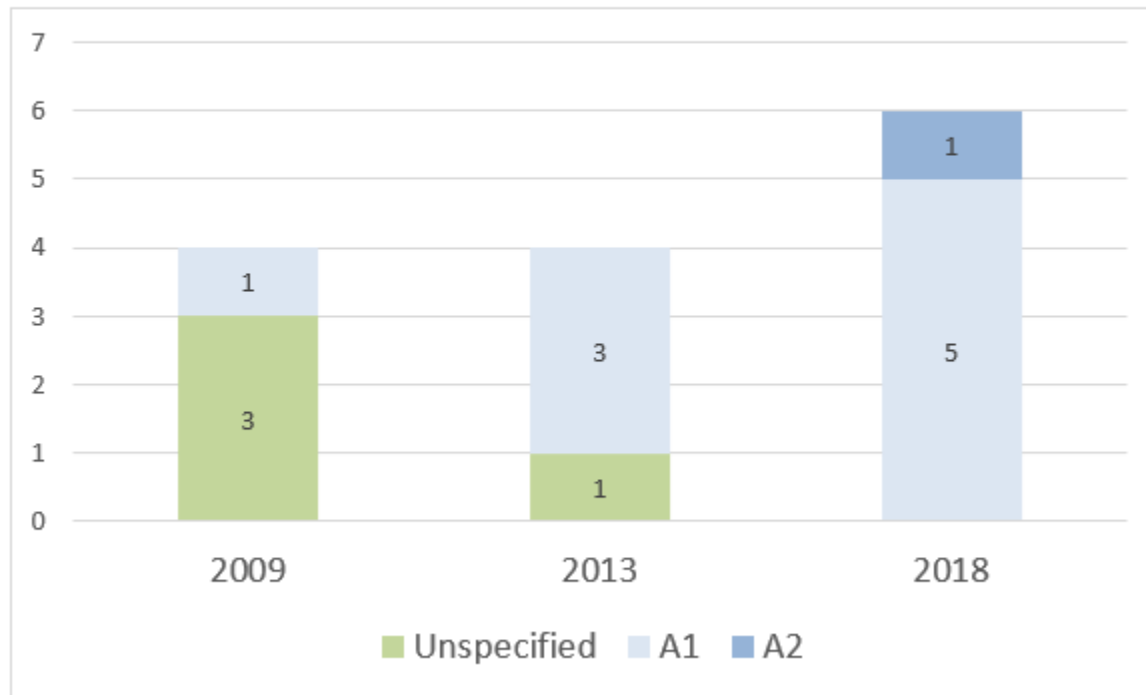


Requirements in 2018



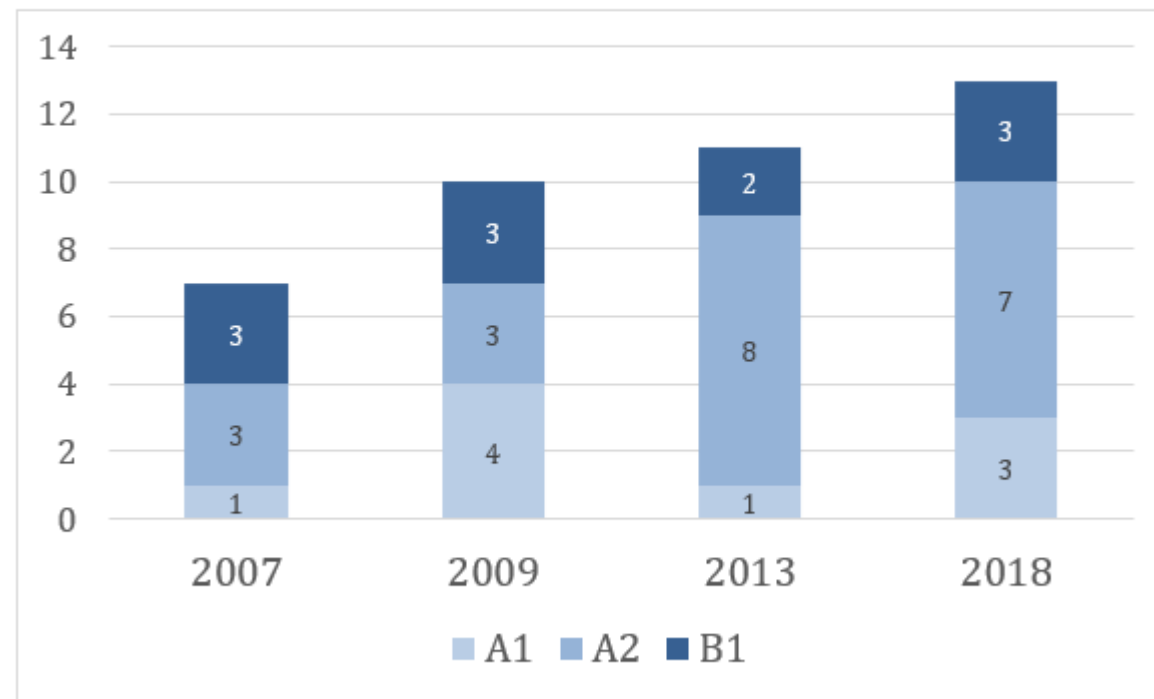
Development: Pre-entry

Figure 15. Requirements prior to entry (19 contexts)



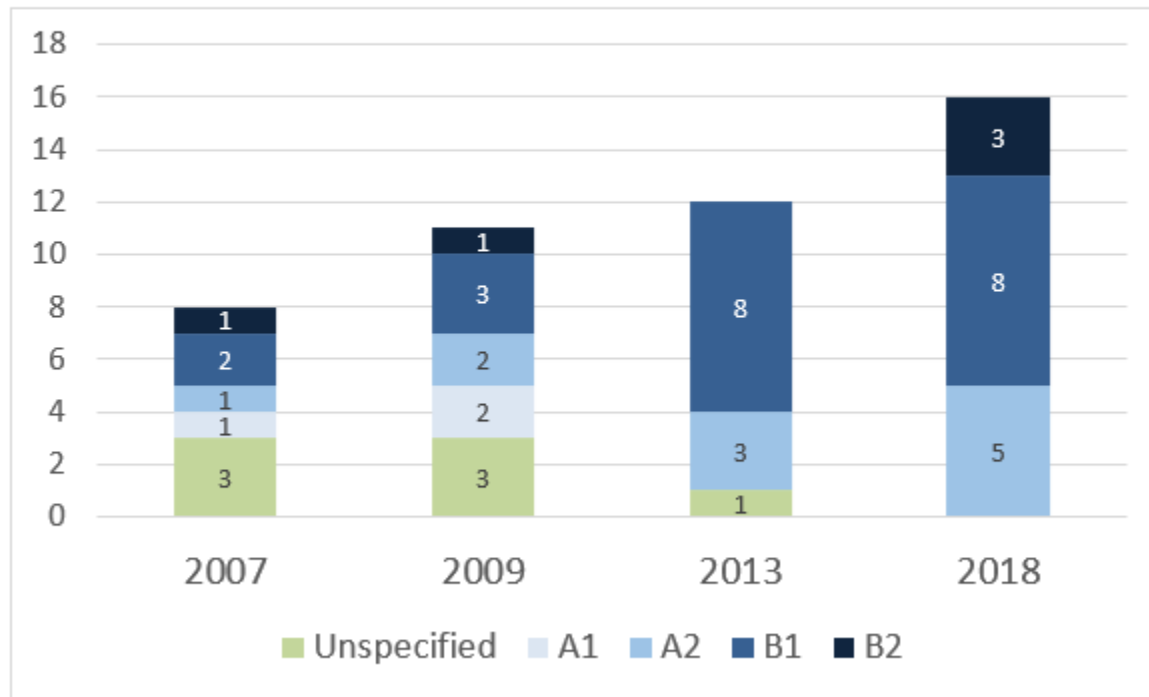
Development: Permanent residence

Figure 17. Requirements for permanent residency (subset)



Development: Citizenship

Figure 19. Requirements for citizenship, subset



Summary

More countries set requirements in 2018 than in 2007

Summary

More countries set requirements in 2018 than in 2007

The requirements are getting stricter

Prior to entry:

- more countries set requirements

- AI replaces other levels

Summary

More countries set requirements in 2018 than in 2007

The requirements are getting stricter

Prior to entry:

Permanent residence:

- more countries set requirements

- the requirements have not gotten stricter

- A2 replaces other levels

Summary

More countries set requirements in 2018 than in 2007

The requirements are getting stricter

Prior to entry:

Permanent residency:

Citizenship:

number of countries setting requirements has doubled

the requirements have become stricter

B1 replaces other levels (also some setting B2)

Conference

16 October 2019, Palais de l'Europe, Strasbourg

Programme:

Presentation of final report

Reflections by Piet Van Avermaet, Elana Shohamy, Ricky van Oers

Policy recommendations

Discussion points

How can/do/should we interact with policy makers / the public?

What is the role of language testing professionals in today's political landscape?