



MiCo – Milano Congressi

Via Gattamelata 5

Gate 14 - Pedestrian Entrance

20149 Milano

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Linguistic policies for the integration of adult migrants

*Assessment and self-assessment tools for
the teaching of a language as a second language*

Thursday 6th November, 2 pm – 3.30 pm

Room – Green 02, Level -1

ORGANIZERS

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Integration tests: a critical approach

Centro CILS (Certificazione di Italiano come Lingua Straniera) - Università per Stranieri di Siena

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Fostering quality in the provision of language courses for adult-migrants: the Council of Europe's self-assessment tool

LIAM (Linguistic Integration for Adult Migrants) – Council of Europe, Strasbourg

EAQUALS (Evaluation and Accreditation of Quality in Language Services)

Costanza Bargellini - c.bargellini@ismu.org

Piloting the European Language Portfolio for Adult Migrant Language Learners developed by the Council of Europe

Fondazione ISMU (Iniziative e Studi sulla MULTietnicità)



Abstract

This workshop will focus on language policies and tools used in the linguistic integration of adult migrants. The workshop will begin with a critical look at the role played by the language and civic integration tests used in many European countries. Similarities and differences between selected national policies will be highlighted, and some critical insights into the current situation in Italy will be offered. The workshop will then examine two tools developed by the Council of Europe's Language Policy Unit. The first, *the Self-assessment Handbook for Providers of Courses for Adult Migrants*, defines detailed quality indicators for language course providers as well as a methodology for reflecting on the quality standards being achieved. It has already been piloted in Slovenia. The second is the *European Language Portfolio for Adult Migrant Language Learners*, which has been tried out in the Italian context. The aim of this language portfolio is to help migrant language learners elaborate self-assessment abilities so as to enable them to reflect on their developing language skills, to plan pathways for their continuing learning, and to value their proficiency in the languages they know.