



LiMe
Languages in Media

**THE PEDAGOGY OF MEDIA-SUPPORTED
TARGET LANGUAGE TEACHING
Contextualisation and Good Practice Report**

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Consortium disclaimer

This publication has been elaborated in the course of the Lifelong Learning (Key Activity 2 Languages) project *LiMe – Languages in Media*.

Please note that the national reports were written with the purpose of providing background information for the internal partner project teams only. Therefore they are not intended to be used as a reference source for external parties and the LiMe project partnership takes no responsibility for their use in this way.

Project partnership

Volkshochschule im Landkreis Cham, Germany (www.vhs-cham.de)

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The VHS Cham is a non-profit association in Bavaria acting on a regional level with 52 employees and 250 freelancers. It provides courses in the field of society, vocational education, languages, health, culture and has long term experience in course development with a specific focus on languages.



Agenzia per lo Sviluppo Empolese Valdelsa ASEV, Italy (www.asev.it)

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ASEV has been created in 2002 with a mixed public private capital by the municipalities and social partners of the Empolese Valdelsa district. Its purposes are: organizing professional training, and planning new strategies for economic, cultural, social and tourist local development.



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The University of Łódź (ULO) is one of the largest Polish universities with about 40,000 students and 4,000 personnel in 12 faculties and interdisciplinary units. One of them is the School of Polish for Foreigners which is the oldest and largest center in Poland in teaching Polish as a second language. The School offers various cultural activities which makes ULO a recognizable multicultural educational center in Poland.



Language Education and Partnerships Ltd, UK (www.leaponline.eu)

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LEAP is a private organisation that offers a range of educational and training services for learners, trainees and educators. These include foreign language and culture classes for learners of all ages, professional development training events for established and aspiring teachers and educators, both in the UK and abroad.



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The University of Wolverhampton is a vibrant and modern institution, prioritizing knowledge, innovation, and enterprise with a student body of 23,000. Close links with employers allow for the development of optimal courses delivered by a team of enthusiastic, supportive lecturers and trainers. Key strands of activity include publications, resource creation, teacher training events, CPD, accreditation, consultancy, research and dissemination.



Universidad de Extremadura, Spain (www.unex.es)

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The University of Extremadura is an institution that has approximately 25,000 students. The academic programmes offered by the UEX includes more than 90 university degrees and masters, doctorate studies, specialized courses, research programs, international summer courses. The research group GEXCALL has experience in the development of online language learning resources as well as the development of learning objects, tasks and computer gaming.



1. Introduction

Since regular language courses for foreign learners often appear to be insufficient, integration of migrants through greater cultural understanding can be enhanced through the use of media as a source for training to develop both culture and language skills. Therefore, *LiMe – Languages in Media* project aims to help migrants develop the necessary contextualized cultural competencies by providing them and their language trainers with interactive tools to decode language and culture as portrayed in various types of media.

The main outcome of the project is the development of a virtual learning platform which hosts learning materials from levels A2 to B2. In addition to learning resources and training materials, a teacher-training package for integrating media into language teaching will also be made available for teachers and trainers. More information about the LiMe outcomes is available at: www.languages-in-media.eu

This summary report is the result of the project consortium's desktop and fieldwork investigations conducted within the *Work Package 2 - Contextualization and Good Practice Research*. The aim of the research was to collect information on the following issues:

- the current state of language teaching for migrants and national policies with focus on the socio-cultural aspects of the language which prevent full integration of migrant with hosting society,
- the current implementation models in the partner countries,
- already existing good practices on the use of the media in developing a knowledge and understanding of a language,
- needs and expectations of target groups in language learning/teaching.

The results of the interviews and desktop research will be use for the elaboration of the training package (guidelines) for language teachers and creation of the exercises for learning target language with use of various media.

1.1. Existing research on the use of media in foreign language education

Media have always been regarded as an important tool in teaching foreign and second languages. In the educational context media are defined as *a channel or system of communication, information, or entertainment or something (such as a magnetic disk) on which information may be stored* (Chan et al., 2011: 2).

Ohm (2010: 207) classifies educational media as follows:

- 1) *according to sensory channels adressed by the media*; he lists three categories of media: *auditive media* (e.g. piece of music, radio programme etc.), *visual media* (e.g. picture, silent film etc.) and *audiovisual media* (e.g. sound film, TV programme etc.) , or
- 2) *the manner in which the conveyed information is coded*; he lists the following three categories of media: *verbal media* (e.g. radio programme, book etc.), *pictorial media* (e.g. picture, silent film etc.), *multicodal media* (e.g. text with illustrations, sound film etc.) (Chan et al., 2011: 3-4).

Another interesting classification of educational media was made by Laurillard (2002) who described media types according to the essential forms of activities which can be supported by them. She distinguished the following media types:

- 1) *narrative media (linear presentational media that are non-interactive and non-computer-based)*, e.g. print, audiocassette, TV or film,
- 2) *interactive media (computer based presentational media which allow users to navigate and select content)*; e.g. hypertext, hypermedia, multimedia resources,
- 3) *adaptive media (computer based media that can change their state in response to the users actions)*, e.g. simulations, virtual environments, tutorial programmes,
- 4) *communicative media (which serve the purpose of enabling discourse, that is , bringing people together to discuss and interact through text/graphics, audio, video and any combinations of these)*, e.g. computer mediating discussions/conferencing, and
- 5) *productive media (which enable learners [...] to build something or author their own contribution)* (Chan et al., 2011: 4-5).

Traditionally, the popularity and attractiveness of a certain type of media in foreign language education has been associated to the popularity of certain teaching methodologies. For instance, during an era where audiolingual resources were most prevalent, the tape-recorder, which enabled audio-recording, was regarded a very important learning and teaching tool; whereas, in the following audio-visual that proceeded, video (film) was regarded as a much more effective tool (Byram ed., 2004: 394-395).

Therefore, there are number of guides for teacher in many languages available for those interested in using particular types of media: a newspaper, video (film), drama, music and song and (quite a few up until now) on how to use the Internet in the classroom (e.g. see the titles in the Resource Books for Teachers series) (Maley, ed.).

In the last decades of the twentieth century *the language revolution* (Crystal, 2001; 2004) began, influenced mainly by the use of the internet. According to Crystal (2004: 5), the Internet technology *supplemented spoken and written language with a linguistically novel medium of communication, and raised fresh questions about the way language will continue to evolve*. In the twenty-first century, the use, role and influence of the Web is growing which makes the study on educational technology very attractive to interdisciplinary group of social and media scientists, psychologists and linguists (Byram ed., 2004: 397). They claim that *language pedagogy cannot and should not be immune to the advantages the Internet offers – in information, in resources for global communication* (Maley, foreword to: Windeatt, Haridsty, Eastmen, 2000: 1), as well as in autonomous learning self-evaluation (Byram ed., 2004: 396-397) and interactive communication (Chan et al., 2011:11). The Internet is valued for *immediate, cost-effective and wide-ranging access to authentic language-learning materials, irrespective of the level and location of language learners and teachers* (Byram, ed. 2004: 311). Despite of the above view, the attitude of language teachers towards new technologies, especially the Internet, is *emotion-driven* – among them, there are those *in whom it evokes anxiety and confusion* and those *whose uncritically enthusiastic embracing of the Internet may produce equally negative results, because a fascination with the technology at the expense of sound pedagogy can only be harmful, for all its superficial attractions* (Maley; ibidem).

Furthermore, there does not seem to be an agreement among the researchers on the effect of media on learning. Some of them (as Clark, 1983; 1994; after Chan et al., 2011: 7-8) claim that media does not influence the learning of foreign/second languages, but the instructional methodology only. Others believe that *media are more than mere vehicles of learning and can be used more productively as tools to support learners' cognition by freeing them from unproductive cognitive tasks and allowing them to focus more fully on the construction of knowledge* (Jonassen et al., 1994: 31; after: Chan et al., 2011: 9). However, also the proponents of the latter opinion claim that *it should be the pedagogical goals that drive the technology, and not the other way around* (Chan, ibidem: 14). Nowadays, the researchers focus mainly on examining the role and function of audiovisual and electronic media

in increasing motivation in foreign and second language learners, communicative and cultural competences, as well as the strategies of mediation, independent learning and self-evaluation.

Within the project, partners will focus on the following aspects of media: - media as a source of spoken language, language used in media as a language in context, media as a source of social, cultural aspects influencing on full integration into society.

More on the research on how to apply the particular type of media will follow in the next sections.

1.2. LiMe research characteristics

The partnership of the project under lead of University of Łódź developed the methodological framework for data collection at local and transnational level which proposed the use of both qualitative and quantitative research tools. Desktop research on language teaching for migrants in Germany, Poland, Italy, Spain and the UK was then followed by series of questionnaires conducted with both migrant learners and their language teachers. The questionnaire templates are attached in [appendix 1](#).

The results of the contextualization research in each partner country are summarized in this report. The summary provides an overview of the key themes in relation to the current state of language teaching for migrants in all partner countries. It identifies both national policies as well as existing good practices of using media in language learning. These research findings are now a basis for development of the main LiMe project outcomes – language exercises and resources for trainers.

The report focuses only on those areas for which relevant summaries can be drawn. Therefore, it is recommended to read the full national reports which are attached in **appendix 2**.

1.3. Surveyed learners and teachers

The fieldwork research was conducted in all partner countries between February and May 2013 and it covered 284 questionnaires in total. Among the respondents there were 179 learners and 105 teachers.

The composition of the surveyed **learners** in relation to their country of residence is presented below:

Table 1. Interviewed learners by country of residence

DE	UK	IT	ES	PL	TOTAL
57	33	26	30	35	181

Analysis of the **learners' socio-demographic profiles** shows that:

- they came from a wide range of countries (including Eastern Europe, Middle East, Africa, South America),
- majority of them have lived in the 5 examined countries for less than two years,
- majority of the learners interviewed completed secondary or further education,

- they had various reasons for coming to a new country: there were migrants looking for job, employed migrants willing to improve their skills, candidates for studies or university students, as well as refugees and asylum seekers,
- A1-A2 and B1-B2 language classes were the most popular among the learners; only a small group of them have attended C1-C2 (with the exception of PL – 34% of C1 level learners).

On the other hand, the table below reflects the structure of the surveyed **teachers** in relation to their country of residence:

Table 2. Interviewed teachers by country of residence

DE	UK	IT	ES	PL	TOTAL
19	9	28	22	27	105

The teachers' socio-demographic characteristics can be summarized as follows:

- they were mostly females,
- most of them had significant teaching experience (over 60% of teachers had taught for more than 10 years),
- majority of teachers taught across various educational levels; most popular were: A1-A2-B1 levels; less popular were: B2, C1-C2 levels,
- majority of teachers were native speakers (i.e. Germans who taught German), although around 20% of them were foreigners (i.e. Eastern Europeans who taught German),
- majority of teachers were qualified in teaching adult migrants (they had adequate academic qualifications, e.g. MA degree in Philology),
- many of them taught both host country language to migrants and other languages,
- they were employed in different types of institutions, such as: adult education centres (majority of teachers from DE, IT, UK), universities (i.e. majority of teachers from PL), private schools, asylum seekers centres, also at primary and secondary, summer schools (particularly in UK, ES, IT).

2. Identification of target groups and educational systems

This chapter is based on desktop studies conducted by the project partners within the WP2 Research and Contextualization. The research covered three main topics:

1. identification and description of target groups, in particular number of non-native population in the project partners' countries, as well as their socio-demographic profiles (Chapter 2.1.),
2. description of language education system for migrants in the project partners' countries (Chapter 2.2),
3. identification how media materials and cultural contents are used during language classes for migrants in the project partners' countries (Chapter 2.3).

2.1. Migrant population in the partner countries

In regards to foreigners as a percentage of the population, the partner countries range from being relatively homogeneous (Poland) to highly multi-cultural ones. Apart from Poland, where the non-native population accounts for about 1.8% of the total population, all other investigated countries are popular migrant destinations, with the UK and Germany being traditional migrant countries. It is also notable to mention that Spain and Italy have faced high migration influx inward migration in last decades.

Foreign-born population in particular countries in 2012 accounted for (OECD 2013):

- 10.7 million in Germany (13.1 % of all residents),
- 7.5 million in the UK (12%),
- 6.7 million in Spain (14.6%),
- 5.5 million in Italy (9.0 %),
- 0.7 million in Poland (1.8%).

The composition of migrant communities in each partner country is presented below (the data informs about the relation between particular groups of migrants and the total number of migrants in the country). In relation to the great changes on the labour market the composition of migrant communities is being changed relatively quickly e.g. new comers from Spain, Greece to Germany etc.:

Table 3. Migrant communities by countries of origin in partner countries

DE	UK	IT	ES	PL ¹
Turkey – 23%	India – 10%	Romania –21%	Romania – 17%	Ukraine
Italy – 7,5%	Poland – 8,6%	Albania – 10,6%	Morocco – 16%	Belarus
Poland – 7%	Pakistan – 6%	Morocco – 10%	Ecuador – 7%	Vietnam
Greece – 4%	Ireland – 5%	China – 4,6%	Colombia – 5%	China
Croatia – 3%	Germany – 4%	Ukraine – 4%	UK – 4,6%	Russia

More detailed statistical data is available in the individual country reports ([appendix 2](#)).

2.2. Teaching and learning of the host country language

2.2.1. Number of learners and teachers

The desktop research carried out reveals that there are no reliable statistics on the number of migrant learners and their language teachers in the countries of the project partner. Most of the interviewed foreign language instructors work as free-lancers and only some of them

¹ The number of migrants in Poland is limited and dynamically changing that any even estimated percentage data gives a big risk of error. Thus authors of the report intentionally opted out of it.

are full-time employees (mainly at academic institutions). However, they have greater opportunities in the work place as the number of non-native population in every partner country increases.

According to the partners' reports, higher education institutions (HEIs) and other state or local educational institutions provide specialized courses in teaching native language as a foreign one.

2.2.2. Trends for the future

As a result of growing numbers of migrants, the local educational systems, especially institutions dealing with foreign learners, face serious challenges. The overview of the national research reports reveals the following trends in teaching the language of the host countries:

- 1) significant increase in the usage of modern interactive technologies: in all investigated countries teachers and learners have an access to traditional media (newspapers, advertising, timetables, TV shows, pictures etc.); the usage of modern media (CD and DVD recordings, podcasts, computer labs with the Internet) for educational purposes is common in Germany, Italy, Great Britain and Spain, whereas in Poland learners' access to interactive technologies is relatively lower due to financial reasons (lack of proper equipment); on the other hand one can also observe that whiteboards, smart phones (Germany) and on-line language platforms (Poland) are more and more often used for language teaching,
- 2) good job opportunities for host country language teachers as a result of increasing number of migrants in every investigated country;
- 3) expected demand for qualified teachers in the near future;
- 4) growing need for adequate state policies concerning social inclusion of migrants and their language education (Italy, Poland);
- 5) growing number of teaching guidelines and specialized learning materials;
- 6) combining audio-visual teaching materials and on-line materials, diversification of types/genres of teaching materials, using "real-life" teaching materials (e.g. newspapers, forms, bills, job offers, etc.);

- 7) creation (or adjusting) all language courses, handbooks and language certificates to the Common European Framework of Reference for Languages.

2.3. Language, culture and media in education of migrants

2.3.1. Country-specific media context

Research conducted in the partner countries covered several media genres and communication channels, including TV, radio, newspapers, magazines, and websites, mobile phones/smartphones. The most popular press titles, TV channels and programmes in particular countries were also listed.

The analysis of the collected data shows that, traditionally, the biggest role in the investigated countries was held by TV, followed by radio and the Internet (especially among young people). Interestingly, when it comes to Italy and Poland, there was a significant decrease in reading activity.

2.3.2. Language and culture classes' curricula

The investigated courses covered different language levels (A1-C2), such as: (UK) ESOL class curriculum, German as a foreign language (DaF) and as a second language (DaZ) courses, Italian/Polish/Spanish as a foreign/second language.

Almost all of the courses focus not only on developing learners' language skills, but also on socio-cultural and intercultural competences. For instance, Polish academic centres provide a specific subject "Knowledge about Poland" within its provision of language courses for migrants. Other socio-cultural and cultural components are integral elements of almost all language courses for migrants offered by state and private schools in Poland. In the mentioned above British ESOL and German DaF/DaZ courses, the culture and citizenship elements are often embedded into language teaching practices. On the contrary, apart from

specific “Art and Culture Courses”, cultural content of language courses for migrants in Spain is generally limited as the courses focus purely on language aspects.

Participation in language courses for migrants usually require tuition fee. However, there is also an offer of free of charge or even externally co-financed courses (as in the German case). They are provided by variety of educational institutions (academic centres, private schools, state or local educational centres). Interestingly, the courses are often tailor-made for specific target groups of migrants (women, illiterate migrants, young migrants, etc.) and some of the courses are connected with vocational education.

2.3.3. Media in language/culture classes for migrants

Media materials² are being used during language courses for migrants in all investigated countries. Desktop research findings reveal language teachers mostly use press materials, CDs, advertisements, films and parts of TV series when delivering language classes. Interestingly, in Italy, Poland and (partly) UK teachers/tutors are fully responsible for the materials used during classes and they decide what kind of media materials are the most appropriate for particular groups of learners.

All project partners stressed in their reports the increasing role online materials in language courses for migrants are taking on. Websites, chats, blogs, e-learning platforms and new equipment (whiteboards, computer labs, classrooms with multimedia projectors) have become standard tools in the daily teaching practice. However, some limitations in using these new tools have been noted in Germany, Italy and Poland: many schools do not have sufficient technical equipment, whereas teachers and students often lack skills to use modern technologies.

What needs to be emphasized, both language teachers and migrants in Italy, Poland and Spain are offered several websites, Internet handbooks and e-learning platforms that have been elaborated specifically for their language education.

² Hereinafter “media” refers to several media genres, including press, film, TV, radio, CD recordings, audio books and ICT-based tools such as: e-learning, blended learning, computer-based educational games, interactive media-supported learning(e.g. using social communicators, learning platforms, etc).

Lower use of modern media or use of standard media can be also result of low skills of teachers how to use the media in the classroom, therefore the project will focus on creation of user friendly guidelines (training package) for teachers on how to use various media as a source of culture and real, spoken language in teaching.

2.3.4. Media in language testing

Media are used in almost every part of testing the language comprehension in all investigated countries. Press materials (including, articles, advertisements, headings, leads – examples of "authentic" written materials), Internet and radio programmes (news, weather forecasts, conversations) were reported as useful resources for evaluation of learners' reading and listening skills. Various technologies (tape recorders, computers) were being used commonly for speaking tasks. Furthermore, short online quizzes were reported as valuable tools for testing grammar skills, lexical competence or listening comprehension.

The use of media for testing is perceived as important for not only language comprehension, but also for intercultural understanding.

2.3.5. Culture and media materials presented in popular textbooks for migrants

Numerous media-based linguistic materials were listed in national reports. In Poland and Italy, textbooks devoted to improving combined skills or special linguistic skills (reading or writing or pronunciation), CD recordings, video, DVDs and Internet courses were most popular. It was reported that CDs recordings and/or alternative/additional online resources were often offered as a supplement to traditional written materials.

In a number of textbooks, special attention is given to the cultural context of language materials, such as local customs and traditions, everyday behaviour and standards, festivals and celebrations etc. These cultural phenomena are both presented in written materials as well as on CDs/DVDs that support textbook materials.

2.3.6. Language pedagogy applied in teaching a host country language and its usage in textbooks

The main pedagogical approaches and methodologies mentioned in the reports were as follows: communicative approach, eclectic approach, collaborative group approach, task-based approach, intercultural approach, clear planning and language pedagogy, which includes language socialization as well as language acquisition, ludic approach - incorporation of games.

Interestingly, the most popular pedagogical approach in recent years that is being used in textbooks for migrants learning a host country language is a communicative one. It is based on interpersonal communication between the teacher and students as well as amongst the students. This type of approach is where the language is understood as a set of purposes to achieve and a system to establish relationship with one another and with the world. The communicative approach is employed by language teachers in Italy, Poland and Spain.

Nevertheless, as noted in the Italian, Polish and Spanish reports, more and more language teachers tend to mix several pedagogical approaches. This eclectic approach is mostly based on communicative approach with some more traditional methodologies (such as work with text, audio-oral method, grammar translation and etc.) as well as newer ones (like ludic approach based on learning by playing, intercultural approach and etc.). Furthermore, Polish teachers also employ task-based approach, which is to a certain extent, the result of communicative approach evolution.

3. Survey findings

This chapter is a result of analysis of the survey conducted in all project partner countries. The survey covered two groups of respondents: (1) teachers/trainers of host language as foreign/second and (2) migrants learning host country language (detailed characteristics of respondents are given in Chapter 1.3.).

The following issues are being discussed in the chapter below:

- 1) types of media used by teachers and learners outside of the classroom (Chapter 3.1.),
- 2) teachers views on the media supported language education for migrants (Chapter 3.2.),
- 3) learners views on how media materials can support them in learning the host country language (Chapter 3.3.),
- 4) stakeholders' suggestions on the content of a coming into being learning platform (Chapter 3.4.).

3.1. Types of media used in language teaching/learning outside classroom

3.1.1. Teachers

According to the results of the primary research, the most frequently (daily or few times a week) used media genres by teachers outside of the classroom are traditional media: newspapers, TV and websites. Films and radio are also being often used mainly for relaxing purposes though.

Interestingly newspapers, websites and other computer-based technologies are often used for self-learning. Furthermore, about half of the investigated teachers include popular social communication technologies (i.e. Facebook or Twitter) in their teaching practice. Teachers

also tend to employ computer games (except for Spain) and audio-books very occasionally or never.

The table below shows the most popular media channels used by teachers/trainers outside of the classroom according to the conducted survey in the partner countries:

Table 4. Most popular media used by interviewed teachers

DE	UK	IT	ES	PL
No information	Websites	Websites	Printed press	Websites
No information	Newspapers/ Magazines	Newspapers/ Magazines	TV	TV
No information	TV	Films	Films	Films

The table below shows the less popular media channels used by teachers/trainers outside of the classroom according to the conducted survey in the partner countries:

Table 5. Less popular media used by interviewed teachers

DE	UK	IT	ES	PL
No information	Computer games	Audiobooks	No information	Audiobooks
No information	Audiobooks	Computer games	No information	Computer games

3.1.2. Learners

Almost all distinguished media genres were used by learners outside of the classroom, irrespective of whether they were being used in the native or the target language. Despite

the fact that newspapers were not a so popular source of educational materials for teachers, many migrants would like to add them to their self-learning practices when they are more fluent in the target language. The type of media most favoured by learners was TV; around 65-90% of learners preferred this type of media depending on the country. They used it on a daily basis or few times a week during leisure time (majority) or for self-learning. Radio was used by 30-50% of learners, whereas CD recordings by up to 20-30%. Different types of social media were popular among 50% of the investigated learners. They used social media every day for both leisure and communication purposes, mostly in their native languages. Finally, other ICT tools were rather rarely used (except for computer games that were relatively popular).

The table below shows the most popular types of media used by learners outside of the classroom according to the surveys conducted in the partner countries:

Table 6. Most popular media used by interviewed learners

DE	UK	IT	ES	PL
TV	Films	TV	TV	Websites
No concrete information	Websites	Films	ICT	Social media
No concrete information	Social media	Websites	Social media	Films

The table below shows less popular media used by learners outside of the classroom according to the surveys conducted in the partner countries:

Table 7. Less popular media used by interviewed learners

DE	UK	IT	ES	PL
Audiobooks	Computer games	Audiobooks	E-learning platforms	Audiobooks
No specific information	Audiobooks	Computer games	Audiobooks	E-learning platforms

3.2. Teachers' views on media-supported teaching of a host country language and culture

As stated by the interviewed teachers, media could effectively support the teaching and learning of the host country's language and culture. They enlisted examples of effective media tools used in developing language skills (particularly listening and reading comprehension), communicative skills (particularly in increasing vocabulary and developing sociolinguistic as well as intercultural competence). Media was perceived by them as a mirror of authentic language and sociolinguistic issues which should have been utilized more effectively in teaching the language to migrants. The most valuable result of media-based learning materials is that they enrich teaching process with every day native speaking language and examples of real cultural contexts.

Other teachers' opinions can be grouped in the following observations:

- media materials give migrant learners an opportunity to meet authentic language (*Italy, UK, Poland, Spain, Germany*),
- media materials show very clear socio-cultural aspects of using particular language (*Italy, UK, Poland, Spain, Germany*),

- media materials make lessons more interesting (*Italy, UK, Poland, Spain*),
- media materials give learners an opportunity of self-learning (*Italy, UK, Poland, Spain*),
- media materials help to develop IT skills (*UK, Poland*).

3.2.1. Good practices in using media in teaching a host country language or culture

The teachers who shared their ideas said that they have listed traditional printed media (newspapers and magazines), audio and audio-visual media (TV-programmes, movie features and documentaries), CDs (particularly songs and conversations) and radio programmes as the most common types of media being employed during language classes for migrants. They often mentioned new technologies (particularly websites, YouTube, on-line projects, e-learning platforms, social communicators or mobile phones) as additional teaching sources. Captivatingly, language teachers in Spain, Italy and the UK were most keen on using the new technologies.

Analysis of the teachers' experiences helps to define the following good practices (instructions for teachers/trainers) of using particular media genres in language teaching:

FILMS/VIDEOS:

- 1) Use parts of films/series showing typical language behaviour in everyday situations – listening skills are then developed/supported by language's cultural context. After allowing for the students to understand the materials, present the same parts without audio. Now the students may prepare their own dialogues and after correction/help the students can present their dialogues in the classroom.
- 2) Use parts of documentaries/feature films which feature the host country's culture, history, eminent people important historically and/or culturally. The film may be a source of questions and motivation for students to investigate more themselves.
- 3) Use cartoon films without text. Then ask the students to develop a plot.

- 4) Using DVD documentaries: pre-listen – introduce new vocabulary and posing questions regarding content; while listening – focus on comprehension; post-listening: write sentences using questions and answers; speaking – follow-up discussions.
- 5) Watch a documentary and summarize its content.

PRESS MEDIA:

- 1) Newspaper texts about actual problems as a source of a new vocabulary (specific cultural metaphors) and a basis for discussion.
- 2) Upper-elementary multilingual class: use news reports from newspapers or clips from websites. Learners should identify language and vocabulary. The discussion may be elicited on specific features (for example, past tenses, talking about the environment and etc.). There is a huge range of choices depending on the objectives for the lesson.
- 3) In advanced courses, poetry and literature is very helpful.
- 4) Lyrics and/or fairy tales are very useful in teaching tenses (level A2/B1, both adults and children).

ADVERTISEMENTS:

- 1) Description of the city based on the advertisement spot.
- 2) Teach conventions of the host country citizens through advertising and then propose a comparison with the ones of the countries of origin.
- 3) Find, analyse and describe ads and commercials.

COMPUTER TECHNOLOGIES:

- 1) Let students read blogs (lexical and reading skills) and later create a new blog (writing).
- 2) Academic word lists websites – learners taught to create their own gap fill exercises (upper-intermediate plus).
- 3) E-learning platform with grammar activities that can be corrected online, so the learner can use the materials alone at home to practice.
- 4) Use a computer lab in classes aimed at adult migrants, where the students following precise instruction on completing their CV on PC and have it uploaded to the portal of the Centre for Employment.

- 5) Educational on-line programmes and on-line educational exercises and resources.

CDs, RADIO, PODCASTS:

- 1) Songs for comprehension tasks, which are appropriate for the B2 level.
- 2) For level B2-C1 - provide multiple choice answers for understanding of interviews with different regional accents.
- 3) Audio books and podcasts to enhance listening and comprehension skills.

TV:

- 1) For level B2-C1 - multiple choice answers for understanding interviews with different regional accents.
- 2) Soap operas to learn and practise vocabulary also to practise listening and drilling (in some cases actors speak slowly).

USING VARIOUS TYPES OF MEDIA DURING ONE BLOCK OF LESSONS:

Students prepare for homework definition of a given term (for instance “separatism”) based on the Internet materials. The next day in the classroom, they present collected information and compare different definitions. They try to prepare one universal definition of the term. Later they read a text about the given problem in a newspaper. They should work in groups – every group is reading only a part of the text. Later every group compares its parts. When the whole text is completed students start to discuss. Next for homework they should find a new information about the definite term (in the Internet, newspapers etc.) e.g. texts about other countries touched by the separatism problem. The following day, students should refer their new information and create a short film or TV (news reports) which can be used to evaluate separatism.

3.2.2. Main obstacles in media-supported teaching of a host country language and culture

The investigated groups were also asked about the main obstacles in media-supported language teaching/learning. They defined the following problems:

- 1) technical problems – lack of adequate equipment in classrooms, disproportionate time occupation between installing equipment and using it,
- 2) insufficient IT skills of learners and teachers, limited access to the Internet or even computers,
- 3) difficulties in finding appropriate media materials relevant to lower language competences (especially levels A1-A2),
- 4) difficulties in adopting media materials to current lesson or unit,
- 5) lack of the list of useful media materials selected for topics and language competence levels,
- 6) lack of books or other instructions that provide insight on how to use media in teaching,
- 7) time limitation during classes and courses,
- 8) illiteracy of students.

3.3. Learners' views on how media can help to learn a target language and culture

Analysis of the learners' responses reveals that different types of media help learners in many different ways. According to the survey media materials for participants can be the most helpful in the acquisition of general language skills such as reading, speaking, writing and comprehension as well as in improving communication with native speakers and pronunciation. The survey also reveals that participants stated that media materials were very useful in developing other language and socio-cultural skills like better understanding of host country culture, traditions, customs and behaviour. They also perceived it as a great

chance for improving their job market position (except for Poland what was probably related to learners' life stage as most of them were candidates for university studies or students, thus the job market was still not so important for them). Finally, many learners noted that media helped them to understand different modern technologies.

3.4. Suggestions on the LiMe online platform's content

All the interviewed teachers and learners also discussed the content and functionality of the main LiMe project's outcome – the multimedia platform. Generally, they perceived the proposed platform as a welcomed teaching and learning tool in foreign language acquisition. In particular, they said it should be: *user-friendly, well-structured, multi-dimensional, linguistic and cultural guide, attractive, simple to use, with many ready-to-use tasks in the classroom.*

However, both learners and teachers/tutors have also suggested the following specific features the platform should contain:

- *clear and concise instructions on the operation of e-learning platforms,*
- *interactive exercises with possibility to work also off-line and to make personalized exercises,*
- *video materials with the transcription of the scripts divided by the level and by the topic and exercises/tasks created ad hoc on the video,*
- *downloadable mp3 audio files,*
- *games for all ages and levels (like crossword and puzzles),*
- *list of useful sites,*
- *songs with transcription of the text and activities, as well as clips taken from movies or famous TV shows, that the students can easily find themselves once at home,*
- *examples of activities, as well as group activities in which the media are used in a creative way,*

- *some kind of updated media centre or library, where one can take the appropriate media for the different linguistic levels and different topics,*
- *some ready-made modules that can be used in the classroom,*
- *recommendations on how to create interactive lessons; suggestions and new ideas that can be used in different contexts and a guided reflection as reinforcement of exercises,*
- *emotionally engaging authentic texts, with an input for appropriate language level,*
- *topics that affect daily life: how to make the residence permit, job searching, information on services for foreigners, the legislation (easily accessible to non-experts and facilitated linguistically),*
- *grammar exercises designed for migrant learners,*
- *photo, listening and video activities relevant to the country, a language exercises, which focus on geography and history of the target-country,*
- *tasks involving media, as well as, everyday issues and practices,*
- *film clips (practice, listening, answers to questions about them),*
- *footage of teachers in action,*
- *newspapers – reading and answers to questions,*
- *conversations with native speakers,*
- *grammar and composition exercises containing cultural aspects,*
- *exercises containing: contextualized usage of language, intercultural perspective, articles and reports on current social issues,*
- *updated bibliography about using media in languages teaching process,*
- *methodological guidelines - how to create exercises for particular language skills,*
- *media material basis (including IT materials) – new and updated ideas.*

4. Conclusions

The findings of the contextualization research will be applied in the development process of the LiMe final outcomes.

Specifically, the following aspects drawn from the analysis of the primary and secondary data collection will be given a special consideration:

- 1) socio-demographic characteristics of migrants in the project partner countries (number, origin, education level, knowledge of languages etc.),
- 2) information about particular language education systems for migrants,
- 3) the everyday practices of using media materials in migrants' learning process, the partners will take into account what media are the most popular and used by the learners
- 4) the main migrants' expectations of using media materials during language and culture education,
- 5) the main obstacles in using media materials during educational process listed by teachers and teacher trainers, therefore the training package will be designed in this way that it will be a valuable source of information for not experienced as well experienced teachers how to use media in language teaching; for example:
 - ✓ technical problems – lack of adequate equipment in classrooms, disproportionate time occupation between installing equipment and using it – the online platform and guidelines will serve examples of the exercises with use of media without special equipment,
 - ✓ insufficient IT skills of learners and teachers, limited access to the Internet or even computers, the training package will provide necessary information how to apply new media in the classroom, some exercises will focus on simple media like newspapers, magazines,
 - ✓ difficulties in finding appropriate media materials relevant to lower language competences (especially levels A1-A2), the most of exercises will focus on the level

from A2 to B1, however the guidelines will provide information for teachers how to create own exercises even on the lower level,

- ✓ difficulties in adopting media materials to current lesson or unit, the learning platform will serve various examples of using audio and visual media with instruction how to adapt them in the classroom,
 - ✓ lack of the list of useful media materials selected for topics and language competence levels, the learning platform will be based on the matrix of audio visual, audio and visual sources of media, additionally country related links of media will be provided,
 - ✓ lack of books or other instructions that provide insight on how to use media in teaching, the development of the training package will response this obstacle, one of the results of the project will be creation of the in-service training course for language teachers,
 - ✓ time limitation during classes and courses, the partners will take into account this obstacle through creation simple and short example of exercises with use of media as a source of real language,
 - ✓ illiteracy of students.
- 6) the best ideas and good practice ideas of using media materials in migrants' language and cultural education provided by teachers and teacher trainers,
- 7) learners and teachers' expectations in relation to the LiMe products.

All this information will foster elaboration of the products with an aim of fulfilling expectations of migrant learners and their teachers in the field of using media materials in learning/teaching languages and thus in cultural adaptation abroad. Since the LiMe partners' goal is to develop educational products that will be helpful on every stage of language learning, the consortium will also take into consideration the identified challenges in foreign language acquisition. It will be particularly important as all interviewed teachers and learners considered the main planned LiMe products (multimedia platform and guidelines for teachers/trainers) as useful tools which would enrich their daily learning/teaching practices. The primary concern will be then to create user-friendly, well-

structured, multi-dimensional educational materials that will include linguistic and cultural guide with number of ready-to-use tasks in a classroom.

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³ For more detailed references see particular national contextualisation reports (Appendix 2).

Appendix 1. Questionnaire templates

LiMe “Languages in Media”
LLP Key Activity 2 Languages

Work Package 2 Contextualisation and Good Practice Research

THE PEDAGOGY OF MEDIA-SUPPORTED TARGET LANGUAGE TEACHING

A QUESTIONNAIRE ADDRESSED TO TEACHERS AND TRAINERS

1 Personal data and professional experience		
1.1	Teacher’s / trainer’s name	
1.2	Gender	
1.3	Country of origin	
1.4	Qualifications	
1.5	Language(s) taught	

2 Teaching experience:	
2.1	<p>How long have you been teaching / training <i>English / German / Spanish / Polish / Italian</i> for migrants? (<i>Please, insert here your national language.</i>)</p> <p><input type="checkbox"/> 1- to 5 years</p> <p><input type="checkbox"/> 6 to 10 years</p> <p><input type="checkbox"/> 11 to 15 years</p> <p><input type="checkbox"/> 16 to 20 years</p> <p><input type="checkbox"/> 21 to 30 years</p> <p><input type="checkbox"/> more than 30 years</p>
2.2	<p>In what kind of institution have you been teaching / training <i>English / German / Spanish / Polish / Italian</i> as a second language? (<i>Please, insert here your national language.</i>)</p> <p><input type="checkbox"/> school: primary / secondary (circle as appropriate)</p>

	<input type="checkbox"/> further education <input type="checkbox"/> university level <input type="checkbox"/> adult educational center <input type="checkbox"/> other types of educational establishments (please specify)
2.3	What kind of language class(es) have you been teaching? <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
2.4	What type of learners have you been teaching mainly? (Please, circle / underline the appropriate ones) <input type="checkbox"/> Adult migrants <input type="checkbox"/> work searching migrants: <input type="checkbox"/> refugees or asylum seekers <input type="checkbox"/> employed migrants who intend to improve their linguistic skills <input type="checkbox"/> candidates taking state language examinations <input type="checkbox"/> candidates for university studies <input type="checkbox"/> university students <input type="checkbox"/> other <input type="checkbox"/> Young migrants <input type="checkbox"/> pre-school children <input type="checkbox"/> primary school migrant children <input type="checkbox"/> secondary school migrant children <input type="checkbox"/> other

3 About MEDIA in general

In this questionnaire, we refer to the following MEDIA: Newspaper, Magazines, Film, TV, Radio, CD Recordings, Audio Books and ICT [= Information and Communication Technologies] such as: computer games, interactive media, e.g. social communicators, learning platforms e-learning, blended learning [=combining traditional class practices with e-learning practices], etc.

3.1	What types of media do you use outside of the classroom?		
	How often and for what purpose do you use the media? (Please, fill the table in.)		
	Types of media	How often do you use the particular type of media? 1. every day 2. few times a week, 3. few times a month, 4. few times a year, 5. almost never 6. never	For what purpose? 1. self-learning, 2. relaxing, 3. communicating with family members & friends, 4. solving every-day problems 5. other (please specify)
	1. Newspaper/Magazines		
	2. Films		
	3. TV programmes		
	4. Radio programmes		
	5. CD recordings		
	6. Audio books		
	7. Computer-based technologies		
	7.1. Computer games		
	7.2. Social communicators (<i>Face book, Twitter etc.</i>)		
	7.3. Websites		
7.4. E-learning Platforms			
8. Other			

4 About media tools/resources in teaching	
4.1	<p>Do you think that media can support the teaching of target language and culture?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>If No, explain why?.....</p> <p>If Yes, explain why?.....</p>
4.2	<p>What linguistic skills can be particularly supported by using media in teaching? Select one or more options form the lists below:</p> <p>a) LANGUAGE SKILLS</p> <p> <input type="checkbox"/> listening <input type="checkbox"/> speaking <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> interaction with native speakers <input type="checkbox"/> mediating (e.g. translating, summarizing, paraphrasing) </p> <p>b) COMMUNICATIVE LINGUISTIC COMPETENCES</p> <p> <input type="checkbox"/> lexical competence <input type="checkbox"/> grammatical competence <input type="checkbox"/> sociolinguistic competence <input type="checkbox"/> pragmatic competence <input type="checkbox"/> other (please specify):..... </p> <p>c) INTERCULTURAL COMPETENCES (knowledge about the society)</p> <p> <input type="checkbox"/> Politics <input type="checkbox"/> every-day life <input type="checkbox"/> culture <input type="checkbox"/> customs <input type="checkbox"/> values <input type="checkbox"/> human relations <input type="checkbox"/> other (please specify):..... </p>

5 About Media tools/resources in teaching	
5.1	Please, describe one or more example examples of good practices (exercises, tasks, activities) of using media in teaching the target language or culture (from yourself or your colleague(s) <u>Please provide information about the linguistic level of the class in which the good practice was offered.</u>)
5.2	In your opinion, what type of media is the most effective in teaching a target language and target culture? Explain your choice.
5.3	What are the main obstacles in using media while teaching language and culture?
5.4	An international project has just started aiming to develop a platform with: <ul style="list-style-type: none"> ■ a teacher guide on how to use media resources in teaching ■ and media-supported language exercises. <i>What would you like to find on this platform? What kind of instructions, exercises, tasks, topics etc. do you think would be helpful?</i>
5.5	Other comments regarding media-supported target language teaching

LiMe “Languages in Media”
LLP Key Activity 2 Languages

Work Package 2 Contextualisation and Good Practice Research

THE PEDAGOGY OF MEDIA-SUPPORTED TARGET LANGUAGE TEACHING

A QUESTIONNAIRE ADDRESSED TO LEARNERS

0. PERSONAL DATA

- ▶ 0.1. Your name:
- ▶ 0.2 Sex: MALE / FEMALE (Please, underline)
- ▶ 0.3 Country of origin:
- ▶ 0.4. Level of education:
 - primary secondary further education (not university level)
 - higher education: 1st level / 2nd level university diploma (Please, underline)
 - other:
- ▶ 0.5. Spoken Languages:
 - native language:
 - other foreign languages:
 -
- ▶ 0.6. How long have you lived in? *(Please, insert the host country name)*
- ▶ 0.7. Why did you come to? *(Please, insert the host country name)*
 - for personal reasons
 - for professional reasons
 - for economical reasons
 - other
- ▶ 0.8. How long have you lived in before starting formal education of the target language? *(Please, insert the host country name)*
- ▶ 0.9. The target language learning experience:
 - The target language currently learnt:
 - How long have you been learning this language?
..... (months / years)

- In what kind of institution/s have you been learning the target language?
 - a) at school: primary / secondary (Please, underline)
 - b) at a further educational college
 - c) at an adult educational centre
 - d) at a university
 - e) other institutions / organizations:

What kind of language classes have you been attending?

a) **Level of language classes (Please, underline):**

beginners level:

- A1 (real beginners' level) / ● A2 (higher beginners level)

intermediate level

- B1 (lower intermediate level) / ● B2 (higher intermediate level)

advanced level

- C1 (lower advanced level) / ● C2 (highest / proficiency level)

- Why are you learning the target language? (What are your motivations?)

- a) to get a job
- b) to have a better job
- c) to communicate with a family
- d) to communicate with a partner
- e) because I like this language
- f) other.....

Types of Media: Newspaper, Magazine, Film, TV, Radio, CD recordings, Audio books and ICT [= Information and Communication Technologies] such as: computer games, interactive media, e.g. social communicators, learning platforms e-learning, blended learning [=combining traditional class practices with e-learning practices], etc.

1. Do you use media outside of the classroom? (Underline the appropriate answer.)

YES

NO

▶ 1.1. If NO, why.

.....

.....

▶ 1.2. If YES, what types of **media** do you use outside of the classroom? How do you use the media? (Please, fill the table in.)

Types of media	How often do you use the particular type of media? 1. every day 2. few times a week, 3. few times a month, 4. few times a year, 5. almost never 6. never	For what purpose? 1. self-learning, including learning the target language, 2. relaxing, 3. communicating with family & friends, 4. solving problems 5. other	In what language? 1. native lang. 2. target lang. 3. other lang.
1. Newspaper/Magazines			
2. Films			
3. TV programmes			
4. Radio programmes			
5. CD recordings			
6. Audio books			
7. Computer-based technologies			
7.1. Computer games			
7.2. Social communicators (<i>Face book, Twitter</i> etc.)			
7.3. Websites			
7.4. E-learning Platforms			
8. Other			

► 1.3. What type of media is your favorite to use:

1.3.1. do you use it in your native language? Why?

.....

.....

.....

1.3.2. do you use it in the target language? Why?

.....

.....

.....

► 1.4. Why don't you use other forms of media to learn the target language?

(Please, fill the table in.)

Reasons why you do not use certain media.	Type of media here.
1. I find this type of media boring.	
2. I do not have access to it.	
3. I do not find it helpful when learning the target language.	
4. I do not have any time.	
5. I do not know how to use it.	
6. I do not use it but I want to use it in future.	
7. Other reasons:	

2. What kind of media does your teacher use when teaching the language?

newspapers / magazines

films

TV programmes

radio programmes

CD recordings

● songs

● real-life conversations

● other

audio books

computer-based technologies;

- games
- social communicators
- websites
- e-learning platforms
- other

▶ 2.1. What do you like about it? Why?

.....
.....
.....

▶ 2.2. What do you dislike about it? Why?

.....
.....
.....

3. What kind of media would you like your teacher to use? Why?

.....
.....
.....

4. Please, finish the following sentence. (You may underline the endings which your feelings best and/or fill in your own answer.)

Using media helps me with:

- a) pronunciation.
- b) communication with native speakers.
- c) improving my job opportunity
- d) behaving in everyday situations.
- e) understanding the target culture and native speakers.
- f) general language skills, such as how: to read / speak / write / understand better the target language.
- g) learning how to use ICT (Information and Communication Technologies)
- h)

5. Can you think of a time when you understood something in the host country because you have used media? (Please, try to describe such a moment.)

.....
.....
.....

6. An international project to develop an online learning platform has just started. What would you like to find on this platform? (What kind of exercises, tasks, texts, films, audio files, pieces of information etc.?)

.....
.....
.....

Thank you very much for your cooperation!

Appendix 2. National research and contextualisation reports

LiME “Languages in Media”

LLP Key Activity 2 Languages

WP2 Contextualisation and Good Practice Research

Research and Contextualisation Report

Germany

1. Identification and description of target groups

(Methodology: desktop research; each point max. 250 words)

1.1. Main migrant groups in your country (% of total population, types of temporary migrants – workers, university students etc., nationalities)

As of 2011, Germany is home to about 6.9 million migrants. 23.2% of the migrants living in Germany are from Turkey, the second largest portion would be Italy (7.5%) and Poland (6.9%). Greece (4.1%), Croatia (3.2%), Russia (2.8%) also were notable. Another 19.1% of the migrants come from other EU member states. The rest have various nationalities.

About 67% of the migrants have lived in Germany over 10 years. There are several different types of migrants that may hold the following types of visas:

- Those who would like to complete a vocational training courses in DE
- Those who would like to work in Germany
- Those who may stay in Germany for humanitarian or political reasons
- Those immigrating to Germany for family reason
- Foreign nationals and former Germans who would like to return to Germany
- Those who hold a permanent right of residence in another member states.

Source: Das Bundesamt in Zahlen, 2011.

1.2. Situation of migrants in your country regarding public services (e.g. access to primary health care and education)

Health care is mandatory for any person who is employed. Also those who have been employed have paid into a pension fund, which they are entitled to at the age of 67. Additionally, those who are employed are entitled to unemployment money, but not those who are in low-paid employment positions or perhaps self-employed. Therefore, one can say most (legally) employed migrants receive healthcare.

Migrants seeking asylum or those temporarily in Germany receive the things they need to live – food, shelter, healthcare, household goods and groceries. Additionally, they receive pocket money for daily costs and extra assistance when they are ill or pregnant. But at the moment they are not eligible for language courses, so language courses are not included.

Those receiving education in Germany can apply for a student visa or some countries may simply attend a university. It is necessary the students have C1 level of German and must prove this by a testing certificate.

Source: BAMF Website;

<http://www.bamf.de/SharedDocs/Anlagen/EN/Publikationen/WorkingPapers/wp36-migranten-am-arbeitsmarkt-in-deutschland.html>

1.3. Situation of migrants in your country on the job market

In 2009, 60% of migrant women and 78.3% of migrant men between the ages of 15 to 65 years of age are working. This entails that about 70% of migrants capable of working, have a job. This is about 8% less than non-migrants.

Migrants have a much higher unemployment rate (about double as high) than Germans. The amount of migrants who are long-termed unemployed is also higher amongst migrants.

Source: Working Paper 36 - Migranten am Arbeitsmarkt in Deutschland

1.4. “Young migrants” versus “adult migrants” opportunities to learn the target language⁴ (schools, other types of educational centres where courses are organized; How long are the language courses? Is the learning free of charge?)

The option of visiting language / integration courses is often mandatory by the government. There are about 7,600 different types of German language / integration courses available to migrants. In 2012 about 44.2 % of the language learners visited courses because they were mandatory. The majority of migrants visit a general integration course. About 10% visit an alphabetisation course and another 10% visit parenting or female integration courses. The majority of these courses, 36%, take place at adult education centres (Volkshochschulen). Another 18% take place at language schools, 10% at training institutes and 8.5% initiative groups. Migrants attending the mandatory integration course receive 660 hours (1 hr = 45mins) consisting of 6 modules based on language learning and 1 orientation-based module. At the end of this course there is a test (Deutschtest für Zuwanderer – level A2 / B1) which is free to those who are available for financing (about 95%) and those taking the course privately must pay 72 euro. About 93% of those taking the test pass which gives them advantages to the German language and culture.

Source: Bericht zur Integrationskursgeschäftsstatistik für das Jahr 2012

1.5. Teaching the language of the host country (approximate number of teachers and learners in your country, teachers’ qualifications, their chances on the job market)

The approximate number of teachers and learners in Germany is difficult to access. The Federal Office for Migration and Refugees (BAMF) covers the statistics of integration courses up to the level B1. But those courses at various institutions are not covered in their statistics. Many of the courses are not registered. Teachers of German must have completed studies in German as a foreign / second language. They then would be considered accredited. If they are not accredited, then there is the

⁴ Target language = the language of the host country – national language taught / learned as the second language (all variants can be used in the report depending on the context).

possibility to become so through a process at the Federal Office. To become accredited the following evidence must be submitted:

- degree certificates
- professional qualifications
- additional qualifications
- experience of teaching German to foreign nationals and ethnic German repatriates.

Most German instructors work as free-lancers, but some are full-time employees for institutions. The number of migrants has been increasing in Germany, therefore there is and will be a need for language teachers.

Source: Expert Daf/Daz Sabine Gröpel

1.6. Teaching and learning the language of the host country: trends for the future.

For the Federal State of Bavaria the chance to learn German in future may be free and available for migrants seeking-asylum. This means the number of those migrants eligible for language courses will increase and the demand for language instructors too.

Another factor that will increase the need for language instructors is the increasing number of migrants apparent in Germany. More courses will need to be made available and qualified teachers will need to be employed to facilitate them.

Source: Expert DaF/DaZ Sabine Gröpel

<http://www.sueddeutsche.de/bayern/taatsregierung-beschliesst-projekt-deutschkurse-fuer-alle-asylbewerber-1.1630530>

2. Language, culture and media in the educational centres for migrants

(Methodology: desktop research; each point max. 500 words)

2.0. Country-specific media context (description of main tendencies)

(What are the most important press-titles, TV and radio stations / channels?; the ICC technologies' usage in your country (particularly in the education); people's attitude to book and newspaper reading, watching TV, etc..)

The most popular television programmes for Germans are PRO7, RTL, SAT1, RTL2 and VOX. There are also local regional television channels in each region which are also popular by the locals. In Bavaria, BR – Bayerische Rundfunk is a popular channel which has shows using the local dialect and local news.

Germans favorite printed materials include the daily newspaper, magazines and books.

Those with a subscription receive newspapers 4-7 days a week. Some of the major newspapers / magazines demonstrating a high-level of language proficiency include, Süddeutsche Zeitung, Frankfurter Allgemein, Focus and Spiegel. Local printed media often demonstrate less sophisticated language use and often contain more idiomatic phrases and vocabulary relevant to the local dialect.

Radio is not used as often as the above materials because many people do not have a radio. Public radio programmes are more popular by the older generation, whereas private radio-programmes are split 50 – 50.

Internet is also a popular media choice, especially by the migrant population. About 75% of migrants use a computer or laptop. About 41% of those users visit German websites.

Source: Mediennutzung von Migranten in Deutschland: Working Paper 34, 2010

2.1. Language and culture classes' curricula (types of courses, their levels, topics; Are the courses focused on developing socio-cultural and intercultural competence of migrants? In what ways?)

Language courses DaF (German as a foreign language) and DaZ (German as a second language) provide migrants with different levels of learning A1 – C2. These type of courses

have not only the goal to provide migrants with the language skills to actively and passively use / understand German, but also to provide the learners with specific information about the local culture. The courses use grammar and vocabulary exercises, pronunciation training, listening and reading comprehension and intercultural aspects to teach German.

Migrants who attend an integration course receive 600 UE (1 UE = 45 minutes) focusing on language aspects and then should have an additional 60 UE on the topic German orientation. Specific topics are addressed, such as: politics, the economy and the social life of natives. At the end of such a course, a test is given to the learners and those who pass the test receive an integration certificate.

Source: Mediennutzung von Migranten in Deutschland: Working Paper 34, 2010

www.dafkurse.de

2.2. Usage of media in the language / culture classes for migrants (Are media presented in the language / classes' curricula? How? In what types of courses?)⁵

Media is present in language courses at institutions, schools, organizations and classrooms where it is available. Most learning atmospheres have an electrical socket which enables the use of a radio / CD-player. Some schools have the interactive whiteboards. Although they can enhance language courses, they may also be problematic for several reasons. They are expensive and not all organizations can afford such commodities and the appropriate materials to use with the whiteboards. Also the fact that many language teachers do not know how to use the equipment and are less willing to learn how to use them because they take too much time to set up or are too difficult to use.

Some schools have computer labs available for the teachers to use during the class time, but time is limited and sometimes setting up and shutting down takes away too much of the class time. Some learners do not know how to use the technology and may not want to use the materials.

⁵ Media: press, film, TV, radio, CD recordings, audio books and ICT [= information and communication technologies] such as: e-learning, blended learning [=combining traditional class practices with e-learning practices], using computer-based educational games, interactive media-supported learning, e.g. using social communicators, learning platforms etc.

Source: ICT / Language Instructor – Mona Dierfeld

Mediennutzung von Migranten in Deutschland: Working Paper 34, 2010

www.dafkurse.de

2.3. Media in language testing (e.g. in state language examinations and other types of tests / examinations). How are the media used in: Writing, Speaking, Reading, Listening and Understanding, Use of Language etc. parts of examination?

There are several different levels of testing. Media is often used in listening activities, where the learner must listen to a conversation, weather forecast, radio programme or lecture and match / write the appropriate answer.

Sometimes media is used for speaking tasks, where computers are to record the speech of the learner where it later will be evaluated by an external evaluator.

There are also many different types of short online quizzes to test the language level of the learner and then match them to the appropriate course or to test their grammar skills.

Sometimes newspaper articles or advertisement are used in combination with reading or listening activities to check the knowledge of the students. It is important that the student is familiar with advertisements so they can read and deduce a lot of information from a few words.

The use of media for testing is important for not only language comprehension, but also for intercultural understanding.

Source: www.goethe.de

2.4. How are language, culture and media presented in the most popular textbooks used in the educational centres for migrants?

Most language books come with an audio CD for the teacher to use along with the book's tasks, but sometimes with an additional audio for the learner to use at home. Sometimes there is an additional CD that comes with the book, which includes activities for the learner to complete during the free time. Some language books also include a website address to visit. The website may include an online workbook, dictionary or extra activities that can be completed along side the regular course activities.

The textbooks often include photos of authentic articles and advertisements. This may give the items a realistic factor, but it is difficult for the materials to stay up-to-date after they have been printed. Sometimes the textbooks will have the learners complete activities outside of the classroom which include the use of local newspapers, radio programmes or internet websites. These activities may be good for the students, but the accessibility and validity may affect the task success.

2.5. Language pedagogy applied in teaching the language of the host country and **the use of it** in the textbooks (Describe the most popular approaches.)

Public institutions offering the integration courses try to use the same book to be consistent – *Schritte*. The book is divided into 6 modules and is used nationally and internationally for German language courses. The 6 modules should be completed in 600 UEs (1 UE = 45mins). Since there is a time schedule to be completed while using these books for integration courses it is often not very practical to incorporate other materials and tasks into a language courses.

Private language institutions and organizations may use other books for their language courses. Private organizations that may be sponsored through charity organizations may not have the funding for books and materials. Therefore, they may only be able to use freely accessible materials. Televisions, computers and internet may be things rarely available to the learners since the courses usually do not take place in institutions with computer labs.

Private language institutions often use textbooks other than *Schritte*, since the German language courses are not on the German Integration track like *Schritte*. The courses offered at the institutions are usually voluntary and have higher costs. Therefore, the schools may have a more enhanced learning facility to offer the students. Also the syllabus for the courses is more flexible.

3. Pedagogy of media-supported host country language teaching from the teachers' perspective . Research methodology: surveys / interviews with at least 20 teachers / trainers; each point: approx. 250 words

Please, analyze the teachers and trainers' answers to open-ended questions and provide statistics for close-ended responses.

3.1. Profiles of the host country language teachers / trainers interviewed (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

All but one of the German language teachers was a female. The majority were German (59%). The other language teachers were from Eastern Europe. 76% of the teachers have completed some kind of studies in the field of German. 35% of the teachers, teach an additional language other than German.

76% of the teachers have less than 10 years of experience in teaching, 54% of them less than 5 years. Although the teachers all came from different types of institutions the majority were from an adult education centre.

All of the teachers taught levels A1-B1, but about a third taught B2, less than a third C1 and only two teachers taught C2 level courses.

The main target group being taught are migrants looking for work, the next largest group was the asylum seeker and those who have fled their country. Less than a third of teachers work with children who have a migrant background. Only one person works with migrants at the university level.

Please, sum up point 1. and 2. of a questionnaire addressed to the teachers and trainers.

3.2. What types of media do the teachers / trainers use outside of the classroom?

(How often? For what purpose?)

German language teachers use newspapers and websites almost daily in their language classroom. Films, TV programmes and CDs are used also frequently, about several times a week. Computer games are used seldomly, almost never in / outside of the classroom. Audio books are used less than a couple times per month, but when they are used then they are used for relaxation purposes. Teachers use social networks all differently, but the majority use them at least a couple times per month.

Please, sum up point 3.1. of a questionnaire addressed to the teachers and trainers

3.3. The teachers' and trainers' views on the media-supported teaching of the target language and culture in regards to their effectiveness in developing: a) language skills, b) communicative linguistic competences, c) intercultural competences, d) other skills and competences). (250-500 words)

All of the teachers thought the idea was an appropriate way to support the language learning process while supporting integration. The idea of using media is not only authentic but also realistic since people are facing media-like tasks on a daily basis. Many teachers also commented on the audio-visual advantages media can offer the language learners. Not only are the learners hearing but they are also seeing interaction. Through the use of an e-learning platform learners can choose the tasks they find most attractive. By using different forms of media the students will also gain a lot of background knowledge relevant to the integration process. One teacher writes, "Media makes the language courses more diversified and more interesting." Others comment that the use of media during language courses is often less time-consuming than the use of other materials.

It is eminent that media can be profitable in many ways for language learning and integration. All of the language teachers agreed that media can prove to be profitable for improving listening skills. Over 30% of the teachers agreed that media can improve speaking, reading, writing and interaction skills. Only two teachers think it could be profitable in the way of mediation.

The teachers had similar opinions of the idea of media used to transfer difference communicative linguistics competences. About a third think that media will support writing, grammar, socio-linguistic and pragmatic competences.

The responses were also quite similar for the use of media for intercultural competences. Nine language teachers feel that media can support the learning of daily-life and cultural customs competences. Those were the two choices that were most popular. A little less than half of the teachers think that media can support the learning of German culture and political system. A little less than a third think it can enhance the values and or relationships between people.

Please, sum up [point 4](#). of a questionnaire addressed to the teachers and trainers

3.4. Description of good practices (e.g.: exercises, tasks, activities) given by the teachers and trainers of using media in teaching the target language or culture.

14 out of the 19 teachers provided us with feedback on good practices on using media in teaching the target language and culture. Many of the topics include audio-visual learning, where more than one sensory is being stimulated. This provides the benefit that different types of learners in the same class can profit from the learning activities. Another apparent response was the use of authentic materials in the classrooms with relevant topics. The topics should not only be language level appropriate, but they should also be relevant to the culture and latest news-happenings.

The most popular form of media good practices involved television-like examples. Several teachers listed specific TV-programmes, such as Deutschewelle, ZDF-History, documentaries and daily soaps. Others suggested the use of weather forecasts, music videos, movie clips and cartoons. These forms range from level A1 to C1 depending on the topic.

The second group of interesting ideas includes listening type of good practices, such as: Audio-cds, music videos, TV-programmes, cartoons, radio-programmes (also with local dialects), lectures on appropriate topics and theatre.

One teacher suggested an online project 'Meine Stadt' (<http://meinestadt-meinleben.de/projekt.php>).

An important suggestion was made for the use of an e-learning platform with grammar activities which can be corrected online, so the learner can use the materials alone at home to practice.

Some teachers suggested the use of pictures to use for speaking or writing activities.

One teacher suggested the use of song-text to use for comprehension tasks, which is appropriate for the B2 level.

Please, sum up point 5.1. of a questionnaire addressed to the teachers and trainers

3.5. Teachers' and trainers' views on the particular types of media effectiveness in teaching a target language and target culture

Seventeen of the nineteen teachers provided 13 different types of media, which are most

effective for teaching a target language and culture. The most popular response was newspapers / magazines, because they offer current information about country specific topics. The second most popular answers were TV-programmes, films and documentaries, because they give an idea as to what the daily-life of locals may be like. Watching such things is relaxing for learners; therefore it promotes the unconscious language acquisition process.

Other ideas such as listening activities relevant to audio-cds and the radio were also popular by the teachers because they demonstrate daily conversation speech and are easy to use since they do not require much set-up time.

E-learning and websites were also suggested by the teachers with special reference to social networks, because the learners can use the chat-function to practice writing in a non-formal way.

Two teachers recommended the use of books as an effective way of learning, because they offer teacher manuals to help navigate the course.

Please, sum up point 5.2. of a questionnaire addressed to the teachers and trainers

3.6. Teachers' and trainers' opinions on the main obstacles in media-supported teaching of the host country language and culture

The German language teachers made it clear through their answers that the largest difficulty they face in the quest to use media in the classroom is the lack of computers and internet access. Some also noted the lack of technology competences affect the practicality of media usage in the classroom. This then leads to a frustrating situation for the learner, teacher and other learners which a fun motivating task into a non-motivating task which may hinder the language acquisition process.

Costs also play a role in furnishing such rooms in institutions, but it is also a long-term problem because the internet access must be paid monthly and funds and space need to be available.

A teacher said that the need to filter materials beforehand costs a lot of time. It is important for the learners to use materials appropriate to their language levels, but it is also important for the learners to visit quality websites / platforms.

Please, sum up point 5.3. of a questionnaire addressed to the teachers and trainers

3.7. Teachers' and trainers' suggestions regarding the content of a coming into being learning platform with: a teacher guide how to use media resources in teaching and media-supported language exercises

One of the most popular requests by the teachers is the need for grammar exercises designed for migrant learners.

There should a language exercises which focus on geography and history of the target-country. Another teacher agrees it is important to understand the culture of the target country, but also neighboring countries which share the same language should be included. For example, the linguistical, cultural and historical differences between Germany, Austria, Liechtenstein and Switzerland.

The website should serve as a resource of information and for the learners with suggestions of other competent educational websites that may offer the learners something.

Photo, listening and video activities relevant to the country should be made available.

Activities which reference specific occupations would be beneficial.

Alphabetization is not an uncommon problem for migrants in Germany; therefore it may be fruitful to offer such activities for those types of learners.

A teacher guide was listed as an important tool, because the teachers want to know how to apply the learning platform into an already busy integration course. Which elements could the learners complete on their own time?

Overall it is important the materials are made available for different levels and listed appropriately so that none of the activities have a non-motivating factor because they are either too easy or too difficult.

Please, sum up point 5.4. of a questionnaire addressed to the teachers and trainers

3.8. Other teachers' comments concerning media-supported teaching of target language for migrants.

Only three of the 19 teachers had additional comments to offer. One teacher wanted to stress the important of media in language learning, because it is much more interesting

than chalk and a black board. Another teacher said that materials for A1 learners should be adapted, but then after moving onto A2 it is pertinent to use authentic materials. Lastly, a teacher said from her experience language teachers have little interest in use media support in their language courses, therefore it is necessary to take into account the teachers needs to make an attractive offer.

Please, sum up point 5.5. of a questionnaire addressed to the teachers and trainers

4. Pedagogy of media-supported language teaching from the learners' perspective.

Research methodology: surveys / interviews with at least 30 migrant learners; each point: max. 250 words

Please, analyze the learners' answers to open-ended questions and provide statistics for close-ended responses.

4.1. Profiles of the host country language learners' interviewed. (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

The survey was distributed to 57 German language learners – 44% were male, 53% were female and 3% did not provide a response. The learners came from 22 different countries.

Origin: 65% of the learners were from Eastern Europe (Czech Republic-6; Russia-7; Romania-9; Poland-6; Belarus-2; Hungary-3; Ukraine-3; Slovenia-1). The next largest group with 14% come from the Middle East (Iran-5; Israel-2; Lebanon-1). 9% of the group comes from Asia (Thailand, Hong Kong, Japan, Sri Lanka and Vietnam). 4% of the learners come from South America (Chile and Brazil). Additionally, learners from Spain, Turkey and the USA submitted a survey.

Education: 6% have completed only the primary level. 31% have completed the secondary level. Both those learners completing further education and learners who have had higher education receive 29% each.

The native languages differ as much as the country of origins. The most common native languages include Russian (9) and Romanian (8). The other common languages were Polish (6), Persian (4), Czech (6), Hungarian (4), Ukrainian (3), Spanish (2), and Arabic (2).

Besides German, 56% of the learners spoke English. 8% spoke Russian, 8% Spanish and 8% French. Some individuals spoke Turkish, Arabic, Italian, Romanian, Hebrew, Croatian or Serbian.

Most of the learners have been in Germany 1-2 years (40%). 23% of the learners have been in Germany less than a year. 13.5% have been in Germany 2-5 years. And the 23.5% have been in Germany 6 -24 years.

Learners who came for economical reasons (10%). 20% other, 37% personal, 33% professional reasons.

58% of the learners have been in Germany for less than 6 months before starting a language course. 10% 6-12 months, 20% more than a year before starting a course.

29% have been learning German for less than a year. 25% less than two years, 15% less than 5 years, 12% less than 10 years and 21% more than 10 years.

The majority of learners (42%) have studied German at an adult educational centre. 14% have had private lessons and 15% at primary / secondary schools and the rest at colleges or universities.

55% of the learners have attended B1 / B2 language course, 50% attended A1 / A2 and only 4% have attended C1 / C2.

The majority of learners are visiting a German course to find or get a better job. Other common answer was because they are living in Germany, want to speak with people or cause they like the language.

Please, sum up points 0.1-0.9 of a LEARNER INTERVIEW

4.2. What types of media do the learners use outside of the classrooms? How often? For what purpose? What is the language of media they use?

All but one person uses media outside of the classroom. From the feedback it is clear that every type of media is used by at least one person but there were some obvious trends. Newspapers/Magazines, films, radio programmes and social networks are used by the majority of learners at least a couple times per week. TV programmes was the absolute favourite type of media, 50% of the learners use it on a daily basis and an additional 17% use it a couple times a week.

Computer-based technologies, e-learning platforms and CDs revealed mix results. There were no trends to distinguish in these categories, frequency showed similar results.

Only 15% of the learners use audio books at least a couple times per week. 58% use such books almost never. Computer games were also rather unpopular by the learners, 69% use them less than a few times per year.

The section for other revealed that only 12% use another form of language learning.

The learners shared they use different media in both native and target language – the trends were about equally distributed. Often it was the scenario that an additional other language was selected, especially by social network and website usage.

When the learners were asked to share for which purposes they use different types of media, it was overwhelming clear films, TV programmes and radio programmes are used mostly for relaxing purposes. Newspapers were most commonly used by 58% of the respondents for self-learning purposes as well as e-learning platforms. Websites were the type of media most commonly selected for solving problems.

Please, sum up points 1.1 and 1.2. of a LEARNER INTERVIEW

4.3. What are the learners' favorite types of media in the native and target language? Why do they not use other forms of media?

The learners use their favourite type of media in both their native and target language. Learners make the decision to use their native language so they do not forget it or because they want to communicate with family and friends. Learners use the target language so they can improve their German, because they reside in Germany or for communication purposes. The most favourite type of media for German language learners is TV programmes (37%). The learners also enjoy social networks, films, computer-based technologies and newspapers.

Learners do not use computer games and audio books because they tend to be boring. 4% of the learners do not have access to computer games, internet or audio books, therefore they cannot use such things. Some forms of media were mentioned with one vote as being unhelpful or not user-friendly, but were not notable. If the learners had more time, then they were most likely to use audio books, the internet and computer games. Items that the

learners want to use in the future include internet activities, e-learning platforms, radio programmes and audio books. The learners wrote that they would like to use some media, but they are unable to finance the items.

Please, sum up points 1.3. and 1.4. of a LEARNER INTERVIEW

4.4. The migrant learners' opinions on the using media in the target language classroom (the teaching practices they like and dislike).

The most common form of media used in the German language classrooms is CD recordings including songs and conversations (67%). Websites, newspapers and films are also popular forms of media used in the classroom (ea. 25%). In 20% of the classrooms computer-based technologies are being used. Radio programmes are used in 12% of classrooms and TV programmes are used in 8% of classrooms. Audio books, computer games, social networks and e-learning platforms are used as well, but not very often.

The learners shared that they liked playing games in the classroom. Additionally, the use of internet, websites and social networks were mentioned as things the learners liked most.

The learners shared more information about things they disliked in the classroom. The most common dislike among the language learners was the lack of internet access in the classroom. The usage of dialects and slang in different types of media can lead to misunderstandings and problems, which the students do not care for.

Please, sum up points 2.1. and 2.2 of a LEARNER INTERVIEW

4.5. The learners' expectations on what kind of media they would like their teachers use in the classroom and in what way

The learner expressed interest in various forms of media. The most popular form of media the learners wished was used more often is the computer, because it produces things quickly and at a high-quality. Often the learners suggested the use of a beamer to go along with the computer to enhance the teaching atmosphere within the classroom. The learners were also interested in the use of newspapers more often in the classroom. Several learners listed the request for an e-learning platform, because they are interesting and the learner has the opportunity to interact with other people from all over the world in the

target language.

An important point made by one of the learners is the importance to make sure classroom learning is not always the same, but always changing to prevent activities that may be non-motivating.

Another learner wished for more translation of the target language into her native language to clarify topics and specific vocabulary.

Please, sum up point 3. of a LEARNER INTERVIEW

4.6. The learners' views on how the media help them to learn different aspects of the target language and culture as well as how to live in a new society.

From the learners' responses it is clear different types of media helps learners in many different ways. The most common answer as to how media helps the learner is the acquisition of general language skills such as how to read / speak / write / understand better the target language 73% chose the answer. The use of media to support pronunciation and the understanding of the target culture and native speakers was selected by 63% of the learners. Close thereafter 60% of the learners think media helps them improve their job opportunity. 49% of the learners think that media helps them communicate better with the native speakers. 45% find that media helps them know how to behave like a native in daily situations. The least common answer was selected by a bit more than a quarter of the learners and says that media supports the usage of different technologies.

One can conclude that media usage as a means of language teaching is valid.

Please, sum up point 4. of a LEARNER INTERVIEW

4.7. The migrant learners' descriptions of the moments when they understood something in the host country thanks to media.

This question on the questionnaire came back the majority of the time empty. Either was the question too vague or the learners were not sure what they should answer. Therefore, those answers received will be detailed.

-The usage of the municipals website and the local newspaper gives the learner more insight on the locals and as to where things may be found in the city.

- The usage of an electronic dictionary on the mobile phone supports the learner during daily conversations with specific terms and vocabulary.
- The use of radio programmes provides the learner with new vocabulary that can be used in casual conversations.
- The use of German TV programmes and newspapers supported the learning process.
- By reading the German newspapers, I was able to have more interesting conversations with locals because I was well informed.
- The use of TV programmes supports the learning process.

Please, sum up point 5. of a LEARNER INTERVIEW

4.8. The learners' suggestions regarding the content of a coming into being learning platform with media-supported language exercises

The learners provided much feedback about what they think should be found on the website.

The most popular request is for exercises which include texts and audio clips to answer. Another request which feeds off from the most common requests is the need for tasks involving media.

Another common request is for film clips.

Single requests came for advertisement, writing practice and an online dictionary.

Please, sum up point 6. of a LEARNER INTERVIEW

4.9. Other learners' comments concerning media-supported learning of target language and culture

Not applicable

Please, sum up point 7. of a questionnaire addressed to the teachers and trainers

5. Language pedagogy supported by media: every-day practices and calls for change. Please, recapitulate your desktop research (point 1.-2.) and interviews with teachers and learners (point 3. and 4.); max.: 500 words (not less than 250 words)

Much of our questionnaire results have been supported by the desktop research. The

favourite type of media in Germany is the television. Not only do Germans like to watch TV, but migrants do to because it is relaxing. This means that when language learners are relaxed they let their control filter fall and take in more information unconsciously.

Natives and migrants both like to use computers for free time activities, so it would be useful to provide migrants with resourceful and competent ways to use such things to promote the language learning process. Since many language providers do not have the option to provide all of the language learners with a computer and internet access, it is necessary to provide the learners with materials they are able to use on their own. Materials should be clearly labeled according to the language level and with clear instructions. Teachers also commented that it is appropriate to have a corrector function, which would correct the false answers and provide the learners with a correct answer and perhaps an explanation or the appropriate rule.

It is apparent that in Germany you cannot group all the migrants to one nationality or one continent. Therefore, the final products should be transferable and appropriate for all nationalities. Special interest should be given to those migrants visiting an alphabetization course. Such activities may be beneficial for learners to use online, since this would require them to experience a playful activity while having to use a keyboard.

All the teachers think media is an effective and appropriate way to teach a language and help the learners during the acquisition process. In order to use media it is important to make sure the materials are not only language level appropriate, current and available but they too should be authentic. By using authentic materials, the learners will be associated with things they have already seen during their stay in the target country, but also things they may experience in the future. An important factor to take into consideration when focusing on media in German integration courses is the relevancy, appropriateness and timeliness of the materials then these materials will be worthwhile for the teacher and the language learners.

Overall, it is clear to see that media plays a crucial role in the language acquisition and integration process. By establishing a topic and language appropriate e-learning platform with authentic materials, LiMe can assist German language teachers and learners.

Acronyms List (Examples)

BA	Bachelor of Arts
BSc	Bachelor of Science
DfE	Department for Education
DCSF	Department for Children Schools and Families
GCSE	General Certificate of Secondary Education
HE	Higher Education
HEI	Higher Education Institution
ICT	Information Communication Technology
KS	Key Stage
MFL	Modern Foreign Language
QTS	Qualified Teacher Status
PhD	Doctor of Philosophy
TDA	Teacher Development Agency
UCAS	University and College Application Service

References (Examples)

Statistics.gov.uk (2007)

Europeans and their Languages. November – December 2005

February 2006 Special Eurobarometer. European Commission

http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf (2006)

Department for Education. Schools, Pupils and their Characteristics: January 2010

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/sfr09-2010nt.xls>

Education in England, Wikipedia (2011)

http://en.wikipedia.org/wiki/Education_in_England

QCDA (2011) <http://curriculum.qcda.gov.uk/index.aspx>

National Languages Strategy Languages (Department for Education and Skills (2002)

LiME “Languages in Media”

LLP Key Activity 2 Languages

WP2 Contextualisation and Good Practice Research

Research and Contextualisation Report

Italy

1. Identification and description of target groups

(Methodology: desktop research; each point max. 250 words)

1.1. Main migrant groups in your country (% of total population, types of temporary migrants – workers, university students etc., nationalities)

At 31 December 2011 - according to the preliminary data made available by ISTAT – there were 4 million 859 thousand of foreign residents in Italy (289 thousand more than in the previous year), what is equal to 7.5 per cent of total residents. The biggest foreign community is Romanian one with 21.2% of all foreigners in the area, followed by Albania (10.6%) and Morocco (9.9%), China 4.6%, Ukraine 4.4%.

At 1 January 2012, 3 million 637 thousand 724 **non-EU citizens** were legally presented in Italy. Compare to the previous year the number of non-EU citizens legally residing in Italy increased by approximately 102 thousand persons. The biggest non-EU citizenship community is represented by Morocco (506,369), followed by Albania (491,495), China (277,570), Ukraine (223,782) and the Philippines (152,382).

Non-EU citizens legally present in Italy, by sex, at 1 January 2011:

1,825,056 Males, Females 1,711,006.

Non EU citizens by reason of the presence, at 1 January 2011: Labour 1,054,659; Family 691,256; Religion 25,076; Elective residence 6,243; Study 40,833; Asylum 16,747; Asylum request 3,798; Humanitarian 35,842; Health 4303; Other 18,571.

The permits issued for asylum and humanitarian reasons increased significantly: from 10,336 in

2010 to 42,672 in 2011. Only three countries covered more than 50% of the total of this type of migration: Tunisia (27.5%), Nigeria (16.3%) and Ghana (7.4%).

Source:

1. Istituto nazionale di statistica: <http://www.istat.it/>

2. “Il ruolo degli immigrati nel mercato del lavoro italiano”

Consiglio Nazionale dell’Economia e del Lavoro, Organismo Nazionale di Coordinamento per le politiche di integrazione sociale degli stranieri, Ministero del Lavoro e delle Politiche Sociali, DG dell’immigrazione e delle politiche di integrazione - Roma, 19 novembre 2012

<http://www.integrazionemigranti.gov.it/Documenti/Documents/Manuali->

[Studi/CNEL%20MLPS%20Il%20ruolo%20degli%20immigrati%20nel%20mercato%20del%20lavoro%20italiano.pdf](http://www.integrazionemigranti.gov.it/Documenti/Documents/Manuali-Studi/CNEL%20MLPS%20Il%20ruolo%20degli%20immigrati%20nel%20mercato%20del%20lavoro%20italiano.pdf)

1.2. Situation of migrants in your country regarding public services (e.g. access to primary health care and education)

Education

The Constitution (Article 34, paragraph 1), the Charter of Nice (art. 14), the Additional Protocol to the European Convention on Human Rights (Article 2) and the TU of Immigration (Art. 2 and Art. 6, paragraph 2) require both the access to kindergarten, and the completion of upper secondary education.

Article. 1, paragraph 6, of the Legislative Decree no. n. 76/2005 states that the access to education and training is an individual right and a social duty for everyone, including **foreign minors** who are present in the territory of the state.

Article. 38 of the T.U. of Immigration and art. 45 of the implementing rules guarantee the right of the **foreign minors without a residence permit (stay permit)** to frequent school of every grade.

In regard to the access to the services that make effective the right to education, art. 38, paragraph 2, of the T.U. of Immigration states that foreign minors without a residence permit can access to all those services that facilitate the effective implementation of education (school transport, canteens, books, etc..).

Health care

The possibility of access to health care services varies on the base of the stay permit type in possession of a migrant.

As regards the health care guaranteed to citizens of one of the 27 States of European Union, the main text of reference is the Legislative Decree no. 30 of 2007.

As regards the citizens of the Countries not belonging to European Union, the main text of reference is Leg. 286 of 25 July 1998, the cd Testo Unico (hereinafter (TUI), which defines what type of access to health assistance is guaranteed to each non EU foreigner on the base of his administrative conditions.

The Law 40/98 guarantees that health care is a right of foreigners legally residing in Italy.

For foreigners, EU and non, registration in the National Health Service (NHS) provides the same health care offered to Italians and entails equality of treatment with nationals with regard to the Italian tax obligations, assistance and temporal validity.

For foreigners in Italy, who are not in conformity with the rules on entry and residence, a special health card called STP (Temporarily Present Foreigner) are issued with validity of six months. The STP gives a right to basic health care, urgent and non-urgent hospitalization, ambulatory and hospital care (urgent or essential) in case of a disease or an injury.

Source:

1. Testo unico sull'immigrazione - Titolo V, Decreto legislativo , testo coordinato, 25.07.1998 n° 286 , G.U. 18.08.1998

2. Il portale della Regione Emilia Romagna: Informa giovani online

<http://www.informagiovanionline.it/emiliaromagna/vita-quotidiana/documenti-e-certificati/sanitari/assistenza-sanitaria-ai-cittadini-stranieri>

3. Sportello immigrazione – ARCI - Toscana

http://sportelloimmigrazione.arcitoscana.it/index.php?option=com_content&view=article&id=165:diritto-allistruzione-dei-minori-stranieri-irregolari-prestazioni-scolastiche-obbligatorie-servizi-socio-educativi&catid=11:faq&Itemid=43

1.3. Situation of migrants in your country on the job market

Foreign workers are concentrated in construction, tourism services (hotels, restaurants and public services) and care services.

In these three macro-sectors almost a half of employed immigrants (49,7%) is employed.

The sectoral concentration of immigrant labour differs by gender. Among men, there is a strong concentration of immigrant employment in the manufacturing industry, construction, accommodation and food and beverage service. In 2011, 26% of total employed immigrant worked in construction. For women there is a strong concentration of immigrant employment in social services and care: more than half of employed female immigrants (51.3 per cent) provides services of households or domestic services, working as domestic helpers or caregivers.

It also notes that the sectors where immigrants tend to focus are labour-intensive ones (for example, childcare services, which typically require very long hours, often at night) or those where the type of work is generally very hard and tiring (such as construction, or even in the restaurant services).

Source:

1. „Il ruolo degli immigrati nel mercato del lavoro italiano”

Consiglio Nazionale dell’Economia e del Lavoro, Organismo Nazionale di Coordinamento per le politiche di integrazione sociale degli stranieri, Ministero del Lavoro e delle Politiche Sociali, DG dell’immigrazione e delle politiche di integrazione - Roma, 19 novembre 2012

<http://www.integrazionemigranti.gov.it/Documenti/Documents/Manuali-Studi/CNEL%20MLPS%20Il%20ruolo%20degli%20immigrati%20nel%20mercato%20del%20lavoro%20italiano.pdf#page=1&zoom=auto,0,520>

1.4. “Young migrants” versus “adult migrants” opportunities to learn the target language⁶ (schools, other types of educational centres where courses are organized; How long are the language courses? Is the learning free of charge?)

Adult migrants

⁶ Target language = the language of the host country – national language taught / learned as the second language (all variants can be used in the report depending on the context).

Among the providers of the courses of Italian as L2 there are:

- public bodies;
- subjects of private capital;
- subjects selected by the District and / or municipalities for the implementation of courses of Italian L2 with public funds;
- private entities with one of the four certifications recognized by the Ministry of Foreign Affairs and the Ministry of Education, University and Research (University of Roma Tre; University for Foreigners of Perugia; University for Foreigners of Siena; Società Dante Alighieri).

A list of Italian organizations providing language courses for foreigners:

- CTP (Permanent Territorial Centres), agencies with the task of coordinating and developing the activities of education and training in adulthood. The duration of the courses offered in the Permanent Territorial Centres (CTP) varies from 40 to 60 hours. In the training course, which is free of charge, the elements concerning active citizenship, such as rights and duties of a citizen, are also included.

All foreigners who are more than 16 years old and the foreigners who are more than 18 years old and are in possession of a valid residence permit can enrol in a course of CTP, regardless of the condition of employment or unemployment.

At the end of the course a migrant can get a certificate of proficiency in the Italian language at A2 level.

- Associations. They provide free qualified course and, in some cases, can give the certification of knowledge of the Italian language (level A2).

- ARCI
- Municipalities
- Institutes
- Public Schools
- Public Vocational Training
- Public and private social organizations
- Local authorities

- Employment Centres

- Prisons

Young migrants

For newly arrived foreign children the Italian language labs are organized by the schools, where the child is enrolled. The lessons are free of charge and personalized. The duration of the laboratory varies and depends on the progress of each single child.

Source:

Ministero dell'Interno – Prefettura di Lecce

<http://www.prefettura.it/lecce/contenuti/1543219.htm>

Informa giovani di Roma

<http://www.incontragiovani.it/studio-e-formazione/opportunita/italiano-per-stranieri/i-corsi-di-italiano-per-stranieri-dei-ctp-e-d>

1.5. Teaching the language of host country (approximate number of teachers and learners in your country, teachers' qualifications, their chances on the job market)

The profession of teacher of Italian L2/LS is not yet officially recognized by the Italian state. Neither a specific class of competition nor a unique certification attesting the qualifications (including certifications DITALS, CEDILS, specialist degrees and master's degree in Italian L2) have been established. That is why many job offers are frequently precluded to the teacher of Italian L2/LS, namely:

a) In the CPIA (Centers for Adult Education - former CTP), which organizes Italian language courses for foreign adults, usually L2 teachers do not come even taken into consideration because the school leaders should take priority to internal or external teachers qualified for a class of existing competition (eg Letters).

b) in Italian schools at all levels, L2 teachers are not allowed to work.

c) L2 teachers are not allowed to participate to selection of personnel for the Italian schools abroad

e) The Italian Cultural Institutes abroad often recruit local teachers (non-native)

Framework of training for teachers of Italian in Italy L2:

A) Training Courses theoretical / practical.

There are some schools afferent to ASILS (Association of Schools of Italian as a Second Language), which offer training courses. The courses are usually preparatory to an established member of the same school, even if they are offered for fee to anyone.

B) Certification of skills (DITALS, CEDILS and DILS-PG).

These certifications are for those who already trained in teaching Italian to foreigners or who already works in this area and wants to obtain recognition of skills already acquired."

C) Master level I and II

The specialization courses (articulated training courses), which last at least 1500 hours.

D) Specialisation Schools and SISS (120 CFU)

It is the most complete and comprehensive courses for teaching L2. There is still only at the University for Foreigners of Siena.

E) University education: language area (L-LIN)

There are no official data regarding the number of L2 teachers. The sources of internet tell that the number of L2 teaches with qualifications should be between 2,000 to 2,200 people, considering only the main universities: Venice, Siena and Perugia, and not counting the persons graduated in language. Considering the latters the number should arrive at around 2500/2600.

According to the data of another source: the number of qualified L2 teachers is around 10,000, considering that: 1) yearly at Foreigners University of Siena there are about 900 people enrolled in graduate programs in education, masters, specialization, etc.. 2) At University for Foreigners of Perugia, there are approximately 2000 between enrolled in undergraduate and master yearly. 3) In Venice, until now have been activated ten cycles of the master. Counting at least thirty enrolled for everyone, there are about three hundred. 4) The master of Italian language teaching are also made by the universities of Padua, Urbino, Catania, Milan, etc.

Source:

1. Il due blog – Blog di italiano per stranieri. "INDAGINE ESPLORATIVA DELLA SITUAZIONE

DELL'OFFERTA FORMATIVA PER INSEGNANTI DI ITALIANO L2 IN ITALIA”

<http://www.ildueblog.it/?p=3518>

2. <http://www.cvcl.it/MEDIACENTER/FE/CategoriaMedia.aspx?idc=17>

3. Università per stranieri di Siena. Dati statistici.

http://www.unistrasi.it/95/617/Dati_statistici.htm

4. Università per stranieri di Perugia. L'Ateneo in cifre

<http://www.unistrapg.it/sites/www.unistrapg.it/files/ateneo/110914-ateneo-cifre.pdf>

1.6. Teaching and learning the language of host country : trends for the future

Neither the volunteer nor the public schools (ie CTP) can now cope with the demand for courses L2. The demand which is expected to increase following the entry into force on December 9 of the Decree of 04.06.2010 that introduces the "Charter of long-term residence" (that is a good alternative to the two-year residence permits), obtaining of which is a subject also of the knowledge of the Italian language at A2 level. The smoother way previewed to certify that knowledge is the "frequency with profit" of a regular course at a CTP. The situation is in evolution and even if some type of cooperation between voluntary schools and the CTP has already formally previewed, probably the demand will be less significant than feared, mainly because of the other requirements' existence, including five years of legal stay, and a regular house.

The voluntary courses do in some way cover what the public service is not able to offer, and what the public service, if the current policy of cuts will continue, will be able to offer always less: a short-sighted policy that culpably neglects the fact that the education of immigrants, apart to be their right, it is also an absolutely imperative social, political and economic investment.

Source:

1. L'inciclopedia italiana – Treccani.it. "Scuolemigranti a Roma”

http://www.treccani.it/scuola/archivio/osservatorio/intercultura/tappi_scuolemigranti.html

2. Language, culture and media in the educational centres for migrants

(Methodology: desktop research; each point max. 500 words)

2.0. Country-specific media context (description of main tendencies)

(What are the most important press-titles, TV and radio stations / channels?; the ICC technologies' usage in your country (particularly in the education); people's attitude to book and newspaper reading, watching TV, etc..)

INTERNET

The network in Italy still faces some difficulties. Broadband is relatively uncommon: the number of people who use the internet in Italy is between 20 and 23 million, less than half of the entire population.

However, the Internet has facilitated the multiply of information online through blogs, social networks, the news that one can read in the newspapers online. The number of young readers that: - download newspapers and news magazines from the Internet is equal to 53.9% , - consult an online Wiki 69%

NEWSPAPERS

The latest data (Accertamento Diffusione Stampa) available on copies sold at newsstands shows a sharp decline of interest of people towards the generalist-newspapers. The decline in sales from November to December 2012 is consistent and clear in all major Italian newspapers.

Monthly sales data (December 2012)

- CORRIERE DELLA SERA 403879
- REPUBBLICA (LA) 383653
- GAZZETTA SPORT (LA) 230704
- STAMPA (LA) 237194
- MESSAGGERO (IL) 167961
- SOLE 24 ORE (IL) 245165
- CORRIERE SPORT - STADIO 139663
- QN-II Resto del Carlino 129454

- GIORNALE (IL) 117840
- QN-La Nazione 104930
- LIBERO 91247
- TUTTOSPORT LUNEDI' 91582
- GAZZETTINO (IL) 74992
- SECOLO XIX (IL) 62267
- MATTINO (IL) 58804

RADIO

This is the ranking of the 15 top positions with regard to the average day (data from GFK Eurisko Radio Monitor):

1. RTL 102.5 6.654.000
2. RADIO DEEJAY 5.356.000
3. RADIO 105 5.026.000
4. RDS 4.719.000
5. RAI RADIO UNO 4.585.000
6. RADIO ITALIA 4.203.000
7. RAI RADIO DUE 3.188.000
8. VIRGIN RADIO 2.248.000
9. RADIO R101 2.203.000
10. RADIO 24. 1.903.000
11. RADIO KISS KISS 1.836.000
12. RADIO CAPITAL 1.579.000
13. RADIO MARIA 1.519.000
14. RAI RADIO TRE 1.435.000
15. RMC - RADIO MONTE CARLO 1.270

TV

Reality shows

Over the past ten years, in Italy, reality shows have had fantastic success.

Talent show

The talent show is the most watched TV programs by young people. The most watched is "Friends", on Channel 5.

Quiz shows and variety

The quiz show are, from birth and even before the TV with the radio programs, largely followed by youth and adults.

TV Series

There are numerous TV series broadcast in Italy. Among particularly successful are: "Casa Vianello", "I Cesaroni" "Un posto al sole", "Un medico in famiglia", "Beautiful".

In 2012, the most viewed television programs were:

- football
- the Sanremo Festival
- "The most beautiful in the world" - The show with Roberto Benigni
- Rock Economy, the concert event of Adriano Celentano
- Striscia la notizia

BOOKS

In 2010, in Italy, there are about 2,700 publishing houses. The comparison with the previous year confirms the negative balance of the sector: the number of new publishers is lower than the number of the publishers that have gone out of business. The category of modern literature (novels and short stories) leads in book production. It is confirmed sustained growth for books addressed to young readers. In 2011, about 26 million of Italians aged over 6 years old declared to read at least one book for not educational and/or professional reasons in the 12 months preceding the interview. Compared to 2010, the readers of books decreased, from 46.8% to 45.3% of the population. The women are the most assiduous readers compare to men. The main part of the readers is among boys and girls aged between 11 and 17 years (60.5%). In Italy, even those who reads, reads very little: 45.6% of the readers do not read more than 3 books in 12 months.

Source:

1. http://www.radiomonitor.it/dox/RadioMonitor_dati_2a_wave_2012.pdf

2. Wall Street Italia. "Editoria: la lenta agonia dei quotidiani italiani"

<http://www.wallstreetitalia.com/article/1499064/stampa-in-crisi/editoria-la-lenta-agonia-dei-quotidiani-italiani.aspx>

3. Over blog. "Quali sono stati i programmi TV di maggior successo in Italia"

http://it.over-blog.com/Quali_sono_stati_i_programmi_TV_di_maggior_successo_in_Italia-1228321769-art372027.html

4. ISTAT. "Produzione e lettura di libri in Italia"

<http://www.istat.it/it/archivio/62518>

Wall Street Italia. "Elaborazione dati WSI - dicembre 2012"

<https://docs.google.com/spreadsheet/cc?key=0AqnQMwbPmp8RdFFpVTFFLVUzS1hwREVjaWIKWDBRaGc#gid=0>

2.1. Language and culture classes' curricula (types of courses, their levels, topics; Are the courses focused on developing socio-cultural and intercultural competence of migrants? In what way?)

2.1.

There are many schools, associations and institutions that organize Italian lessons for migrants.

The characteristics of the courses are very different: some are open to all, others only to those who has a residence permit. Some courses are organized only for women, others are dedicated to teaching illiterate migrants. Then there are the free ones and paid ones, many are organized into classes open all year round, others put time limits for entry.

The main part of the courses are organized for the levels A1-B1. But there are also those who offered courses for all 6 levels (A1-C2).

The timetable varies from morning to afternoon (from 13 to 19), or evening (from 19 onwards).

Free public courses of Italian as a second language (L2) are run by CTP (Permanent Territorial Centres), working at many schools, and by voluntary associations, with a slight prevalence of the latter. Voluntary associations are more flexible in terms of time, calendar, adaptability teaching, and create more convenient conditions respect to the needs of the migrants, who are often burdened by very heavy work and still are very diversified . In the schools of volunteering the following types of personnel work:

- retired teachers who still have a great vocation and professional energy
- people of mature age who may perform other types of work but are creating a personal teaching skills for this type of volunteering
- young people, many of them geared to carry out this work as a future job.

Source:

1. Scuole di lingua e cultura italiana in Italia

<http://cultura-italiana.it-schools.com/sezioni/scuole-di-italiano-in-italia/>

2. Centro Territoriale Permanente per l'Istruzione e la Formazione In Età Adulta. - F.A.Q

<http://www.eda.italyeurope.com/faq.htm>

3. L'enciclopedia italiana – Treccani.it. Scuolemigranti a Roma

http://www.treccani.it/scuola/archivio/osservatorio/intercultura/tappi_scuolemigranti.html

2.2. Usage of media in the language / culture classes for migrants (Are media presented in the language / classes' curricula? How? In what types of course?)⁷

Usage of media in the language classes for migrants depends on the course and, first of all, on the teacher. Teachers are responsible for choosing the training materials. Usually, the L2 teachers in Italy use various types of media (newspapers, advertising, timetables, TV shows, pictures etc.), but although there are now good teaching materials, the main part of those used in classes are represented by sheets from "gray material".

⁷ Media: press, film, TV, radio, CD recordings, audio books and ICT [= information and communication technologies] such as: e-learning, blended learning [=combining traditional class practices with e-learning practices], using computer-based educational games, interactive media-supported learning, e.g. using social communicators, learning platforms etc.

The recent teaching approach is based on two important technological developments of the last decade - multimedia computers and the Internet. Multimedia technology - exemplified today in the CD-Rom - offers different options: text, graphics, sound, animation and video. However, the use of CD-ROM and DVD is recurrent practice in daily teaching just for a limited number of schools, which have computer labs with educational software and internet connection through which, even in an autonomous form, students can use online resources for language learning (authentic materials). Meanwhile the main parts of the schools in Italy are not equipped technically.

Among the good examples of the educational material (presented in not paper format) available for teaching and learning Italian, the following can be noticed:

- Italiano in famiglia. Video course for foreigners who want to learn Italian that can be reviewed for free online. The migrants can also download the podcasts or the dialogues and perform the exercises to verify and consolidate the learned material.

<http://www.italianoinfamiglia.it/>

- Rai Educational - Italian courses. This is an Italian course of rai (suitable for adult learners - students of courses CTP). <http://www.educational.rai.it/ioparloitaliano/main.htm>

- In.IT. This is an electronic magazine for L2 teachers of Italian, directed by Paolo Balboni, who presents a lot of educational materials and initiatives aimed at teachers. <http://www.initonline.it/n4/index.htm>

- Italica. The site was founded in 1996 under the direction of RAI International with the institutional objective of disseminating and promoting knowledge of the Italian language and culture in Internet, providing also the space and opportunity to interact.

<http://www.italica.rai.it/>

- Centro scuole e nuove culture. The Centre has been active since 2001. The center's website offers a variety of resources to use with foreign students for the better understanding of the Italian language. <http://www.scuolenuoveculture.org>

- Almaedizioni. A website of a publishing house where one can find a catalog of educational materials (books, videos, cassettes) and a link to an Italian school which provides a network learning units. The material is recommended for high school students or students of evening classes, who are interested to learn better the Italian culture. <http://www.almaedizioni.it>

Source:

1. Portale e directory per l'educazione e la didattica DIENNETI:
<http://www.dienneti.it/italiano/stranieri.htm>
2. Materiali didattici per gli istituti Italiani all'estero. Insegno Italiano.
<http://insegnoitaliano.indire.it/sitografia.php>
3. Le buone pratiche della scuola Italiana. GOLD: <http://gold.indire.it/gold2>
4. Docentipuntoorg. Il ruolo del computer nell'insegnamento della lingua straniera:
<http://www.docenti.org/ntd/ruolo.htm>

2.3. Media in language testing (e.g. in state language examinations and other types of tests / examinations). How are the media used in: Writing, Speaking, Reading, Listening and Understanding, Use of Language etc. parts of examination?

The **CILS** (The certification of knowledge of Italian as a foreign language) is a certification attesting the degree of linguistic and communicative competence in Italian as a foreign language. It is given by the University for Foreigners of Siena and is recognized by the Ministry of Foreign Affairs of the Italian Republic.

The examination for the achievement of the CILS certificate is composed of five parts:

1) listening

This part of the examination asks the students to listen to the text, the recordings of which are taken from the authentic radio programmes.

2) reading

In this part of the examination the students are asked to read some texts, which are partly oppositely created and partly taken from the authentic printed materials (for example, a leaflet of the University of Roma Tre or an authentic interview taken from one magazine)

3) written production

In this part of the examination the students are asked to write/invent a text on a precise theme. Usually no authentic materials are used here.

4) speaking

The test of oral production includes two tests and is individual. The test has the characteristics of:

- a conversation face to face, when the examiner has to make a dialogue with the candidate on some topics,
- a monologue, when the examiner asks the candidate to speak on one of the offered topics.

5) **analysis of communication structures**

Authentic texts taken from websites, magazines, newspapers are used in this part of examination.

There is no connection to the media in the **compulsory examination of Italian as L2** (A2 level) requested to be done by non-EU immigrants who have resided in Italy for at least 5 years and want to get long-term permission of stay. According to the Italian legislation, the foreigners who subscribe the agreement for integration provided for by the Decree of the President of the Republic 14 September 2011, n. 179, must acquire the knowledge of the Italian language level A2.

Source:

1. Università per Stranieri di Siena. "Sessione giugno 2012"

<http://cils.unistrasi.it/articolo.asp?sez0=89&sez1=0&lng=1&art=202&prev=b>

2.4. How are language, culture and media presented in the most popular textbooks used in the educational centres for migrants?

In recent years the amount of textbooks has certainly increased, as well as the quality of the educational proposals of Italian L2 has improved. However, there are still limited in number the materials for foreign minors aged between 14 and 20 years.

Here are some examples of popular didactic materials that use media:

Language courses:

1. Aust, D., Minelli, E.,

Come ascoltare – leggere parlare scrivere, Guerra Edizioni, Perugia, 2000.

The text is aimed at students of intermediate/advanced level and, even if favours the listening activities, does not fail to exercise the other 3 skills. Each unit presents a live interview or a genuine recording from the radio or television, the content of which concerns the issues of daily life (cooking, school, work, services, health, holidays, advertising, news). The book is accompanied by two audio cassettes.

2. Ambroso, S., Stefancich, G.,

Parole – 10 percorsi nel lessico italiano, Bonacci Editore, Roma, 2002.

It's a teaching tool that aims to accompany the foreign student on a journey into the Italian vocabulary through ten courses in the following areas: the antonymy, synonymy, intensity, co-location, polysemy, inclusion, the connotation, the metaphor, the derivation, residues and loans. Each group of exercises is preceded by a brief introduction that provides cues to the theoretical reflection. The text is revolved to students with different language skills, some parts can be used even for absolute beginners.

Readings:

3. AA. VV., Racconti italiani, Progetto Lingua, Firenze, 1999.

The volume contains four stories of the following contemporary Italian authors: Stefano Benni, Michele Serra, Ermanno Cavazzoni, Domenico Tarnone. The texts are in full version, with translation and linguistic notes in English, French, German and Spanish for the more complex terms. The volume also contains comprehension questions of the texts with their keys.

4. Fratter, I., Jafrancesco, E., Il mondo magico – Approccio interculturale alle fiabe di Italo Calvino., Edizioni Guerra, Perugia, 2000.

The text aims to use intercultural approach in study of the Italian language. Each volume is accompanied by a Teacher's Guide and an audio tape.

5. Guastalla, C., Giocare con la letteratura, Alma Edizioni, Firenze, 2002.

The work is aimed at students at post-primary, intermediate and advanced levels and aims to familiarize the learners to Italian literature in a fun way. The chosen texts relate to the authors of the twentieth century, each text is preceded by an introductory type of play that antiparticipates content, followed by activities by understanding of the text (multiple choice,

cloze, completion ...), creative reuse of the structures learned and finally textual analysis.

Multimedia:

6. Dentro l'italiano 2.0, Didael, Milano.

It is a multimedia course for learning the Italian language structured in three levels: beginner, intermediate and advanced. Contains 24 teaching units, 2,500 exercises for a total of 300 hours of study. It can be used for the exam CILS (Certificate Italian Foreign Language), of University of Siena.

7. Forapani D., Internet nella classe di italiano, Edilingua, Atene 2005.

The CD-ROM contains 20 units for multimedia classrooms that present various topics of Italian civilization. For each proposed activity the level of linguistic and communicative competence is indicated

8. Katerinov K., Boriosi M. C., La lingua italiana per stranieri. L'italiano al computer, Guerra Edizioni, Perugia.

It is a software that allows students to complete and reinforce their skills on the morpho-syntactic structures proposed by text

9. La lingua italiana per stranieri. Mezzadri M., CD-Rom interattivo di grammatica italiana per stranieri, Guerra Edizioni, Perugia.

The CD-ROM contains in addition to essential Grammar exercises of the Italian language, the English, French, German and Spanish versions.

Source:

1. Insegnamento dell'italiano come L2

<http://www.cestim.it/argomenti/06scuola/06scuola-l2.htm>

2. Centro COME, Farsi Prossimo onlus. „BIBLIOGRAFIA DI ITALIANO L2” a cura di Silvia Balabio. Gennaio 2011

http://www.centrocome.it/come_files/userfiles/File/bibliografia%202011.pdf

2.5. Language pedagogy applied in teaching the language of the host country and **the use of it** in the textbooks (Describe the most popular approaches.)

In the situation of the teaching of L2 to migrants in a multilingual context, the traditional model of curriculum is in fact inapplicable because:

- In every class there are students of different linguistic and cultural backgrounds;
- Students have varied levels of expertise;
- The motivations of the students are very diversified;
- Teaching situations are different;
- Often there are more teachers involved in the action of facilitating and supporting learning.

In general the curriculum of Italian L2 takes into account:

- The analysis of migrants' needs
- The definition of the general objectives of the language curriculum
- The selection of content that will be teaching
- The information necessary to graduate in time the identified contents
- Directions to make choices in terms of classroom management.

Regarding the syllabus of Italian L2, an admissible choice is to adopt a mixed syllabus (per task, grammatical structures' and functions' notions) that does not proceed to final structures but takes into account the language acquisition theories and hypotheses of "learnability and teachability."

In summary, here are the syllabus of Italian L2:

- a. to repeat the learning sequences without altering the natural order
- b. to make a distinction between input for understanding (which may also contain forms that are not directly acquired by the students) and input for reproduction (adjusted to the level of the students);
- c. to provide richer input corresponding to the acquisition possibility of the student;
- d. to provide a cyclical recovery of the same structures since each of them can have different roles at different levels of scale of processability.
- e. to avoid focusing students on non learnable forms.

The main approaches to language teaching in Italy are:

- Grammar translation method
- Audio-oral method
- Direct method
- Functional methods
- Communicative approach
- Humanistic-affective approaches

The approach to the linguistic knowledge followed in recent years is surely communicative one (based on interpersonal communication with the teacher and among the students themselves), in which the language is understood as a set of "purposes" to achieve, as a system to enter into relationship with each other and with the world. However, it should be noticed that the communicative approach fails to produce the desired results in terms of linguistic and communicative proficiency level of the students at the end of their schooling, for the simple fact that many teachers, while striving texts and supporting materials more or less technologically advanced, continue to teach in the "best" traditional way: rule, exercises, translation.

Source:

1. Curricolo e syllabo di italiano L2, Fabio Caon e Barbara D'Annunzio:

<http://www.ild.raai.it/sillabo.pdf>

2. Modulo 11. La programmazione delle attività. Paolo E. Balboni - Università Ca' Foscari, Venezia: http://venus.unive.it/italdue/130/mod_11_balboni.pdf

3. MODULO 10. Approcci e metodi glottodidattici. Bona Cambiaghi, Cristina Bosisio – Università Cattolica, Milano; Pasquale Guaragnella, Raffaele Ruggiero – Università di Bari

http://reteintegrazione.xoom.it/in_rete02/I%20materiali/mod_10_approcci_metodi_glottodidattici.pdf

4. Insegnare italiano L2/LS ad adulti: nozioni generali

<http://scuolamigrantielcomedor.wikispaces.com/file/view/INSEGNARE+ITALIANO+L2.pdf>

3. Pedagogy of media-supported host country language teaching from the teachers' perspective . Research methodology: surveys / interviews with at least 20 teachers / trainers; each point: max. 250 words

Please, analyze the teachers and trainers' answers to open-ended questions and provide statistics for close-ended responses.

3.1. Profiles of the host country language teachers / trainers interviewed (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

1 Personal data and professional experience	
Total number	28
Gender	23 F and 5 M
Country of origin	28 Italian
Qualifications	18 L2 teacher 5 teacher 2 language facilitator 1 student 1 linguist
Language(s) taught	28 Italian 4 English 2 Spanish 1 German 1 French 1 Russian 1 Slovenian 1 Arabic

2 Teaching experience:	
2.1	How long have you been teaching Italian L2 1-to 5 years: 13

	<p>6 to 10 years: 8</p> <p>11 to 15 years: 6</p> <p>16 to 20 years: 1</p> <p>21 to 30 years: 1</p> <p>more than 30 years: 0</p>
2.2	<p>In what kind of institution have you been teaching / training <i>Italian</i> as a second language?</p> <ul style="list-style-type: none"> ➤ school: primary / secondary (circle as appropriate) - 6 ➤ further education - 3 ➤ university level - 5 ➤ adult educational center - 18 ➤ other types of educational establishments: 10 (Associations, Centers for refugees, Private schools, Freelance, Workless at the moment)
2.3	<p>What kind of language class(es) have you been teaching?</p> <p>A1 - 20</p> <p>A2 - 24</p> <p>B1 - 18</p> <p>B2 - 12</p> <p>C1 - 6</p> <p>C2 - 2</p>
2.4	<p>What type of learners have you been teaching mainly?</p> <p>Adult migrants</p> <ul style="list-style-type: none"> ■ work searching migrants: 18 ■ refugees or asylum seekers: 8 ■ employed migrants who intend to improve their linguistic skills: 10 ■ candidates taking state language examinations: 10 ■ candidates for university studies: 7 ■ university students: 10 ■ other: 2 (teenegers, a cinese who just arrive in Italy) <p>Young migrants</p>

<ul style="list-style-type: none"> ■ pre-school children: 0 ■ primary school migrant children: 4 ■ secondary school migrant children: 4 ■ other

3.2. What types of media do the teachers / trainers use outside of the classroom?

(How often? For what purpose?)

Here are the responses of the teachers on the question: How often do you use the particular type of media?

Answer Options	every day	few times a week	few times a month	few times a year	almost never	
1. Newspaper/Magazines	12	10	3	1	2	0
2. Films	8	11	4	3	1	0
3. TV programmes	8	8	5	2	0	5
4. Radio programmes	10	5	6	0	2	
5. CD recordings	12	10	4	1	1	0
6. Audio books	2	4	3	4	4	9
7.1. Computer games	3	2	5	1	5	9
7.2. Social communicators (<i>Facebook, Twitter etc.</i>)	10	6	0	2	1	8
7.3. Websites	19	5	2	1	1	0
7.4. E-learning Platforms	3	11	6	3	1	4
8. Other	2	3	2	1	2	0

Here are the responses of the teachers on the question: For what purpose do you use the particular type of media?

Answer Options	self-learning	relaxing	communicating with family members & friends	solving every-day problems	other
1. Newspaper/Magazines	12	11	1	3	2
2. Films	7	20	2	1	1
3. TV programmes	4	16	1	0	2
4. Radio programmes	8	14	0	1	2
5. CD recordings	4	19	1	2	1
6. Audio books	4	4	0	4	7
7.1. Computer games	4	6	0	1	2
7.2. Social communicators (<i>Facebook, Twitter</i> etc.)	5	9	11	0	0
7.3. Websites	15	2	0	8	4 (work, information)
7.4. E-learning Platforms	16	1	0	4	1 (learning)
8. Other					

3.3. The teachers' and trainers' views on the media-supported teaching of the target language and culture in regards to their effectiveness in developing: a) language skills, b) communicative linguistic competences, c) general competences, d) other skills and competences).

4 About media tools/resources in teaching

Do you think that media can support the teaching of target language and culture?

Yes - 27

No - 1

Here are some of the teachers' comments:

- I believe that the media are fundamental in the teaching and learning of both the Italian language and culture, the media are a mirror of society and the language they "speak" is, if not more academic, the most effective for communication.
- multimedia provides authentic language input and motivating with a good linguistic basis, the media are a great help in learning the Italian language as L2, act as a facilitator for learning
- because expose students to different morpho-syntactic structures and vocabulary related to current topics
- innovative, fast, modern, intuitive and easy to find means
- simplify communication by making the activity more fun and focused in everyday life
- all media allow you to expose students to real communicative situations
- media provide ways of learning with stimulating and authentic materials varied and rich in ideas for linguistic and cultural reflection
- the new technologies have great potential to support teaching in the classroom, self-study and for the reinforcement of specific skills.
- because they increase the possibilities for interactivity with and among students, facilitate the maintenance of attention, and help to change the content of the lessons.

Here are the summarised data about the linguistic skills that can be **particularly** supported by using media in teaching:

a) LANGUAGE SKILLS

- Listening 28
- speaking 16
- reading 16
- writing 9

- interaction with native speakers 22
- mediating (e.g. translating, summarizing, paraphrasing) 9

b) COMMUNICATIVE LINGUISTIC COMPETENCES

- lexical competence 22
- grammatical competence 12
- sociolinguistic competence 22
- pragmatic competence 22
- other (please specify): extra-linguistic, semiotic, textual, metacompetence

c) INTERCULTURAL COMPETENCES (knowledge about the society)

- Politics 12
- every-day life 27
- culture 23
- customs 22
- values 14
- human relations 18
- other (please specify): proxemics and kinesics competence

3.4. Description of good practices (e.g.: exercises, tasks, activities) given by the teachers and trainers of using media in teaching the target language or culture.

The good practices in teaching Italian L2:

1. Using mainly newspapers and magazines for reading comprehension and CDs for getting used listening.
2. I find the use of lyrics and / or fairy tales very useful for teaching tenses. (Level A2/B1 both adults and children).
3. Focus on cultural differences or at least habits (especially for watching movies or TV series).
4. To use video on Youtube for listening comprehension with authentic language.
5. At the level B2-C1 I used multiple choice answers for the understanding of interviews with different regional accents.

6. To teach the habits of the Italians through advertising and then to propose a comparison with the habits of the countries of origin.
7. To propose a linguistic reflection on the base of the songs (levels A2 - B2).
8. Adult class - Liv. A1/A2. We have seen one of the episodes of "Cantieri d'Italia" (Rai). We have commented, we repeated the words for the craft of the protagonists, nationality, etc.. Together (using the IWB) we tried to do some exercises for that episode (singular / plural, masculine / feminine). Then we turned the exercise into a kind of "race" in teams. Finally, we used the formulas in the movie and listen to each student introduced himself, saying his generality: nationality, profession. Having first seen the movie, listened to the actors (who spoke Italian correctly, but with a marked foreign accent), students have felt a bit less embarrassed in front of the possibility of making mistakes. Duration: 3 lessons (each lesson 1 hour and a half).
9. The most widespread examples of good practice is to use the media in classes of Italian language for foreigners living abroad. I organized online reinforcement courses on Skype. A day of immersion in language consists of several activities including the karaoke contest and some dialogues taken from scenes of famous Italian film (basic and intermediate). With the kids I used a lot of the songs Zecchino d'oro and power point with backing tracks and video Youtube.
10. In classes aimed at adult immigrants, I used a computer lab where the students following precise indications completed their CV on PC and have it uploaded to the portal of the Center for Employment.
11. Mixed group consists of three children belonging to different classes with Chinese as L1, with unequal levels of Italian L2 level, we have seen together a cartoon with very simple design and then we built a book with actions performed by the same character.
12. With a magazine or newspaper: extensive understanding or skimming. Students must identify the overall meaning of an article through the key elements. They can be divided into groups and made to work with the help of a grid to fill with the basic information of the text. It is usually a very motivating because it gives the feeling of "understanding a newspaper".
13. Level A1 and beyond. Video: TV Advertising. Step 1: Approach and contextualization: Vision without sound or some frames. Students make predictions about the content. Step 2:

Guided analysis of the text: the content, structures, gestures, intonation exercises fix the structures. Step 3: Re-creation of a new text for a new product where are reinvested structure also seen in the source text.

14. Level B1 to C1. Download the podcast of radio broadcasts in which listeners to do phone calls to tell stories that really happened. Step 1, language laboratory: students divided into groups listen to different stories (group 1 listen story 1, group 2 listen story 2 etc ...). Each student has a sheet with activities and listening guide. Step 2: In conference mode each group tells the story he has heard and clarify any doubts. Step 3: form new groups 1+2+ etc. in which students tell the stories they have heard. Eventually the groups choose the story you prefer. (You can also do without language laboratory)

15. Creating a private group on facebook for maintaining contacts during the course and when finished (level B1).

16. In a class with students of level B2 I downloaded the song of a track competitor in San Remo of few years ago, after an activity with the text we watched a movie that taken from Youtube where the presenter of the Festival discussed with some people the meaning of one song. It was a social theme, the song in question was "Think" by Fabio Moro.

After each comment listened on Youtube, I stopped the video asking the migrants what they thought and how they would respond to the presenter. The level of interaction and interest was very good.

17. A good practice adopted by a group of C1 level: to make migrants work in computer using interactive exercises. This gives priority to self-employment, making clear any errors and encourages the students to explore the grammatical rules necessary for various exercises.

3.5. Teachers' and trainers' views on the particular types of media effectiveness in teaching a target language and target culture

The efficiency of the media is closely related to the age, the type and the level of the learners, and the number of hours of the course.

One teacher thinks that the efficiency of the media resides in the ability of the facilitator to use the medium having in mind clearly the educational objective for that class of students;

so there is only one way to make the variety of used media work: to maintain the high level of students' interest.

Here is the list of the media that L2 teachers consider efficient ones (starting from the most efficient according to their responses):

1. Whatever kind of video (chosen by 8 teachers): films/movies/video CD/film clips, short films. For the presence of all codes simultaneously, the combination of images and sounds will greatly facilitate the learning, especially in lower-level classes and the illiterate; this is the material adaptable to different groups with different needs. The vision of the situation facilitates the understanding of the dialogues
2. Audio CD (7)
3. newspapers (6)
4. TV (5)
5. Radio (5)
6. The videos from Youtube (3), that can be downloaded. They are definitely more interesting than the classic CD.
7. Web (3). Because you can find anything: movies, TV shows, listening, tv, music
8. Songs/music (3). For certain characteristics of speech or grammar.
9. Specific platforms (2).
10. Social networks (1), because they have a great power of aggregation and sharing of values and experiences.
11. Advertising (1): to teach the habits and the Italian culture
12. Audiobooks (1), as they can have immediate feedback and can be used by the student independently.

3.6. Teachers' and trainers' opinions on the main obstacles in media-supported teaching of host country language and culture

The main obstacles (starting from the most named):

1. Lack of the adequate equipment in the classroom. The training institutions often do not have a CD player, computer, projector, internet connection etc..) (named by 13 teachers)
2. The lexical difficulties that often prevent a total understanding of the text (named by 3 teachers). The language used in some newspaper articles sometimes creates confusion and misunderstanding, sometimes it is full of slang or complex sentences. You have to work a lot in the preparation of the preliminary activities.
3. Lack of computer knowledge
4. Illiteracy of the students
5. Lack of the books that provide insight on how to use media in teaching
6. Short duration of the courses

3.7. Teachers' and trainers' suggestions regarding the content of a coming into being learning platform with: a teacher guide how to use media resources in teaching and media-supported language exercises

- examples of activities
- instructions on the operation of e-learning platforms
- online exercises with possibility to work also off line
- exercises based on the "Lexical Approach" by M. Lewis
- some kind of media center where you can take the appropriate media for the different linguistic levels
- vocabulary (with images to the lexicon)
- video material
- downloadable mp3 audio
- interactive exercises
- possibility of making personalized exercises
- reading comprehension and grammar exercises of various types and at different levels with the teacher's guide and the timing of general execution.
- a guided reflection as reinforcement of exercises
- exercises and games for all ages and levels,

- topics that affect daily life, from how to make the residence permit, searching for work, etc.
- list of useful sites
- information on services for foreigners, the legislation (easily accessible to non-experts), in order to be able to be able to guide students on territory.
- selection of videos divided by level and exercises / tasks created ad hoc on the video.
- selections of short films by topic, with the transcription of the scripts
- songs with transcription of the text and activities
- not rigid exercises, but very different activities
- recommendation on how to create interactive lessons; suggestions and new ideas that one can use in different contexts
- something similar to what already exists for English learning at sites such as BBC but for Italian.
- games (like crossword and puzzles)
- clear and concise instructions
- emotionally engaging authentic texts, with an input for appropriate language level
- group activities in which to use the media in a creative way.
- professional videos created ad hoc, depicting everyday life situations
- clips taken from movies or famous TV shows, that the students can easily find themselves once at home
- some ready-made modules that you can use in the classroom.

3.8. Other teachers' comments concerning media-supported teaching of target language for migrants.

1. I would like to receive updates on your initiative
2. It is important that you would tested the materials with learners before publishing
3. I am looking forward to the creation of this platform. I would be grateful if you kept me informed

4. Pedagogy of media-supported language teaching from the learners' perspective.

Research methodology: surveys / interviews with at least 30 migrant learners; each point: max. 250 words

Please, analyze the learners' answers to open-ended questions and provide statistics for close-ended responses.

4.1. Profiles of the host country language learners' interviewed.

PERSONAL DATA

▶ 0.1. Total number of respondents: 26

▶ 0.2 Sex: 11 MALE and 15 FEMALE

▶ 0.3 Country of origin: Morocco 8, China 5, Cameroon 3; Albania 2, Bulgaria 1, Peru 1; Bangladesh 1; Philippine 1, India 1, Mexico 1, Brazil 1

▶ 0.4. Level of education:

primary - 5

secondary - 7

further education (not university level) - 10

higher education: 1st level / 2nd level university diploma - 0

other: 2

▶ 0.5. Spoken Languages:

native language: Chinese 5, Albanian 2; Arabic 8, Bulgarian 1; Wolof 1; Punjabi 1, French 2, Bengali 1, Tagalong 1, Spanish 1, Portuguese 1

other foreign languages: English 5; French 4; Spanish 2; German 1; Arabic 1; Russian

1.

▶ 0.6. How long have you lived in *Italy*?

The shortest period is 2 month, the longest 16 years. The main part of the respondents have been leaving in Italy for 4-5 years.

▶ 0.7. Why did you come to *Italy*?

for personal reasons - 14

for professional reasons - 3

for economical reasons - 6

other - 4

► 0.8. How long have you lived in *Italy* before starting formal education of the target language?

- 1 month or less - 7;
- more than 1 month, but less than 1 year - 8;
- 1 year - 4;
- more than 2 years (up to 15 years) – 6.

► 0.9. The target language learning experience:

- The target language currently learnt: Italian – 26 persons
- How long have you been learning this language?

The replies cover the periods from 1 day to 8 years.

In what kind of institution/s have you been learning the target language?

- a) at secondary school - 7
- b) at a further educational college - 2
- c) at an adult educational centre - 4
- d) at a university
- e) other institutions / organizations: 12 (association ARCI)

What kind of language classes have you been attending?

a) **Level of language classes (Please, underline):**

- A1 - 6
- A2 - 5
- B1 – 8
- B2 - 4
- C1 - 2
- C2 - 1

- Why are you learning the target language?

- a) to get a job - 14
- b) to have a better job - 5
- c) to communicate with a family - 3
- d) to communicate with a partner - 3
- e) because I like this language - 5
- f) other: to study at school – 2; for everyday life – 1.

4.2. What types of media do the learners use outside of the classrooms? How often? For what purposes? What is the language of media they use?

Types of media	How often do you use the particular type of media?	For what purpose?	In what language?
	1. every day 2. few times a week, 3. few times a month, 4. few times a year, 5. almost never 6. never	1. self-learning, including learning the target language, 2. relaxing, 3. communicating with family & friends, 4. solving problems 5. other	1. native lang. 2. target lang. 3. other lang
1. Newspaper/Magazines	every day (6 <u>persons</u>); few times a week (8); few times a month (2); few times a year (0); almost never (3); never (5)	self-learning (8 <u>persons</u>); relaxing (6); communicating with family & friends (1); solving problems (1); other (3)	native lang (9); target lang (16); other lang (5)
2. Films	every day (9 <u>persons</u>); few times a week (9); few times a month (4); few times a year (0); almost never (1); never (1)	self-learning (7 <u>persons</u>); relaxing (15); communicating with family & friends (1); solving problems (0); other (0)	native lang (15); target lang (18); other lang (7)

3. TV programmes	every day (16 <u>persons</u>); few times a week (4); few times a month (2); few times a year (0); almost never (4); never (0)	self-learning (9 <u>persons</u>); relaxing (13); communicating with family & friends (2); solving problems (1); other (1)	native lang (14); target lang (21); other lang (1)
4. Radio programmes	every day (5 <u>persons</u>); few times a week (4); few times a month (0); few times a year (0); almost never (8); never (4)	self-learning (3 <u>persons</u>); relaxing (11); communicating with family & friends (1); solving problems (0); other (5)	native lang (7); target lang (13); other lang (0)
5. CD recordings	every day (4 <u>persons</u>); few times a week (5); few times a month (2); few times a year (0); almost never (2); never (6)	self-learning (2 <u>persons</u>); relaxing (9); communicating with family & friends (0); solving problems (0); other (2)	native lang (7); target lang (9); other lang (6)
6. Audio books	every day (1 <u>persons</u>); few times a week (3); few times a month (3); few times a year (0);	self-learning (4 <u>persons</u>); relaxing (5); communicating with family & friends (0); solving problems (0); other (2)	native lang (5); target lang (6); other lang (0)

		almost never (1); never (12)		
7. Computer-based technologies				
7.1. Computer games		every day (3 <u>persons</u>); few times a week (1); few times a month (2); few times a year (1); almost never (2); never (13)	self-learning (1 <u>persons</u>); relaxing (7); communicating with family & friends (0); solving problems (0); other (1)	native lang (4); target lang (3); other lang (5)
7.2. Social communicators (Facebook, Twitter etc.)		every day (5 <u>persons</u>); few times a week (4); few times a month (1); few times a year (0); almost never (1); never (9)	self-learning (0 <u>persons</u>); relaxing (5); communicating with family & friends (7); solving problems (1); other (3)	native lang (8); target lang (9); other lang (2)
7.3. Websites		every day (7 <u>persons</u>); few times a week (8); few times a month (3); few times a year (2); almost never (1); never (3)	self-learning (4 <u>persons</u>); relaxing (9); communicating with family & friends (4); solving problems (5); other (2)	native lang (7); target lang (12); other lang (5)

7.4. E-learning Platforms	every day (2 <u>persons</u>); few times a week (3); few times a month (2); few times a year (0); almost never (0); never (13)	self-learning (4 <u>persons</u>); relaxing (0); communicating with family & friends (0); solving problems (1); other (1)	native lang (1); target lang (4); other lang (1)
8. Other	every day (0 <u>persons</u>); few times a week (0); few times a month (0); few times a year (0); almost never (1); never (2)		

4.3. What are the learners' favourite types of media in the native and target language? Why do they not use other forms of media?

Here are the list of the media that migrants use in everyday life (starting from the most popular):

1. TV - 9 (In MT: to listen their mother tongue, to help children to learn their mother tongue, for information, for TV news and movies, because some of their TV programs they like more) (In IT because they live here and have to learn Italian, to see the sport, to know what succeed in Italy)
2. Film - 5 (both MT and IT. In IT to learn the language and because they like it)
3. Computer-based technologies-4 (in MT because they understand it better, while in IT to communicate with friends, to learn Italian). including:
 - Social networks - 2 (in MT to be in contact with their compatriots and because they understand it better, while in IT to communicate with friends and because they understand things better in written Italian)
 - Games (in French and English to understand the rules)
4. Radio - 2. (In mother tongue to listen to music; while in Italian to learn the language and

to listen to music).

5. Newspapers, magazines - 3 (In mother tongue for info; while in IT for info and to improve their language skills, to learn the language)

6. Books - 1 (In Italian in order to have information about the country)

7. Cartoons – 1

Reasons why migrants do not use certain media.	Type of media
1. I find this type of media boring.	magazines and newspapers (4), radio (4), audiobooks (4), CD (2), games for computer (2), platforms (1), social networks (1)
2. I do not have access to it.	audiobooks (2), radio (2), platforms (1), CD (1), social networks (1), games for computer (1), websites (1), films (1), internet (1)
3. I do not find it helpful when learning the target language.	games for computer (1), radio (1), films (1), internet (1)
4. I do not have any time.	games for computer (4), CD (3), audiobooks (3), platforms (2), social networks (2)
5. I do not know how to use it.	audiobooks (6), social network (6), computer (2), platforms (1)
6. I do not use it but I want to use it in future.	CD (6), platforms (5), audiobooks (5), social networks (5), games for computer (5), books (1)
7. Other reasons:	

In general, the type of chosen media depends on the age and nationality of the migrants.

4.4. The migrant learners' opinions on the using media in the target language classroom (the teaching practices they like and dislike).

Here is the list of the media used by their teacher in the classroom:

- newspapers / magazines – 5 (named by 5 migrants)
- films - 11
- TV programmes -1
- radio programmes - 2
- CD recordings - 13
 - songs - 7
 - real-life conversations - 11
- audio books - 2
- computer-based technologies;
 - games
 - social communicators
 - websites
 - e-learning platforms -1

The migrants like:

- CD (because I can learn authentic Italian),
- Games
- TV
- Films
- Books
- Radio
- Newspapers (to learn to read),
- Computer

They don't like:

- Social networks (Because I do not know how to use them)
- Newspapers and magazines (because they are boring)
- CD
- Media that are based on listening (because I have so many possibilities of listening)

outside the class)

- Books (it is difficult to follow it),
- Film (you look and you do not learn anything)

4.5. The learners' expectations on what kind of media they would like their teachers use in the classroom and in what way

CD (4) + teacher's explanations

Computers (4)

Film (4)

Newspapers and magazines (2)

Audio books 2 (it is simple, improves pronunciation)

Books (2)

Cartoons with simple language

Games

TV (fun and easy)

Songs

4.6. The learners' views on how the media help them to learn different aspects of the target language and culture as well as how to live in a new society

Using media helps migrants with:

- a) pronunciation (chosen by 13 persons).
- b) communication with native speakers (5)
- c) improving my job opportunity (5)
- d) behaving in everyday situations (12)
- e) understanding the target culture and native speakers (11)
- f) general language skills, such as how: to read / speak / write / understand better the target

language (21)

g) learning how to use ICT (Information and Communication Technologies) (1)

4.7. The migrant learners' descriptions of the moments when they understood something in the host country thanks to media.

The main part of the examples given by the migrants was not concrete. It was difficult for them to answer this question. Here are some of the replies:

- I learned the pronunciation of individual words, thanks to TV
- I heard a word "Cappuccino" on TV and then, when I was in the bar, I heard it again and I recognized it.
- When I go shopping, I often hear an advertising, sometimes I can recognize the words.

4.8. The learners' suggestions regarding the content of a coming into being learning platform with media-supported language exercises

The migrants would like to find in the platform:

- The free of charge material in order to be able to learn at home
- Exercises
- Exercises one can do on his computer
- Films
- Videos to watch
- Games
- Dialogues
- Songs
- Audio
- Texts of various types with the possibility to do the exercises and correct them
- Information on work and official documents (facilitated linguistically)
- Chats with video camera to speak the language.

4.9. Other learners' comments concerning media-supported learning of target language and culture

There were no comments left.

5. Language pedagogy supported by media: every-day practices and calls for change. Please, recapitulate your desktop research (point 1.-2.) and interviews with teachers and learners (point 3. and 4.); max.: 500 words (not less than 250 words)

Both the L2 teachers and the learners think that media can support the teaching and learning of Italian language and culture. L2 teachers are also convinced that all the skills (from language skills to communicative linguistic competences, and intercultural competences) can be supported by using media in teaching.

The migrants' wishes regards to the media that they would like the L2 teaches use during the lessons generally correspond to the media that L2 teachers consider the most efficient ones, namely:

1. Whatever kind of video (including cartoons)
2. Audio CD (including songs)
3. Web (including Youtube, Games and social networks)
4. Newspapers and magazines (2)
5. Audio books
6. TV
7. Special platforms

Both the L2 teachers and the migrants were enthusiastic by the project Lime and asked to be informed about the further progress of the project.

As a conclusion it should be underlined that the replies of the respondents evidence a real necessity of creating the platform which possibly should maintain:

- a clear and concise instructions on the operation of e-learning platforms
- interactive exercises with possibility to work also off line and to make personalized exercises
- video material with the transcription of the scripts divided by level and by topic; and exercises/tasks created ad hoc on the video.

- downloadable mp3 audio
- games for all ages and levels (like crossword and puzzles)
- list of useful sites
- songs with transcription of the text and activities, as well as clips taken from movies or famous TV shows, that the students can easily find themselves once at home
- examples of activities, as well as group activities in which to use the media in a creative way
- some kind of media center where one can take the appropriate media for the different linguistic levels
- some ready-made modules that you can use in the classroom
- recommendation on how to create interactive lessons; suggestions and new ideas that one can use in different contexts and a guided reflection as reinforcement of exercises
- emotionally engaging authentic texts, with an input for appropriate language level
- topics that affect daily life, from how to make the residence permit, searching for work, information on services for foreigners, the legislation (easily accessible to non-experts and facilitated linguistically)

**LiMe “Languages in Media”
LLP Key Activity 2 Languages
Work Package 2 Contextualisation and Good Practice Research**

Poland

1. Identification and description of target groups

(Methodology: desktop research; each point max. 250 words).

- 1.1. Main migrant groups in your country (% of total population, types of temporary migrants – workers, university students etc., nationalities)

The Labour Force Survey reveals a very low scale of immigration to Poland. The number of foreign citizens aged 15 and over oscillated between 50 thousand in the last years, which is rather a marginal number as for a country inhabited by 38 million persons. The reason for which the figure referring to foreign born person is much higher – approximately 270 thousand at the beginning of 2011 – was there location of borders of Poland after the World War II. For many citizens of Poland born in the pre-war period the place of birth ceased to be in 1945 within the Polish territory. The data probably concerns only the foreigners with legal residence rights because according to other source (www.agenda21.waw.pl) 150 thousand of foreigners are living only in Warsaw while even approximately 20 thousand of Vietnamese.

The information on stock of temporary migrants was derived from the Central Population Register that concerns persons, who arrived from abroad and registered for a temporary stay of above 3 months in Poland. In 2009 this number was as high as 59 thousand. The main countries, from which temporary immigrants were recruited : Ukraine (11 thousand in 2007 and 14.2 thousand in 2009), followed by Belarus (3.3 and 4.1 thousand, respectively), Germany (3.3 and 3.2 thousand – a drop as compared to 2008 noted), Russian Federation (1.8 and 2.6 thousand), Vietnam (1.8 and 2.5 thousand – a decline noted) and Armenia

(1.4 and 1.5 thousand).

Nowadays approximately 24 thousand of temporary migrants are students and approximately 35 thousand of them are workers.

Source: Recent Trends in International

Migration in Poland. The 2011 SOPEMI Report

(<http://www.migracje.uw.edu.pl/publ/1778/>), (www.agenda21.waw.pl)

http://www.studyinpoland.pl/konsorcjum/index.php?option=com_content&view=article&id=2097:raport-qstudenci-zagraniczni-w-polsce-2012q-&catid=133:konferencje&Itemid=100140

1.2. Situation of migrants in your country regarding public services (e.g. access to primary health care and education).

In Poland all legally employed migrants and members of their families (spouse, children, parents and grandparents) have access to state free of charge health care as well as unemployed migrants with legal residence, refugees and all migrants with legal Polish origin. Also migrants' children (even if parents have no access to health care because of illegal being in Poland) during primary and secondary education have rights to use free of charge health care. The citizens of UE have free access to Polish health care if they pay health insurance in their own countries. The rest of migrants (e.g. foreign students without Polish origin) have chance to sign contract with National Health Fund or other private insurance companies to get access to national health care service provided systematically monthly insurance contribution (approx. 10 euro monthly).

Education of young migrants in Poland until the level of the end of secondary school (12 years of education) is free of charge. Higher education (post secondary school level and university level) is paid (with except for migrants with Polish origin).

Source:

Regulation of Ministry of Education of April 1, 2010

<http://www.udsc.gov.pl>

1.3. Situation of migrants in your country on the job market

The number of work permits granted in Poland has been increasing constantly since 2007. As for work permits granted individually, in 2010 35,365 documents were issued, that is by 20% more than in the previous year (Table 22 in the Annex). It is expected that this rising trend will be maintained in 2011, since the number of work permits issued in the first half of 2011 exceeded the respective number for 2010 (18,396 to 15,628).

In 2010 the main economic sectors of foreign employment were retail and wholesale trade (5,874, that is 16%), construction sector (5,853, that is 16%), manufacturing (4,154, that is 11%), professional, scientific and technical activities (3,399, that is 9%). As for the country of origin of foreign employees, in 2010 the largest groups were constituted by citizens of Ukraine (13,150, that is 35%), China (6,317, that is 17%), Vietnam (2,252, that is 6%), Nepal (2,158, that is 6%), Belarus (1,958, that is 5%), Turkey (1,521, that is 4%) and India (1,196, that is 3%). All the above-mentioned groups of foreign employees are dominated by qualified workers and workers performing simple jobs, employed mostly in retail and wholesale trade (the case of citizens of China, Ukraine, Vietnam), manufacturing (the domain of citizens of Ukraine), construction sector (Ukraine and China).

In 2009 a simplified procedure of employment gave a way to increased inflow of foreign labour. According to the procedure, the citizens of Belarus, Georgia, Moldova, Ukraine and Russia do not need to receive a work permit in order to work up to 6 months during twelve consecutive months, on the basis of Polish employer's declaration of intent to employ a foreigner. The number of employers' declarations of intent to employ a foreigner on the basis of simplified procedure increased from almost 22 thousand in 2007 to 180 thousand in 2010 (by 4% less than in 2009) and 164 thousand in the first half of 2011.

Source:

Migration in Poland. The 2011 SOPEMI Report,
<http://www.migracje.uw.edu.pl/publ/1778/>

1.4. “Young migrants” versus “adult migrants” opportunities to learn the target language⁸ (schools, other types of educational centres, where courses are organized; How long are the language courses? Is the learning free of charge?).

Young migrants in Poland have free access to all levels of national system of education until the end of secondary school (12/13 years of education – 6 years of primary school, 3 years of pre-secondary schools and 3/4 years of secondary schools – 3 years general education or 4 years general and vocational education schools). The access to educational system is regulated by “Regulation of Ministry of Education of April 1, 2010”. According to the regulation, schools are responsible for the language preparation of young migrants.

From the everyday practise we know that schools many times organize for young migrants additional classes of language in individual programmes of education in cooperation with local admin educational offices. However the necessity of language education of young migrants is still very seldom event in Poland (because of very limited number of young migrants) and there is no regulated system of solving the problem.

Language education of adult migrants is generally provided by schools connected with higher education institutions or private languages schools. Most of the courses are paid (exceptionally free of charge courses for migrants with Polish origin or learners with scholarships from different sources (Polish government, governments of their countries, different foundations). The offer of language courses is very wide, from 50 to 600 hours depending on learners needs and aims and from basic communication to university level of studies in Poland or preparation to C2 level state language certificate exam.

Source:

<http://dokumenty.rcl.gov.pl/D2010057036101.pdf>,

http://www.studyinpoland.pl/konsorcium/index.php?option=com_content&view=article&id=2097:raport-gstudenci-zagraniczni-w-polsce-2012g-&catid=133:konferencje&Itemid=100140

⁸ Target language = the language of the host country – national language taught / learned as the second language (all variants can be used in the report depending on the context).

1.5. Teaching the language of the host country (approximate number of teachers and learners in your country, teachers' qualifications, their chances on the job market).

In the last 20 years teaching Polish as a foreign language (PFL) has become an important practical and theoretical field. There are at least five strong academic centres specializing in teaching Polish as a foreign language and running Teaching PF&SL Programmes. Year by year more and more academic degrees in Teaching PFL are being awarded. To become a certified teacher a candidate has to complete a specialized programme on 1st or 2nd level of studies. Philology students are particularly interested in majoring these kind of specialistic programmes.

It is hard to say how many certified teachers of PFoSL currently work in Poland and abroad (there are no official statistics); probably not more than 1000. There are 40 teachers employed in the School of Polish for the Foreign Students of the University of Lodz, other academic institutions employ not more than 5 to 20 teachers. Every year approximately 150 to 200 young philologists complete specialist programmes and therefore the number of the teachers is increasing. Every year 100 teachers is sent by the Polish government to teach Polish at different academic institutions outside Poland. Private language schools also offer classes of Polish to new migrants. As in some big cities the number of migrants children is growing, the teachers can use their skills as the migrants children language assistants.

According to "Perspektywy" Education Foundation Report, in 2012 the total number of foreign students, at Polish universities was 15 000, which gives Poland the second place from the end among EU countries. The most attractive for foreign students was medicine.

Source: Studying in Poland. Report by "Perspektywy" Education Foundation.

http://www.studyinpoland.pl/konsorcjum/index.php?option=com_content&view=article&id=2097:raport-qstudenci-zagraniczni-w-polsce-2012q-&catid=133:konferencje&Itemid=100140

1.6. Teaching and learning the language of the host country: trends for the future.

After Poland joined EU in 2004, Polish university diploma has been respected in every EU

country, so we expect that in near future Polish universities will become more attractive for the foreigners who want to receive academic education and do not intend to pay a high tuition (academic education in Poland is not expensive comparing to western standards).

However, it is hard to say whether they decide to study in Polish or they choose English language programmes.

Although currently Poland is not a country of immigrants but emigrants, according to Kaczmarczyk and Okólski (2005), new trends are appearing and particularly Poland is becoming, as other countries of central and eastern Europe, an immigration magnet especially for people from Asia and Africa. The share of labour force, which originated from external migration (since 2002 only) is set to rise to 6% in 2022 and over 20% in 2052. It is a good prognosis for the educational market of teaching PF&SL.

Source:

Kaczmarczyk P., Okólski M., 2005, *International Migration in Central and Eastern Europe. Current and Future Trends.*

<http://ebookbrowse.com/p12-kaczmarczyk-okolski-pdf-d79072320>

2. Language, culture and media in the educational centres for migrants

(Methodology: desktop research; each point max. 500 words).

2.0. Country-specific media context (description of main tendencies)

(What are the most important press-titles, TV and radio stations / channels?; the ICC technologies' usage in your country (particularly in the education); people's attitude to book and newspaper reading, watching TV, etc..).

Press reading in Poland

According to *POLSKA. Official Promotional Website of the Republic of Poland* "Poland has more than 5 400 press titles - national and local newspapers dailies, weeklies, and specialists papers; none comes out on Sunday and none has second print runs in the afternoon." However, according to statistics, fewer than 30% of Poles read any kind of

newspaper. Because circulation of all press titles declines, and the number of Internet users increases, almost all press titles have their Internet versions and the popularity of them is growing. The main press titles are dailies: *Gazeta Wyborcza* (opinion-forming liberal title; circulation in 2012: from 600 000 copies to 1 mln) and right-wing *Rzeczpospolita* (average: 260 000 copies) - both titles read mainly by educated readers, *Fakt* (600 000) and *Super Express* (450 000) - popular titles read by less educated readers. The most important opinion-forming weeklies in Poland are: *Polityka* (www.polityka.com.pl)- average circulation is 260 000 - 300 000 copies, *Wprost* (www.wprost.pl) (around 300 000) and a Polish edition of *Newsweek* (165 000). *Polityka* is also a co-founder of the radio station TOK FM. The most popular English-language weekly, which comments on current events in political, social and cultural life of Poland and the region, is *The Warsaw Voice* (www.warsawvoice.pl). The monthly "Businessman Magazine" (www.businessman.onet.pl) enjoys huge interest among Poland's managerial classes, business people and company owners.

2. Film, TV and radio market in Poland

Poland produced over 40 feature films in 2012. Poland has nearly a thousand cinemas, with 80% of the market held by big multiplex cinema chains. The leading company is Cinema City. The average price of a cinema ticket in Poland is 17-20 PLN (4 EUR). Since 2008 the Polish film market has observed a growing interest in locally made productions. Currently the leading title in Polish box office is the Polish Oscar candidate *In Darkness*, directed by Agnieszka Holland, seen by 1,185,139 viewers. The title is followed by Wojciech Smarzowski's *Rose* and Olaf Lubaszenko's *Sztos 2*. The most anticipated Polish production is the biographic movie about Lech Wałęsa, directed by Andrzej Wajda and produced by Akson Studio. Public TVP has the largest share of the TV audience for its two national channels: TVP 1, TVP 2. It operates regional services and satellite network TV Polonia. Polsat and TVN operate the leading commercial TV. Polsat has a digital pay-TV platform and is present in the Baltic states. Digital pay-TV platform Cyfra+ was launched by France's Canal+. Digital terrestrial TV is expected to offer up to 30 channels (19 is offered now). The most watched TV programmes in 2012 shown on Poland's public

broadcaster TV Polska are TV series: *L for Love*, and *Ranch*, respectively in first and second place, followed by *Father Matthew* adapted from an Italian series. Very Popular in Poland, as in other countries are talent shows, reality shows, cookery shows and competitions (majority of them based on foreign formats).

Public Polish Radio reaches just over half of the population. There are more than 200 radio stations in all. [Polish Radio](#) - public, operates five national networks and many regional stations; [TheNews.pl](#) - Polish Radio's news site, in English ; [RMF FM](#) - commercial ; [Radio Zet](#) - commercial; [Radio Maryja](#) - controversial Catholic station very popular among Catholics, run by Redemptorist Order.

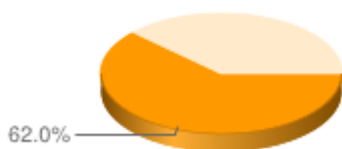
State of reading in Poland

“The survey conducted by the Polish National Library in 2011 showed a very depressing state of readership among all groups of Poles. Only 44 percent of Poles declared at least one contact with a book in the last year. It is an increase by 6 percent compared to the result in 2008, which according to the director of The National Library, Tomasz Makowski, can be the effect of extending the category of books to include albums and guides".

University graduates also declares a relatively low overall reading of books: 25 percent people from this group said that over last year they did not read a single book, even a digital version. Moreover, 20 percent people with higher education, on managerial positions, did not read any texts longer than three pages within a month. Only 12 percent respondents read more than six books per year. Makowski also drew attention to the state of reading among learners. 33 percent students over the age of 15 declared not to have read any books during the year, and 27 percent - not to have read any a text longer than three pages during previous month.

4. Internet Usage Patterns in Poland

Percentage of Population Online



Total Online Population (000's) in 2012: 23,852

Percentage of Population Online in 2012: 62.0%

Internet users in Poland spent an average of 24.1 hours online in the past month, consuming 2,794 pages online. ([comScore](#), October 2011). The prices of internet access in Poland are 39% lower when compared to European countries and US.

Visiting websites, blogging, twitting and communicating via social media is very popular in Poland, particularly among young people. Among the largest web portals in 2011 were: Google Sites (which also includes YouTube), ranked as the top portal with 17.2 million visitors (97% market penetration). Polish web portal Onet.pl attracted more than 12 million visitors during the month. Facebook had around 9.9 million users in Poland as of January 2011. The popularity of the portal has been growing gradually among Polish Internet users. The service has not yet surpassed is still Nasza klasa.pl, which boasts 12.3 million users, followed by MIH Limited with 14.2 million visitors (80% penetration).

According to the statistics made by [comScore](#) (September 2010), Poland occupies 1st place on the LIST of the Top 10 European countries by searches per searcher, August 2010 (Europe, Age 15+, Home & Work locations). Europe's average: 116.3 1.

Poland: 156.8; 2. UK: 143.8; 3. Finland: 140.8; 4. Turkey: 138.3; 5. Ireland: 129.9; 6.

Belgium: 129.9; 7. France: 129.4; 8. Portugal: 118.0; 9. Italy: 114.8.; 10. Sweden: 112.3.

Poland recorded total online sales of €4.51billion in 2011, measuring the largest level of growth (34%) in Europe, according to research of Centre for Retail Research sponsored by Kelkoo.

Usage of ICC technologies in Polish education is increasing – there are schools almost fully digitalised, but also many with only few computers for one school. Although there is much press on using new technologies at schools the teachers over 45 are not willing to use them.

In 2012 Polish Government started the implementation of „Digital School” Programme for computerization of Polish schools and raising ICT competences. Pilot of the project aimed for 380 schools in Poland will equip them with hardware (tablets, computers for students, additional equipment). Also digital and free (under Creative Commons Attribution or compatible) textbooks for grades 4-6 in primary schools (K4-K6) will be

created. After a pilot, program will include other primary schools.

Source:

1&2: Mass-Media in Poland (press, TV, film and radio):

<http://en.poland.gov.pl/Press,and,publishers,7226.html>

http://news.bbc.co.uk/2/hi/europe/country_profiles/1054681.stm

<http://www.filmneweurope.com/country-profiles/45-poland/menu-id-235>

3. State of reading in Poland:

<http://www.naukawpolsce.pap.pl/en/news/news,380272,reading-in-poland---not-quite-better.html>

<http://www.bn.org.pl/download/document/1362741578.pdf>

4. Internet Usage Patterns in Poland:

<http://www.newmediatrendwatch.com/markets-by-country/10-europe/78-poland>

“Digital School” Programme in Poland. <http://creativecommons.pl/2012/04/digital-school-program-with-open-textbooks-approved-by-polish-government/>

2.1. Language and culture classes’ curricula (types of courses, their levels, topics; Are the courses focused on developing socio-cultural and intercultural competence of migrants? In what way?).

The educational market of teaching Polish as a host language for migrants is still growing. There are several important academic centres specialized in conducting language courses for foreigners and people of Polish origin, who are interested in studying at Polish universities. Those centres usually offer 9-month language courses compiled with subject courses. Majority of the courses are paid from 2000 to 3000 EUR for 2-semester language course. Migrants of Polish origin, after having passed the entrance exam organized every year by the Polish Ministry of Science and Higher Education do not pay for their preparatory language course as well as for their further university education. The preparatory courses usually start with general language classes (A1-2 level or B1) in the 1st semester and are followed by special language courses (medical, technical, business language, the language of humanities) in the 2nd semester. The language courses are

accompanied by “The knowledge about Poland” classes, the Polish history and culture classes, the history of Polish cinema classes.

Academic centres and private language schools also offer shorter Polish language classes on A1-C1 levels, although the main are on A1-A2 levels. Some schools offer business language classes on demand, usually for foreign managers in Poland.

Almost every bigger school organize summer classes with attractive cultural programmes (the price is usually 500 to 600 EUR for a month). Socio-cultural and intercultural knowledge (pieces of information about everyday life in Poland, Polish traditions, social system, specific verbal and non-verbal behaviours, politeness, system of education) is usually transmitted in time of regular language classes, only some centres organize separate “socio-cultural” courses.

Some academic centres, private schools and PF&SL teachers are engaged in teaching Polish to refugees and migrants, who applied for the refugee status as well as in preparing them to passing state certificate exams in PFL.

The costs of this language education is often covered by the government, which design special funds for refugees’ integration in Poland (i.e.: see the integration programme of this kind conducted by *Linguae Mundi Foundation* in Warsaw, which effected with many language classes and series of textbooks with many socio-cultural components supporting everyday life work of migrant in Poland, including exercise-book for illiterates.

Source: Description based on the different universities’ websites

Po polsku w: Linguae Mundi. Series of textbooks., Warszawa, 2008; www.linguaemundi.pl

2.2. Usage of media in the language / culture classes for migrants (Are media presented in the language / classes’ curricula? How? In what types of courses?).⁹

Language classes curricula are created by the teachers according to the level of class, and

⁹ Media: press, film, TV, radio, CD recordings, audio books and ICT [= information and communication technologies] such as: e-learning, blended learning [=combining traditional class practices with e-learning practices], using computer-based educational games, interactive media-supported learning, e.g. using social communicators, learning platforms etc.

special learners' needs. Usage of media is an important element of many PF&SL classes. Press is probably the most often media used by the teachers on everyday basis – on B2-C2 the press articles are used. On A1-B1 levels the most often used are: advertisements, TV programmes, cultural guides, press headings, leads and short pieces of press articles. Press is used as a basis of reading understanding, writing and speaking skills. It is also very effective in presenting the aspects of Polish everyday life and culture.

Polish teachers frequently use CD recording as a source of dialogues, messages, narratives and songs. These kind of audio resources are used for pronunciation exercises, developing learners' listening, understanding and speaking skills.

First video course of PFL *Uczmy się polskiego ("Let's learn Polish")* was prepared in 1996 and now is available on DVD. It gained popularity among teachers and learners.

Audio-visual resources, such as DVD recordings or ICT technologies are used not frequently because of technical reasons – not so many classrooms at the language centres for migrants in Poland are fully equipped with all necessary devices (TV, audio-visual board, laptops, projectors etc.). Usually only one classroom in every language centre is well equipped. However at every school there are teachers who organize and conduct courses based on the usage of new technologies which make others justify themselves. The situation is changing. Polish teachers are involved in international projects and they learn how to use and create ICT technologies. Final results of international projects are educational platforms (such as I SPY platform co-created by the teachers from the School of Polish Language for Foreign Students), which are used as electronic language learning tools (see: <http://www.ispy-project.com/index.php/en/about-ispy>). Some new textbooks have their alternative electronic version (see: a textbook *Krok po kroku* [Step by step], A1 level, published by Glossa School, which is a part of interactive course in Polish available at: e.polish.eu. platform). Distant learning and blended-learning also starts to gain popularity (see: "Hook up! CE Language Learning Gateway", <http://languagelearning.campuseuropae.org/>), a course created for Campus Europae, and co-created by the University of Lodz and Technical University of Lodz. Similar projects have been realized by different language centres in Poland (see: project realized at the Jagiellonian University: Speakapps. New Ways of Teaching Oral Interaction in a Foreign

language: <http://www.speakapps.eu/>). The projects were discussed at the scientific conferences and described in the articles (see: "Acta Universitatis Lodzianis. Kształcenie Polonistyczne Cudzoziemców" 18/2011; 20/2013; <http://www.kpc.uni.lodz.pl>).

Source: Language Platforms:

"I SPY": <http://www.ispy-project.com/index.php/en/about-ispy>;

„Speakapps”; <http://www.speakapps.eu>

"Hook up!": <http://languagelearning.campuseuropae.org/>

Glossa School learning platform: <http://www.e.polish.eu.platform>

<http://www.kpc.uni.lodz.pl>.

2.3. Media in language testing (e.g. in state language examinations and other types of tests / examinations). How are the media used in: Writing, Speaking, Reading, Listening and Understanding, Use of Language, other parts of examination?

At the language schools media (particularly press articles and CD recordings – short messages, interactive forms, narratives) are used in testing as resources of written or oral texts for testing listening or reading comprehension. Adapted press articles are used as a basis for monologue forms or discussions in oral part of exams.

Since 2004 in Poland The National Certificate Exams of PFL are conducted on the levels: B1, B2, C2 (see: www.certyfikatpolski.pl). Since Polish is a certified language, more than 4,000 foreigners and Poles living abroad took certificate exams.

Media are used in almost every part of this kind of testing. At testing listening comprehension (part A of the exam) taped text are used – conversations, narratives, messages, monologues – majority of them are radio programmes. At testing grammatical correctness (part B of the exam) and reading comprehension (part C of the text) press articles are used, in adapted or original form, depending on the level of the exam. In the oral part of the exam on each level are used different types of written and visual elements such as texts, pictures and other graphic elements. Majority of them are from newspapers or from Internet.

Internet is a major tool for promoting a system of the national certificate exams of PFL.

On www.certyfikatpolski.pl website the model tests, examination standards are presented

as well as other important information about testing procedure. Also, the process of gaining candidates and certifying is being held via Internet.

Since 2012 all foreign residents applying for Polish citizenship must pass national certificate exam on B1 level. After this law was introduced the number of adult migrant entering the examinations multiplied 10 times.

Source:

The National Certificate Exams in Polish as a Foreign Language: www.certyfikatpolski.pl

2.4. How are language, culture and media presented in the most popular textbooks used in the educational centres for migrants?

The trends described in the points 2.2. and 2.3 can be observed also on the pages of the textbooks used while teaching PF&SL.

The most popular series of textbooks use in Poland and in many centres abroad is *Hurra!!!. Po polsku 1, 2, 3* (A1, A2, B1 level). Every textbook consists of 3 parts: a teacher's guide, student's book (+ audio material on CD) and student's workbook (+ audio materials on CD). The communicative approach is promoted in the series. The authentic written and visual materials are press texts, statistics, pieces of information (i.e.: messages, timetables, advertisements, application forms, horoscopes, recipes, restaurant menus) from leaflets, catalogues etc., which source were the websites of Polish institutions (travel agencies, universities, language schools, government institutions) TV channels, newspapers. Recorded materials are often single authentic texts, radio shows and messages from the radio (A1 and A2 level). Similar collection of media-related written and recorded texts we may find in *Krok po kroku*, a textbook published by private school Glossa (see: point 2.2.)

In Poland there are textbooks focusing on developing reading skills, which are based mainly on press texts (see: Anna Seretny, *Kto czyta nie błądzi, Per aspera ad astra*; B2 & C1 level).

Very popular are original textbooks aiming at developing listening comprehension and cultural competences by presenting popular Polish songs and singers (see: Ewa Lipińska,

Andrzej Sikorowski, *Księżyc w butonierce*, Kraków 2004 - with Andrzej Sikorowski's songs and language exercises, prepared by Ewa Lipińska, Anna Majkiewicz, Jolanta Tambor, *Śpiewajęco po polsku*, Katowice 2006 and an interesting new textbook addressed to children, equipped with CD, which includes many recorded children songs - Aleksandra Achtelek, Bernadeta Niesporek-Samburska: *Bawimy się w polski 1. Podręcznik do nauki języka polskiego dla dzieci* (We play in Polish. A Polish language textbook for children), Katowice 2009 /2012. On CD we can also find many phonetic exercises and funny rhymes for children.

See also recorded on CD phonetic exercises integrated with Anna Majewska-Tworek, *Szura, szumi i szeleści. Ćwiczenia fonetyczne nie tylko dla cudzoziemców*, Wrocław 2010. Interesting methodological proposition are issued on CD 40 scenarios of Polish language lessons: *40 koncepcji dobrych lekcji*, ed. by A.Rabiej, H. Marczyńska, B. Zaręba, Universitas, Kraków 2011. We can find on CD many audio files, texts and iconographic elements from media used to develop different language skills as well as cultural competences.

Source:

Based on the review of popular textbooks of Polish as a foreign language

2.5. Language pedagogy applied in teaching the language of the host country and the use of it in the textbooks (Describe the most popular approaches).

The most popular in Poland is still communicative approach; almost all popular textbooks of Polish as a foreign / second language first of all develop communication skills. Some textbooks authors do not promote a particular methodology but compile the most effective and attractive elements, which belong to various methodologies. This eclectic teaching language methodology is practiced by many Polish language teachers. Other methodology promoted by Polish methodologist (see: Pfeiffer 2001), but still not well developed, is intercultural approach. There are some textbooks devoted to developing cooperative learning via tandem teaching and single textbooks, which focus on developing intercultural sensitiveness and skills of so called "intercultural speaker"

(Clare Kramersch's concept presented also in Common European Framework of Reference); In the last three years task-based approach gained popularity as an effective language pedagogy, particularly on B1 level. This approach has been promoted by Iwona Janowska (2011) from the Jagiellonian University in her recently published monograph. To sum up, the most popular is the idea of language learning process as a social activity, with learners as the most important part of this process and with the teacher who is playing the role of: advisor, cultural moderator and innovator (see: Zawadzka 2004).

Source:

Language pedagogy applied in teaching the language of the host country:

Pfeiffer Waldemar, *Nauka języków obcych. Od praktyki do praktyki*, Poznań 2001.

Janowska Iwona, *Podejście zadaniowe do nauczania i uczenia się języków obcych. Na przykładzie języka polskiego jako obcego*, Kraków 2011.

Zawadzka Elżbieta, *Nauczyciele języków obcych w dobie przemian*, Kraków 2004.

3. Pedagogy of media-supported host country language teaching from the teachers' perspective . Research methodology: surveys / interviews with at least 20 teachers / trainers; each point: approx. 250 words

3.1. Profiles of the host country language teachers / trainers interviewed (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

The group of interviewed teachers and trainers of PFL covered 27 persons - 26 female and 1 male. All of them were HE and QTS (from university degree M.A. up to university professors). Most of them graduated from the Polish Philology departments of different Polish universities, though some of them graduated from other philologies (English, Spanish and Portuguese, German, Dutch). The group of interviewed consisted of 10 trainers (9 female and 1 male) and 17 teachers. However trainers were not only theoreticians - all of them combined the experience in conducting classes for a new

teachers with practice classes of PForSL for migrants as well as all of trainers were involved in the National Commission of Certifying Knowledge of Polish as a Foreign Language. 26 members of interviewed group were only the teachers/ trainers of Polish and 1 also of Spanish and Portuguese.

Experience in teaching:

16 participants of survey (12 teachers and 4 trainers) , approx. 60% are the teachers from 21 to 30 years

6 participants of survey (5 teachers and 1 trainer) , approx. 22% are the teachers more than 30 years

3 trainers , approx. 11% are the teachers from 6 to 10 years

1 trainer, approx. 4% is the teacher from 1 to 6 years

It shows that more than 80% of involved in survey persons were very experienced teachers of Polish as a foreign language.

All of them are working in HEI in different cities in Poland. Some of them worked in different foreign universities as visiting professors.

Level of competence:

19 participants of survey (11 teachers and 8 trainers) - 70% has experience in teaching at all levels of language competence (from A1 to C2)

8 participants of survey (6 teachers and 2 trainers) - excluding level C2

1 teachers - excluding levels A2, B1 and C1

1 teacher - excluding level C1

Type of learners - adult:

candidates for university studies – 24 persons (17(all) teachers and 7 trainers) - 88%

university students – 16 persons (6 teachers and 10 (all) trainers) – 59%

employed migrants who intend to improve their linguistic skills – 15 persons (9 teachers and 6 trainers) – 55% candidates taking state language examinations – 12 persons (7 teach. and 5 train.) – 44%

work searching migrants – 5 persons (3 teachers and 2 trainers) – 18%

refugees or asylum seekers – 4 persons (2 teachers and 2 trainers) - 15 % others – 6 persons (4 teachers and 2 trainers) – 22%

3.2. What types of media do the teachers / trainers use outside of the classroom?

Traditional media:

According to survey researches, the most popular media used by teachers/trainers of Polish as a foreign language seems to be radio – 17 of them declared to listen to it every day and 5 of them few times a week. Together it gives 22 persons i.e. 81% of survey participants. The second place took newspapers and magazines. 15 persons declared to read it every day and 7- few times a week. Once again it gives 22 persons, i.e. 81% of survey participants.

Declared purposes of using both of above media types were generally the same – self learning and relax with a little advantage of the relax target. Only one person declared to use media in aim to get new educational materials for students and one to have a contact with teaching languages (Spanish and Portuguese). Two persons declared using media as a way of contact with family and friends (I think it means listening and reading together or together discuss about it). TV programmes and films have similar popularity :

TV – 12 – every day, 6 - few times a week, 4 - few times a month - together 22 persons – 81% mostly used it because of relax and self-education

Films – 6 – every day, 10 - few times a week, 8 - few times a month - together for 24 persons – 88% were connected with absolutely advantage of relax aims (few persons declared self-education and one purposes connected with looking for materials useful for students)

Absolutely the less popular media are audiobooks 11 persons have never used it and 5 almost never – together 16 persons (60%) – the rest use it seldom only as a relax.

CD are used by Polish teachers and trainers generally few times a week or few times a month in relax aims but in this category the largest number of survey participants declared using it because of professional purposes.

Computers-based technologies:

Absolutely the most popular media are websites used for self-learning, relax and solving everyday problems. Some survey participants also declared the contact with the family and friends and professional purposes – 16 of them use the type of media every day and 10 - few times a week – together 26 persons - 96%.

Absolutely less popular are computer games – 17 survey participants have never used the computer game and 4 - almost never – together 21 – 78% . Nobody uses it every day. The purpose of using it is only one – relax.

Social communicators are also not very popular. 10 survey participants have never used them and 2 - almost never – together 12 - 44% . The rest uses them:

4 - every day, 4 - few times a week, 6 - few times a month and 1- few times a year. Generally communicators are used because of contact with the family and friends, sometimes as relax.

E-learning platforms are not very popular too. 8 survey participants declared that they have never used them and 5 almost never. The others use them: 3 - few times a week, 6 - few times a month, 5 - few times a year. Most of e-learning platforms users declared self-learning purpose – only 5 of them (18%) declared professional purposes.

3.3. Teachers and trainers' views on the media-supported teaching of the target language and culture with regards to their effectiveness in developing: a) language skills, b) communicative linguistic competences, c) intercultural competences, d) other skills and competences).

All survey participants from Poland consider that the media materials can effectively support teaching/learning target language process. The main educational purposes of using media in education underlined by them are as follows:

Contact with real life language.

Breaking boring everyday language teaching routine.

Easy exemplification of culture and everyday behavioural life standards.

Opportunity of students self-learning.

Serving educational material in a friendly and well known environment for young participants of language courses (especially IT technologies).

They recognized media materials supported language education of migrants particularly as:

Supporting of language skills:

9 persons declared media materials as supporting development of all students' language

skills – 33%

27 (all) declared it as supporting listening skills – 100%

16 declared it as supporting speaking skills – 59%

19 declared it as supporting reading skills – 70%

14 declared it as supporting writing skills – 51%

22 declared it as supporting native speakers interaction - 81%

19 declared it as supporting mediating skills – 70%

Supporting of communicative linguistic competence:

13 persons declared media materials as supporting development of all communicative linguistic competences – 48%

25 declared it as supporting lexical competence – 93%

16 declared it as supporting grammar competence – 59%

26 declared it as supporting sociolinguistic competence – 96%

22 declared it as supporting pragmatic competence – 81%

Supporting intercultural competence:

16 persons declared media materials as supporting development of all intercultural competences – 59%

24 declared it as supporting knowledge about politics – 88%

24 declared it as supporting knowledge about everyday life – 88%

26 declared it as supporting knowledge about culture – 96%

25 declared it as supporting knowledge about customs – 93%

19 declared it as supporting knowledge about values – 70%

21 declared it as supporting knowledge about human relations – 78%

Conclusion: Approximately 80% of Polish survey participants - teachers/trainers recognize media materials as supporting different linguistic skills and competences.

The most supported by media materials part of language education is listening skill, the less one – writing skill. According to Polish survey participants media materials play the most important role in teaching intercultural competences.

Please, sum up point 4. of the questionnaire addressed to the teachers and trainers

3.4. Description of good practices (e.g.: exercises, tasks, activities) given by the teachers and trainers of using media in teaching the target language or culture.

Polish teachers/trainers gave a lot of good practices of using media in teaching the target language and culture. The most interesting of them:

Using parts of films/serials showing typical language behaviour in everyday situations – listening skills developed/supported by context. After some time we present the same parts but without audio and students prepare their own dialogues. After correction students can play it in the classroom.

Using parts of documental/ feature films as presentation of Polish culture, history, people important for our history or culture – the part of the film should be a source of questions and motivation for students for self-researches as well as very good exercise of a new vocabulary and listening skills.

Using songs as a source of lexical and grammar exercise as well as listening and phonetic exercise.

Visual materials from Internet as exemplification of vocabulary meaning.

Newspaper texts about actual problems as a source of a new vocabulary (specific culture metaphors) and a base of discuss.

Podcasts and parts of radio programmes (interviews) – listening to authentic language of different users (different accent, type of voice, pronunciation etc.) – topics should be new and interesting.

Description of the city based on advertisement spot.

Presentation of cartoon films without text, later students report a plot.

Internet forums as a discuss base.

Reading blogs (lexical and reading skills) and later creating a new blog (writing).

Students prepare a definition of any term for instance: “separatism” based on Internet materials. In the classroom they read a newspaper text about the problem – group work – while every group referring their part of the text the rest of students make notes. When whole text is completed students start to discuss.

As homework they should to find a new information about the definite term –

e.g. texts about different (other) countries touched by the separatism problem.

Please, sum up point 5.1. of a questionnaire addressed to the teachers and trainers

3.5. Teachers and trainers' views on the particular types of media effectiveness in teaching

a target language and target culture

According to Polish teachers and trainers, IT media (Internet, E-learning, social platforms, materials from YouTube, etc.) are the most effectively supporting process of migrants education media. The survey participants underlined some advantages of IT media materials, e.g.:

easy and cheap access for students

opportunity to multiple using

computer can be used in three ways: for searching, presenting and control knowledge

computer gives a chance to present a lot of didactic materials in a very attractive way

homework sent to students and their feedback by e- way motivate both sides to active work

authentic language , richness and variety of information

thanks to e-learning platforms teachers are able to use online resources in effective planning

using online resources and being online is "natural environment" of younger learners –

using it during classes gives us a chance to keep contact with our students

all of other media we are able to find online

8 of the survey participants – 30% voted for using traditional media as newspapers materials supporting lexical and reading skills, TV and films supporting listening and speaking (basis of discuss). They underlined traditional presence of this type of media in educational process resulting in a full description of the methodology. However some of them noticed also some advantages of IT media.

10 of the survey participants - 37% expressed the view that media type is not as important as using any type of them during classes to break everyday routine, make classes more attractive, keep the contact with learners, support educational material with

authentic language, help learners to develop different kinds of skills by listening, reading, watching, searching for information.

A very important conclusion of the survey seems to be “Type of using media should not depend on teacher plans but on needs of learners. It should be adapted to their skills, possibilities and customs”.

Please, sum up point 5.2. of a questionnaire addressed to the teachers and trainers

3.6. Teachers and trainers’ opinions on the main obstacles in media-supported teaching of the host country language and culture

21 for 27 (all) of the survey participants - 78% found technical problems as the main type of obstacles in media supported teaching of the host country language and culture, e.g.:

- inappropriate equipment classrooms
- lack of Internet connection in classrooms
- lack of computers in classrooms
- no screens in classrooms
- bad acoustics in classrooms
- high hardware requirements
- not all learners have access to Internet

The other obstacles noticed by survey participants:

There is not any catalogue of useful media materials with exercises. Self-preparing them for every lesson takes a lot of time.

It is very difficult to find appropriate materials for learners on lower levels of language knowledge (A1, A2).

Time limit – sometimes it is easier to explain meaning of any word with words or drawing something on the blackboard than opening computer and presenting photos for instance.

Lack of methodological guidelines – how to use media during teaching target language.

The big problem is self using IT for older learners.

Only one teacher concluded that there is no any obstacles.

Please, sum up point 5.3. of a questionnaire addressed to the teachers and trainers

3.7. Teachers and trainers' suggestions regarding the content of a coming into being learning platform with: a teacher guide how to use media resources in teaching and media-supported language exercises

Polish teachers/trainers view concerning the teacher guide:

- updated bibliography about using media in languages teaching process
- methodological guidelines - how to create exercises for particular language skills
- with media material basis (including IT materials) – new and updated ideas
- methodological guidelines how to use media materials with very limited technical equipment e.g. one computer and one projector
- forum where users will be able to exchange their experiences in using different
- kind of media
- Sample scenarios of lessons supported by media materials (especially new media)

Polish teachers/trainers view concerning media supported exercises:

Creation “media library” contains:

links to useful www pages with methodological description and exercises

media materials with exercises

The library contain should be catalogued in two ways: 1 – topics, 2 – language proficiency.

Grammar and lexical exercises for learners self-work (interactive) based on audio-video materials.

Short films presenting the language label.

Short stories, cartoon films, films, recordings for referring by learners.

Illustrated or pictorial information about Polish culture.

Films and quizzes about Polish geography and nature.

Short films and audio materials presenting everyday life, using authentic language with prepared interactive exercises developing and controlling all language skills.

E-learning resources - audio +text (dialogues and monologues) .

Collection of songs appropriate for teaching grammar and lexical skills as well as linking to teaching topics.

News service prepared appropriately to A2 level.

Exercises possible for using with minimum of technical equipment.

Video and audio materials presenting Polish traditions and culture, Polish songs and classical music, presentations of important Polish artists, politicians etc. with interactive exercises developing all language skills (especially listening).

Please, sum up point 5.4. of a questionnaire addressed to the teachers and trainers

3.8. Other teachers' comments concerning media-supported teaching of target language for migrants.

No comments

Please, sum up point 5.5. of a questionnaire addressed to the teachers and trainers

4. Pedagogy of media-supported language teaching from the learners' perspective.

Research methodology: surveys / interviews with at least 30 migrant learners; each point: max. 250 words

Please, analyze the learners' answers to open-ended questions and provide statistics for close-ended responses.

4.1. Profiles of the host country language learners interviewed. (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

The group of interviewed learners of PFL consists of 35 persons - 17 female and 18 male from: Algeria (1), Angola (5), Belarus (4), Brazil (1), China (1), Congo (2) France (1), Iran (4), Kazakhstan (4), Kenya (1), Mongolia (1), Palestine (1), Turkey (3), Ukraine (4), Yemen (2).

Level of education: secondary: 22 learners – 63%, further: 1 – 3% higher education (bachelor's degree: 8 – 23% , master's degree: 4 - 11%).

Spoken languages:

Native: Portuguese: 6 learners - 17%, Russian: 6 – 17%, Arabic: 4 – 11%,

Persian: 4 – 11%, Ukrainian: 4 – 11%, Belarusian: 3 – 8%, French: 3 – 8%,

Turkish: 3 - 8%, Polish: 2 – 6%, Chinese: 1 – 3%, Laris: 1 – 3%, Lingala: 1 – 3%,

Swahili: 1 – 3%, English: 1 – 3%, Mongolian: 1 – 3%.

Other foreign languages: Polish : 35 learners – 100% , English: 25 – 71%,

Russian: 5 – 14%, Spanish: 4 – 11%, German: 3 – 8%, Kazakh: 3 – 8%, French: 2 – 6%,

Afrikaans: 1 – 3%, Umbundu: 1 – 3%, Ukrainian: 1 – 3%. Latin: 1 – 3%.

Duration of stay learners in Poland: 5 - 9 months: 27 learners – 77%, 1 year: 1 – 3%,

2 years: 1– 3%, 3 years: 1– 3%, 4 years: 1– 3%, 8 years: 1– 3%, 12 years: 1– 3%, 22 years: 1– 3%, 23 years: 1– 3%.

Reasons of coming to Poland: I would like to study here: 26 – 74%.

personal reasons: 7 – 20%, professional reasons: 1– 3%, others: I'm a patriot: 1– 3%.

Time spent in Poland before the start of formal education: shorter than 1 month:

29 – 83%, approx. 1 year: 5 – 14%, other: 2 years when I was a child: 1– 3%.

Kind of institution where learners has been studying target language:

at a university: 33 learners – 94%, private teacher: 2 – 6%.

Level of language classes: A2/B1: 14 learners - 40% B1: 3 – 8%, B2: 6 – 17%, C1: 12 – 34%.

Reason of learning Polish: university studies in Poland : 22 learners – 63%, to have a better job: 4 – 11 % , to get a job: 4 – 11 % , to communicate with a partner : 3 – 8 % , because I like this language: 3 – 8%, to communicate with the family: 1 - 3 % , because I'm a Pole : 1 – 3%.

Please, sum up points 0.1-0.9. of a LEARNER INTERVIEW

4.2. What types of media do the learners use outside of the classrooms? How often?

For what purposes? What is the language of media they use?

Traditional media:

According to survey researches, the most popular media used by Polish learners as a foreign language seems to be film – 8 of them declared to watch it every day and 20 of them few times a week. Together it gives 28 persons, it means 80% of survey participants.

The films are mostly watched in Polish or in native language and Polish – 28 persons – 80%. Only

6 persons - 17 % declared watching films only in native language. Main purpose of watching films was relaxing – 26 persons – 74%. Sometimes as a second purpose also

appeared

self-learning - 8 persons - 22%. Only one person pointed out self-learning as main aim of watching films. The second place took TV programmes. 5 persons declared to use them every day and 15 - few times a week, together 20 – 57%. 5 survey participants declared never watch TV. Main target of watching TV is relaxing – 24 persons - 80% and self-learning 17 – 56%. Chosen language of TV was: Polish – 15, Polish and native - 9 (together 24 – 80%). Only 4 survey participants declared watching TV only in native language. Other declared languages were English and French. There is no any clear relation between the declared purpose and the chosen language. The third place took newspapers and magazines.

2 persons declared to use them every day and 17 few times a week – it gives 19 persons – 54% of survey participants. We can noticed absolutely advantage of self-learning purpose and Polish language chosen in this category.

Absolutely the less popular media are CD and audiobooks. 20 persons have never or almost never used audiobooks– 57%, 17 persons have never or almost never used CD - 49% .

Computer-based technologies:

Absolutely the most popular media are websites used for self-learning, relax and solving everyday problems. Some survey participants declared also contact with the family and friends – 28 of them use the type of media every day and 5 - few times a week – together 33 persons - 94%. The main purposes to use them are: self-learning: 24 – 69%, relaxing: 14 – 40% and solving problems :14 – 40%. In this case 8 survey participants declared to use Polish and native language – 51% , 7 only native and 7 only Polish – 20%, 6 declared using other languages (mostly English).

Social communicators are also very popular. 27 survey participants use it every day and 3- few times a week – together 30 – 86%. Generally communicators are used due to the necessity of contact with the family and friends: 23 – 66%, relaxing: 16 – 46%, as useful for self-learning it was declared only by 7 survey participants – 20%.

Absolutely the less popular are e-learning platforms. 15 survey participants have never used them and 2 almost never – together 17 – 49% .

Using computer games is very polarized. 12 survey participants declared to use them never and 3 almost never. It gives the number of 15 survey participants – 43%. However 6 of survey participants use computer games every day and 7 - few times a week – together 13 – 37%.

Please, sum up points 1.1 and 1.2. of a LEARNER INTERVIEW

4.3. What are the learners' favorite types of media in the native and target language? Why do they not use other forms of media?

It seems the most popular are electronic media:

social communicators: 14 learners – 40%, websites: 11 – 21%, computer games: 8 – 23%, E-learning platforms: 3 - 9% - together it gives: 36 votes.

Traditional media: films: 9 learners – 26%, radio programmes: 7 – 20%, TV programmes: 6 – 17%, newspapers and magazines: 4 - 11% - together it gives: 26 votes.

Almost all of survey participants declared using their favourite media in their native language (1 exception - learner who prefers English) – because of easier understanding as well as all of them declared using traditional media in Polish because of language skills training.

Reasons for not using media:

Boring: audiobooks: 10 learners – 29%, radio programmes: 7 – 20%, computer games: 6 – 17%, newspapers and magazines: 4 – 11%, CD: 2 – 6%.

No access: TV programmes: 13 - 37% learners, radio programmes : 3 – 9%, E-learning platforms: 2 – 6%, CD: 1 – 3%, audiobooks: 1 – 3%.

Not useful in learning Polish: computer games: 11 learners – 11%, audiobooks: 3 - 9%, CD : 2 – 6%, social communicators: 2% - , radio programmes: 2 – 6%, websites: 1 – 3%, newspapers and magazines: 1 – 3%.

I have no time to use it: computer games: 9 – 26%, TV programmes: 5 – 14%, Twitter: 2 – 6% and other social communicators: 1 – 3%, CD: 3 – 9%, audiobooks: 3 – 9%, E-learning platforms: 1 – 3%, radio programmes: 1 – 3%.

I don't know how to use it: Twitter: 3 - 9%, other social communicators: 2 – 6%, computer games: 2 – 6%, CD : 1 – 3%, E-learning platforms: 2 – 6%, TV programmes: 1 – 3%, films: 1

– 3%.

I do not use it but I want in the future: Polish newspapers: 10 – 29%, Polish TV: 5 – 14%, Polish radio programmes: 2 – 6%, E-learning platforms: 2 – 6%, Polish films: 2 – 6%, audiobooks: 2 – 6%.

Please, sum up points 1.3. and 1.4. of a LEARNER INTERVIEW

4.4. The migrant learners' opinions on the using media in the target language classroom (the teaching practices they like and dislike).

Media used by teachers during classes:

(33 survey participants answered)

Newspapers and magazines : 15 – 45%

Films : 22 – 67%

TV programmes: 6 – 18%

CD: 26 – 78%

Songs: 11 - 33

Authentic dialogues: 10 – 30%

Others: satiric programmes: 1 – 3%

Audiobooks: 8 – 24%

Computer - based technologies : 22 – 67%

Computer games - 0

Social communicators : 3 – 9%

Websites : 10 – 30%

E-learning platforms: 2 – 6%

Answers for question: "What media do you like and why?"

Film – it is easier to understand and it is interesting : 11 – 33%

All of them because it is interesting and helps me in learning : 11 – 33%

Newspapers - help to learn Polish and serve news: 2 – 6%

Computer technologies because they are interesting : 4 – 12%

CD because it helps me in learning: 2 – 6%

Websites : 1 – 3%

E-learning platforms – because they are interesting and important : 1 – 3%

Answers for question : What media do you dislike and why?

Newspapers because they are boring and difficult : 5 – 15%

Radio and audiobooks because they are boring : 4 – 12%

Please, sum up points 2.1. and 2.2 of a LEARNER INTERVIEW

4.5. The learners' expectations on what kind of media they would like their teachers use in the classroom and in what way.

Films – helpful in learning language, students like them, wealth of new vocabulary: 16 – 48%

CD – monologues and dialogues, authentic texts – help to understand speaking language and motivation to speak: 11 – 33%

Computer technologies – helpful in learning language, give opportunity to prepare presentations, make searching information easier: 9 – 27%

Newspapers and magazines– newspapers help to understand authentic texts, give opportunity to know what new has happened: 7- 21%

Everything what is possible to use should be used because it is easier to remember any information when the information is presented in different ways: 5 – 15%

TV programmes : watching them and listening helps in learning language: 4 – 12%

Songs – students like them. It is easier to learn new words using songs: 3 – 9%

Radio programmes: 3 – 9%

Please, sum up point 3. of a LEARNER INTERVIEW

4.6. The learners' views on how the media help them to learn different aspects of the target language and culture as well as how to live in a new society.

Learners of PFL found media helpful in :

(this point was filled in by 33 persons)

pronunciation : 24 learners – 73%

communication with native speakers: 31 – 94%

improving my job opportunity : 5 – 15%

behaving in everyday situations: 27 – 82%

understanding the target culture and native speakers: 23 – 70%

general language skills, such as: how to read / speak / write / understand better
the target language: 22 – 67%

learning how to use ICT : 6 learners – 18%.

Conclusion : According to the survey participants media materials can be the most helpful in improving communication with native speakers. It is an opinion of 94%. However utility of media for supporting development of other language, social and culture skills was also very high evaluated. For all skills except “improving job opportunity” and “learning how to use ICT” media supporting was found as useful and helpful by approx. 70 – 80% survey participants. Very low position of the point “improving job opportunity” (only 5 votes – yes)

is probably connected with the situation of survey participants – the most of them are candidates for university studies or students and job market is still not so important for them.

Please, sum up point 4. of a LEARNER INTERVIEW

4.7. The migrant learners’ descriptions of the moments when they understood something in the host country thanks to media.

“This is a very common situation because I’m looking for all necessary information in Internet”

“Thanks to Facebook and games I learned a lot because I have to write and read in Polish”

“It is difficult to understand a painter when we haven’t seen a picture. Thanks to Internet we can not only see the picture but also read the artist’s biography.”

“I’ve understood some historical, culture, political events because I had seen them before

in films or I had read about them in Internet”

“It wasn’t any interesting situation but media always help.”

“Thanks to media I’ve gotten to know bus and tram timetable.”

“Media help me in relation with Polish friends. One time somebody had written on Facebook: “tomorrow will be cold!” – I have changed my plans for next day.”

“Thanks to media (newspapers, films) I’ve gotten to know how Poles had struggled for their independence in different historical moments. Now I understand better what is important for Poles.”

“Thanks to Skype I’ve learned Polish culture.”

“Thanks to radio programmes I’ve started to understand weather forecasts.”

“Thanks to Facebook I have many Polish friends and I can talk to them in Polish.”

“When I was watching football match in Polish TV the commentator said: “Messi is the best footballer on all over the world.” Next day I heard the same sentence on the street. I understood it and I knew what they were talking about. It was very pleasant.”

“I have heard on TV that during holidays all shops will be closed and because my fridge was empty I run to the shop and bought everything. Thanks to media I wasn’t hungry during two days.”

“I’ve learned from the film sentence in Polish: “Don’t worry! Everything will be ok.” Later when my Polish friend had troubles I’ve said it. It worked – I helped her. I’ve also learned from the film how to invite somebody for coffee or beer.”

Conclusion : There are only some (the most interesting) opinions of Polish survey participants. Most of them refer to the important role of computer media however it seems that also more traditional media as films or newspapers help students in everyday language using situations.

Please, sum up point 5. of a LEARNER INTERVIEW

4.8. The learners’ suggestions regarding the content of a coming into being learning platform with media-supported language exercises.

Educational materials

Information about Polish culture

Every idea of the platform will be good

Songs : 4

CD authentic dialogues and monologues : 7

Films (Polish or with Polish subtitles) : 2

TV programmes

Short films presenting language behaviour in everyday situations : 6

Radio programmes

Easy games (lexical and grammar topics) : 4

Weather forecasts

Newspaper and magazine texts : 2

Polish language and Polish history exercises : 2

Instructions of common life behaviour

Orthography exercises

Short films, games, audio explaining specific vocabulary of different subjects (biology, chemistry, physics, etc.)

Links to websites to help learning language

Conclusion: It seems the question was too difficult for learners. 14 of them (40%) have no give any answer. The rest of answers are very polarised and it is not possible to find any “main stream” of the future platform vision.

Please, sum up point 6. of a LEARNER INTERVIEW

4.9. Other learners' comments concerning media-supported learning of target language and culture

No comments

Please, sum up point 7. of a questionnaire addressed to the teachers and trainers

5. Language pedagogy supported by media: every-day practices and calls for change.

Please, recapitulate your desktop research (point 1-2) and interviews with teachers and learners (point 3 and 4); max.: 500 words (not less than 250 words)

1. Summary of desktop research (point 1 & 2)

Poland is still not a popular direction for migrants. The main group of 50 thousands immigrants registered for temporary stay are from Ukraine, Belarus, Germany, Russian Federation, Vietnam and Armenia. 15 – 25 thousands (according to various surveys) among the temporary migrants are university students and the rest are workers. According to other source 150000 foreigners live in Warsaw, with at least 20 thousand of Vietnamese. Since 2007 the number of work permits granted in Poland to foreigners has been increasing.

Up till now Polish government has not developed any special adaptation programme for migrants; only young migrants, legal migrants of Polish origin and refugees are privileged; for example all migrants' children under the age 18 have access to state free of charge for health care and education. Although, school managers have to cope by themselves with the problems of educating migrants children.

According to the experts' prognosis the share of labour force originated from external migration is set to rise to 6% in 2022 and over 20% in 2052. It means that the adaptation of migrants in Poland can be a serious issue to discuss in Poland soon. We may predict that in next decades there will be enough qualified teachers of Polish as a foreign and second language in Poland because many university students have already completed specialist programmes.

Usually, Polish language classes addressed to migrants are paid. Preparatory language courses are offered by specialized academic centres to foreigners, who want to undertake studies at Polish universities.

The media market in Poland is fully developed. The role of Internet technologies is still growing. It can be observed that young people in Poland do not read books but they are very fluent Internet users.

The survey of textbooks used in the Polish language schools for migrants showed that the authors often use media resources. Interactive educational platforms have been created by some university and private language schools.

The leading pedagogy applied in teaching Polish as a host language is communicative and eclectic approach. Also, intercultural and task-based approaches are promoted in Poland now. Usage of media is recommended in every approach.

2. Summary of point 3 & 4

Teachers/Trainers : 27 persons (17 teachers and 10 trainers and teachers) – HE and QTS (from MA to university professors). 92% of them has minimum 10 years of teaching experience.

Learners : 35 persons from 15 countries using 14 national languages (31 candidates for university level of education in Poland : 1st level – 23, 2nd level – 8). 4 of them are HE workers in Poland. All of them pointed Polish as well/less known foreign language.

Using media outside the classroom:

Teachers/trainers	Learners
Traditional media	Traditional media
radio, TV, films, newspapers – approx. 80% because of self-learning and relax	Films – approx. 80% watched in Polish and other languages mostly because of relax
	TV – 57%, most of them because of relax – 80% and only 22% - because of self-learning. It means 1 person for both reasons.
Computer media	Computer media
websites – 96%	websites – 94%, social communicators – 86%
Not used media	Not used media
audiobooks - 60%	audiobooks - 57%
computer games – 78%	CD – 49%
	E-learning platforms – 49%

The most of the survey participants highly evaluated the idea of support language classes by using media materials. According to their opinions, the main reason for including this type of materials to educational process is breaking the everyday classes boring standards, contact with real life language, involvement of multiple senses what gives opportunity to remember material easier, opportunity of getting knowledge about host country culture and customs.

The biggest obstacles noticed by Polish teachers/trainers is lack of necessary technical equipment and lack of time during classes educational process, however they highly evaluated the ideas of creating materials for learners and self-learning outside the classroom.

The most interesting ideas of new being platform content are: guidebook – how to fruitfully use different kinds of media during language teaching, creating of useful media materials library with double arrangement: topic and language level, examples of different useful exercises based on media materials improving all language skills.

Acronyms

PFL - Polish as a Foreign Language

PF&SL – Polish as a Foreign and Second Language

ICT - Information and Communication Technologies

A1, A2, B1, B2, C1, C2 – levels accepted in language education

References:

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<http://www.migracje.uw.edu.pl/publ/1778/>,

(www.agenda21.waw.pl)

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Situation of migrants in your country regarding public services.

Regulation of Polish Ministry of Education of April 1,20: <http://www.udsc.gov.pl>

Polish language education of migrants:

<http://dokumenty.rcl.gov.pl/D2010057036101.pdf>,

http://www.studyinpoland.pl/konsorcjum/index.php?option=com_content&view=article

[&id=2097:raport-gstudenci-zagraniczni-w-polsce-2012g-](#)

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Kaczmarczyk P., Okólski M., 2005, *International Migration in Central and Eastern Europe.*

Current and Future Trends:

<http://ebookbrowse.com/p12-kaczmarczyk-okolski-pdf-d79072320>

Mass-Media in Poland (Press, TV, Film and Radio):

<http://en.poland.gov.pl/Press,and,publishers,7226.html>

http://news.bbc.co.uk/2/hi/europe/country_profiles/1054681.stm

<http://www.filmneweurope.com/country-profiles/45-poland/menu-id-235>

State of reading in Poland:

<http://www.naukawpolsce.pap.pl/en/news/news,380272,reading-in-poland---not-quite-better.html>

<http://www.bn.org.pl/download/document/1362741578.pdf>

Internet Usage Patterns in Poland:

<http://www.newmediatrendwatch.com/markets-by-country/10-europe/78-poland>

“Digital School” Programme in Poland. <http://creativecommons.pl/2012/04/digital-school-program-with-open-textbooks-approved-by-polish-government/>

Po polsku w Linguae Mundi. Series of textbooks., Warszawa, 2008:

www.linguaemundi.pl

Language Platforms:

“ISPY”: <http://www.ispy-project.com/index.php/en/about-ispy>;

„Speakapps”: <http://www.speakapps.eu>

"Hook up!": <http://languagelearning.campuseuropae.org/>

Glossa School learning platform: <http://www.e.polish.eu.platform>

<http://www.kpc.uni.lodz.pl>

The National Certificate Exams in Polish as a Foreign Language: www.certyfikatpolski.pl

Language pedagogy applied in teaching the language of the host country:

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Janowska I., 2011, *Podejście zadaniowe do nauczania i uczenia się języków obcych. Na przykładzie języka polskiego jako obcego*, Kraków.

Zawadzka E, 2004, *Nauczyciele języków obcych w dobie przemian*, Kraków.

LiMe “Languages in Media”

LLP Key Activity 2 Languages

Work Package 2 Contextualisation and Good Practice Research

United Kingdom

1. Identification and description of target groups

(Methodology: desktop research; each point max. 250 words)

1.1. Main migrant groups in your country (% of total population, types of temporary migrants – workers, university students etc., nationalities)

Definition: LTIM (Long-Term International Migration). The UN defines it as someone who moves from their country of previous residence for a period of at least a year.

Entry requirements to the UK:

EEA and Swiss nationals do not need a visa to come to the UK. For over 100 other nationalities (3/4 of world population) a visa is needed for any length of stay. For all others, a visa is needed for a stay of over 6 months, or for work.

Statistics:

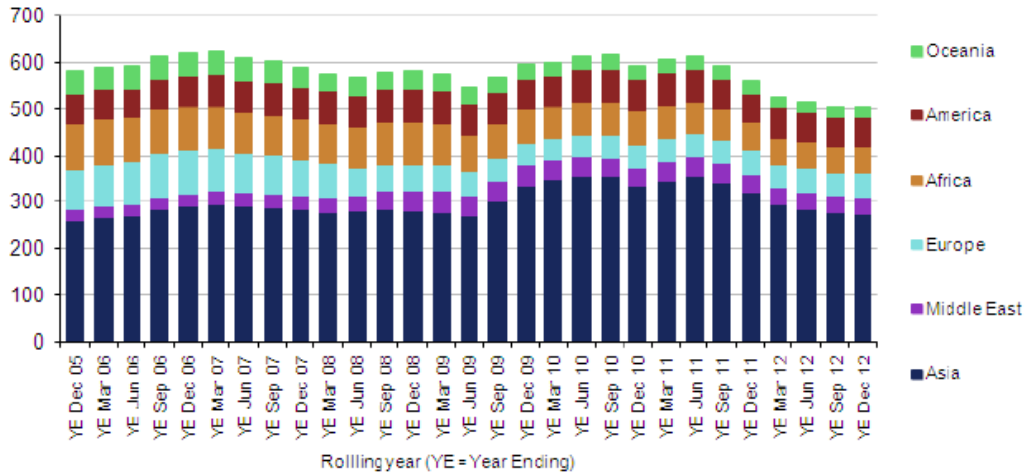
For the year to June 2012 there was a net flow of 163,000 migrants to the UK with 515,000 people immigrating to the UK. There was a 9% increase in people given British citizenship (194,344).

Less people are migrating from New Commonwealth countries and there are large decreases in numbers from EU Accession countries (EU8). 62,000 EU8 residents migrated to the UK – a decline of 28% from the previous year and the lowest figure since 2004.

The chart below shows the world areas where those given entry clearance visas are from, with Asia being the most common area.

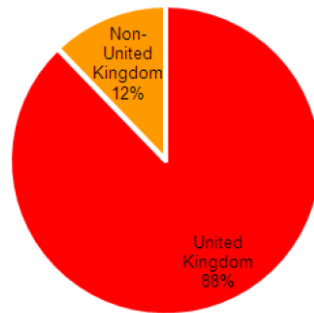
Figure 2.4: Entry clearance visas issued (excluding visitor and transit visas), by world area, UK, 2005–2012

Visas issued (thousands)



The chart below shows that in 2011 12% of the residents of the UK were not born in the UK.

Figure 1.1 Estimated Resident Population of the UK by Country of Birth, 2011



Source: Annual Population Survey (APS) - Office for National Statistics

Although no statistically significant changes have been seen in the UK born population since 2004 in the UK, there has been an increase in the non-UK born population: from 5,233,000 in 2004 to 7,509,000 in 2011. There have been increases in EU nationals living in the UK and accession has been a key driver for this.

The table below shows in detail the country of birth for overseas-born UK residents:

Estimated overseas-born population resident in the United Kingdom, by country of birth ¹				
	Country	Estimate	CI +/-	<i>thousands</i>
1	India	729	37	
2	Poland	643	35	
3	Pakistan	457	30	
4	Republic of Ireland	397	28	
5	Germany	297	24	
6	Bangladesh	230	21	
7	South Africa	211	20	
8	Nigeria	190	19	
9	United States of America	189	19	
10	Jamaica	143	17	
11	Philippines	137	16	
12	France	137	16	
13	China	136	16	
14	Kenya	133	16	
15	Zimbabwe	125	16	
16	Lithuania	125	16	
17	Italy	124	15	
18	Sri Lanka	120	15	
19	Australia	107	14	
20	Somalia	102	14	
21	Romania	94	13	
22	Canada	84	13	
23	Portugal	84	13	
24	Iran	83	13	
25	Hong Kong	82	13	
26	Ghana	80	12	
27	Turkey	72	12	
28	Spain	71	12	
29	Iraq	63	11	
30	Malaysia	62	11	
31	Latvia	61	11	
32	Slovakia	60	11	
33	New Zealand	58	11	
34	Netherlands	56	10	
35	Brazil	55	10	
36	Cyprus (EU)	54	10	
37	Afghanistan	54	10	
38	Uganda	52	10	
39	Hungary	48	10	

40	Bulgaria	47	10
41	Japan	43	9
42	Mauritius	42	9
43	Russia	41	9
44	Singapore	38	8
45	Greece	36	8
46	Thailand	35	8
47	Nepal	35	8
48	Zambia	35	8
49	Tanzania	35	8
50	Czech Republic	33	8
51	Egypt	31	8
52	Sweden	29	7
53	Belgium	29	7
54	Saudi Arabia	28	7
55	Malta	26	7
56	Vietnam	26	7
57	South Korea	22	7
58	Algeria	22	6
59	Morocco	21	6
60	Congo (Democratic Republic)	20	6

Source: Annual Population Survey (APS)/Labour Force Survey (LFS), ONS

The top 5 have remained mainly consistent since 2004.

Main reasons for migrating to the UK:

The main reasons for migrating to the UK can be seen in the table below.

Table A.1 – Main immigration routes to the UK

Route	Description	Route leading to settlement?
Family	A person entering the UK on the basis of a family member who is a British Citizen or settled in the UK. Family members eligible to apply in this route are: husband; wife; civil partner; fiancé/e; proposed civil partner; or unmarried partner or same-sex partner.	Yes (after two years)
Work (leading to settlement)	Individuals who are highly skilled, wish to find work, are self-employed or who have a job offer (PBS Tiers 1 and 2). Migrants in this category are eligible for settlement after a specified time period. It also includes spouses, children and other dependants of the main applicant.	Yes (after five years)
Work (not leading to settlement)	Individuals who want to work in the UK on temporary basis (PBS Tier 5).	No
Study	Adult (age 16+) and child students (aged between 4 and 15 years) who come to the UK for educational reasons (PBS Tier 4).	No
EU and EEA	Third country nationals having formed a relationship with an EU national.	Yes
Visit	A person coming to the UK for up to six months. Different visas are available to suit the purpose of the visit, which include tourism, family, business, study (short course and prospective student), sportsperson and entertainer.	No
Other	Other more minor categories of entry clearance or LTR that fall outside of the major routes to enter the UK.	No

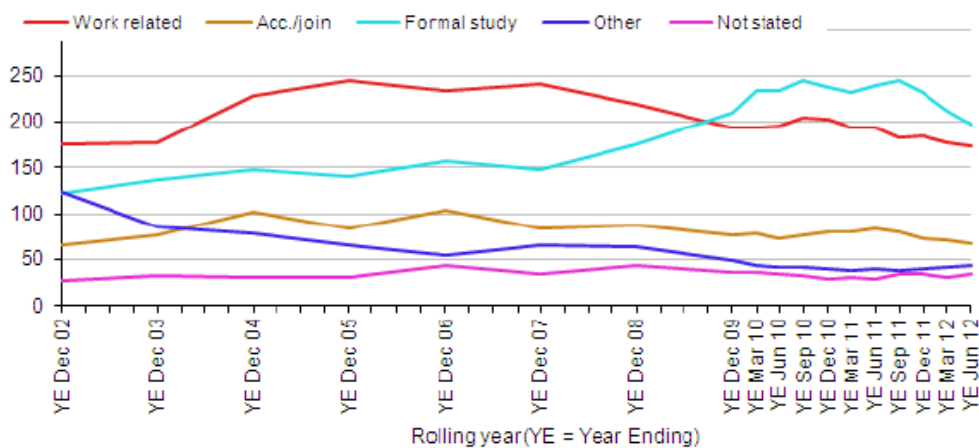
Study is the most common reason for migrating to the UK. In the year to June 2012, 197,000 migrated for study. This was a decline from the previous year (293,000).

Work is the next most common reason and the third most common reason is to accompany/join. The numbers migrating for work did not significantly change.

In 2012 the number of work, study and family-related non-EEA nationals entering the UK fell. These trends can be seen in the graph below:

Figure 3.11: Long-term international migration estimates of immigration to the UK, by main reason for migration, 2002–2012

Immigration (thousands)



T

emporary workers can work in the UK under Tier 5 of the UK Border Agency points scheme (see below).

Source: Home Office, UK Border Agency and Office of National Statistics (2013)

1.2. Situation of migrants in your country regarding public services (e.g. access to primary health care and education)

Healthcare:

- Some or all of NHS (National Health Service) care is free of charge. This depends on residency status and how long living in the UK
- Permanent residents of the UK do not have to pay for treatment by a general

practitioner (GP) or at a hospital.

- Permanent residents on a low income may qualify for extra free healthcare such as NHS prescriptions, dental care, sight tests
- Visitors or those with temporary permission to live here may be able to register with a GP in the area and receive free treatment.
- Some health services are free of charge to everyone such as treatment given in an accident and emergency department or in an NHS walk-in centre and family planning services.

Certain categories of people are able to receive the full range of hospital treatment.

For those not entitled to free health care, insurance is recommended.

Employment:

- Employer should provide a contract in writing, no more than two months after the start listing pay, holidays, sick pay and pension and notice.
- National minimum wage
- Those in full-time employment should receive at least four weeks' paid holiday a year
- Income tax and National Insurance must be paid.

Education:

- Compulsory for children to have full-time education between the ages of 5 and 16.
- State schools provide education free of charge.
- Colleges of further education and sixth-form colleges offer academic, technical and vocational courses for people over the age of 16. Most courses are free for students up to the age of 19.
- Universities charge fees

Welfare system:

- Depending on circumstances a range of benefits may be available including:

jobseeker's allowance; income support; child tax credit; child benefit; housing benefit; state pension credit.

- If National Insurance contributions have been paid other benefits may be available such as jobseeker's allowance and incapacity benefit.

Source: UK Border Agency 2013

1.3. Situation of migrants in your country on the job market

In relation to skilled work, research by the Home Office (Migrant Journey) shows that for people entering the UK on a skilled work visa in 2004, 30% had gained settlement and another 17% leave to remain. For temporary work, 3% gained settlement and another 10% leave to remain.

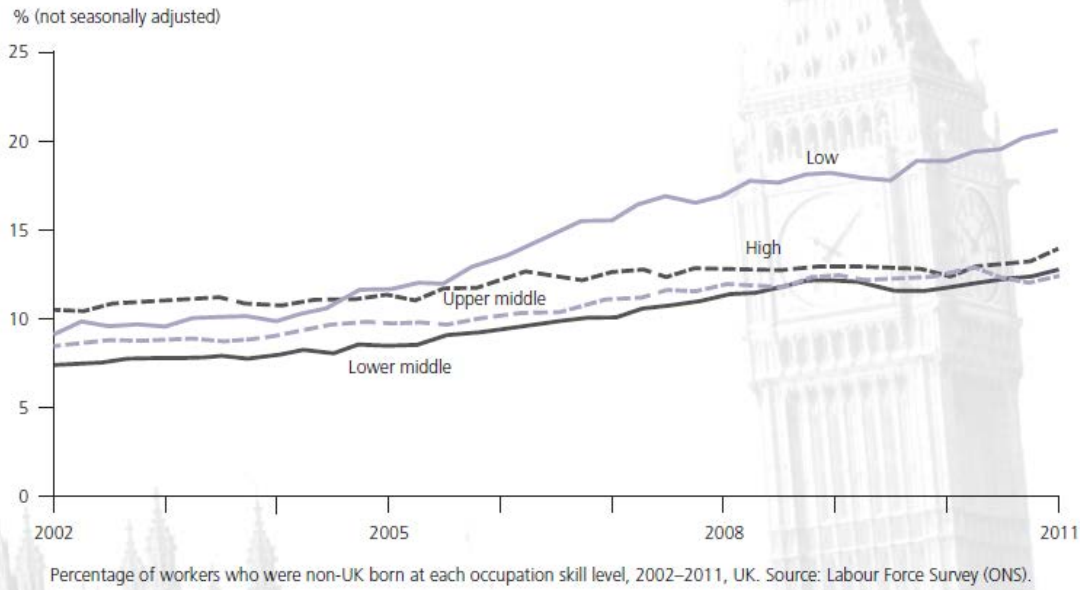
CIPD report that the UK labour market has been hugely affected by immigration in the last decade and migrant workers have driven the majority of the employment growth. From 2002 to 2012 UK-born employment rates were static but employment overall grew. Non-UK born employees grew from 9% to 14%. This is due to the 2004 EU expansion when the UK took workers from EU8 nationals.

In the last 2 years there have been caps and stricter rules introduced for non-EEA workers. They must now have a NQF Level 6 (graduate) qualification to be able to live and work in the UK.

Non-UK born people account for over 17% of the UK workforce (10% in 2002). Employment rates for non-UK born people are increasing and are particularly high for those born in South Africa (79.9%), EU8 countries (79.4%) and Australia and New Zealand (78.7%).

Increases in migrant worker numbers have been driven mainly by the demand for low-skilled jobs. See table below:

Figure 4: Growth in number of non-UK-born workers in low-skilled roles



The tables below illustrates the main reasons UK employers recruit non-EU and EU workers:

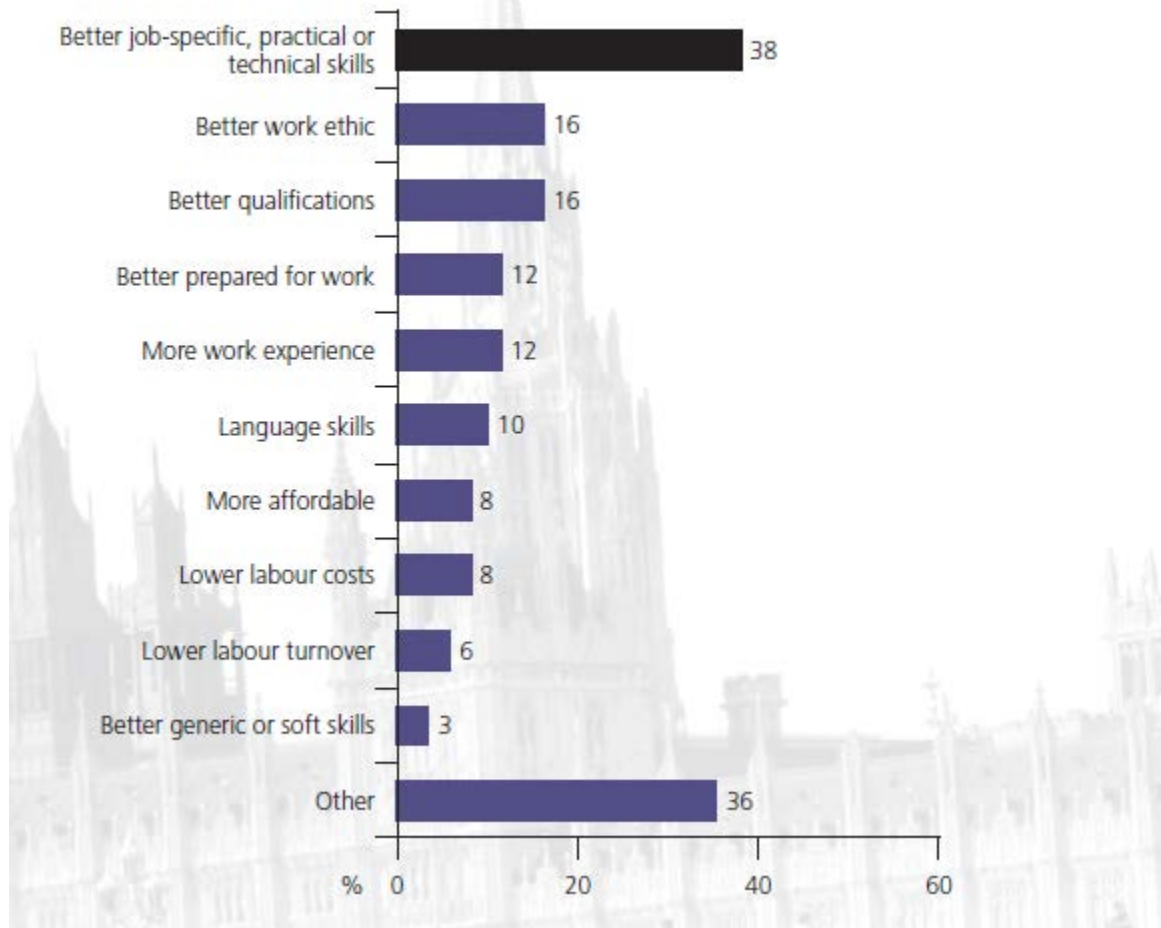
Table 1: Reasons employers recruit EU workers (%)

Base: Employers that are planning to recruit migrant workers (n=132) Source: LMO, autumn 2011

Better job-specific or practical skills	56
More work experience	25
Better prepared for work	26
Work ethic	34
More affordable	18
Better qualifications	23
Language skills	18
Better generic soft skills (for example communication, teamworking)	13
Other	36

Figure 9: Why does your organisation employ non-EU workers?

Base: Winter 2012–13, LMO employers who currently employ non-EU migrant workers (n=300)



The report by CIPD states that employers generally value migrant workers and that they will continue to play an important role in the labour market in the UK.

The UK Border Agency applies a points-based system to immigration. Tier 1 is for 'high value migrants who are allowed to work in the UK without being sponsored as they have high level skills, experience etc. Tier 1 is now closed to new applicants. Tier 2 requires sponsorship and is for skilled workers (minimum of NQF level 6). Students come under Tier 4 and they must be sponsored by their academic institution. They are allowed to work part-time. Tier 5 is for temporary workers.

Most dependents of family members under the points system are allowed to work.

EEA nationals and their families are not covered by the points system and can work in the UK. The exceptions are Bulgarians and Romanians who need permission.

The Seasonal Agricultural Workers Scheme (SAWS) is for Bulgarian and Romanian nationals to apply for work in the UK and allows agricultural employers to employ low-skilled workers to carry out short-term work (maximum of 6 months). There are fixed numbers - in 2012 and 2013 the quota is 21,250 places.

Source: Home Office and Office of National Statistics (2013) CIPD (2013)

1.4. “Young migrants” versus “adult migrants” opportunities to learn the target language¹⁰ (schools, other types of educational centres where courses are organized; How long are the language courses? Is the learning free of charge?)

Some applicants who want to settle in the UK are exempt from the 'knowledge of language and life' (KOL) requirement. However, most will need to demonstrate KOL.

The KOL requirement can be demonstrated in 3 ways:

1. If you speak English, Welsh or Scottish Gaelic to a reasonable standard, you will need to pass the 'Life in the UK test'.
2. If you do not have sufficient knowledge of English, Welsh or Scottish Gaelic, you will need to take and pass an English for Speakers of Other Languages (ESOL) course in English and citizenship.
3. If you passed the Life in the UK test or completed an ESOL course to meet the 'knowledge of language and life' requirement when you applied for settlement, you will not need to show that you meet this requirement again. (UK Border Agency 2013).

There is a 'Life in the UK' helpline where people can find out further information about the test and classes.

ESOL and citizenship classes are generally run at Further Education and Community Colleges. Accredited providers must be used, along with recognised qualifications (an ESOL qualification in speaking and listening at Entry 1, Entry 2 or Entry 3 level approved by the Office of the Qualifications and Examinations Regulation (Ofqual)), for the KOL requirements, however, there are also numerous courses available at various levels and topics, for example, music, English for work etc.

¹⁰ Target language = the language of the host country – national language taught / learned as the second language (all variants can be used in the report depending on the context).

Other acronyms widely used in English language teaching, include English as an Additional Language (EAL), English as a Second Language (ESL) and English Language Teaching (ELT).

ESOL courses usually lead to a qualification and are described by levels: Entry 1, Entry 2, Entry 3, Level 1 and Level 2. Entry level courses may also include elements of citizenship and some ESOL courses may be embedded as a part of another course.

There are official guides, practice tests and an App available to support learners.

Literacy (and numeracy) courses are free of charge. For other courses there may be help with funding available.

Courses vary in length depending on level and mode of study (full-time, part-time etc.)

State education is provided free of charge to all young people aged from 5-16 living in the UK. Generally schools will give extra support with English where required.

Source: UK Border Agency 2013

1.5. Teaching the language of the host country (approximate number of teachers and learners in your country, teachers' qualifications, their chances on the job market)

Teachers of English as a foreign language generally need a TEFL (Teaching English as a Foreign Language), TESOL (Teaching English to Speakers of Other Languages) or CELTA (Certificate in English Language Teaching to Adults) qualification or a recognised teaching qualification such as a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or a PGCE/Certificate in Education. However, qualification requirements vary considerably. Courses are run by various types of provider including colleges and universities.

Courses vary in level, length and mode of study.

There are various specific job sites for teachers of ESOL.

The number of teachers/tutors is not known. However, more than 7,000 candidates complete a CELTA or CertTESOL course each year.

It was estimated in 2001 that there were 1 to 1.5million learners of English as a foreign language.

Source: Talent.co.uk (2013), <http://www.oxfordhousecollege.co.uk/courses/CELTA> (2013),

1.6. Teaching and learning the language of the host country: trends for the future.

A review of ESOL Skills for Life qualifications is currently taking place and an extension has been given until August 2013 so changes can be agreed.

These changes are likely to affect provision and providers in the future.

Academic articles suggest that the most likely changes to occur in the near future will be related to the technology use in language teaching. There may be a move from CALL (computer assisted language learning) to MALU (mobile assisted language use) to reflect the updated technologies in the classroom. There may also be an opportunity to involve MOOCs (Massive Open Online Courses) in language teaching. Interactive whiteboard teaching may influence methodology, and web-based or e-resources may encourage language learners to become more independent and to expand their influence on learning.

Waters (2012) comments that “theorizing about ELT methodology has become increasingly based on the findings of second language acquisition (SLA) studies, and academic research of this kind is typically held in high esteem around the world, a situation which is unlikely to change”. He further points out that this can overlook other aspects of the learning process such as students’ culture and individual learning styles, teachers’ available time and pressures. There may therefore be scope to update teaching methodology in the future by giving more weight to these real-world, contextual aspects rather than to SLA studies.

Source: NIACE 2013, TESL-EJ (2013), Waters, A (2021). Trends and issues in ELT methods and methodology. In *ELT Journal* 66 (4): 440-449.

2. Language, culture and media in the educational centres for migrants

(Methodology: desktop research; each point max. 500 words)

2.0. Country-specific media context (description of main tendencies)

(What are the most important press-titles, TV and radio stations / channels?; the ICC technologies' usage in your country (particularly in the education); people's attitude to book and newspaper reading, watching TV, etc..)

Media in the UK concerns TV, radio, newspapers, magazines, and Web sites. There are a wide number of providers including the BBC, ITV PLC and News Corporation. Regional media is covered by local radio, television and print newspapers.

The most popular TV channels are BBC 1 and ITV1. There are a wide range of digital and satellite providers. The BBC charges a license fee and it is compulsory to have a license. Many channels are also available online. Commercial adverts appear on all channels other than BBC ones, and programs are often sponsored by large companies. For example, Coronation Street, a very popular soap opera, is sponsored by a large insurance company. Product placement also takes place which must adhere to the rules of OfCOM.

Watersheds are in place to ensure programs not suitable for children are shown later in the evening.

Average weekly viewing figures for 2012 from BARB show that the average hours a week spent watching TV ranged from 23.5 to 33.5 hours.

Across the most channels (BBC1, BBC2, ITV, Channel 4) the most popular TV programs are soap operas, drama series, cookery and news. For example Coronation Street attracts over 9 million views, EastEnders 8 million and Emmerdale 7 million (all soap operas). The 10 o'clock news on BBC 1 attracts over 5 million viewers and on ITV1 over 3 million.

National newspapers are broadly defined as 'tabloids' and 'broadsheets'. They often have a political bias. The top 5 newspapers in terms of circulation for 2013 are: The Sun, Daily Mail, Daily Mirror, Evening Standard and Daily Telegraph. There are also a wide range of regional newspapers. Newspapers are accessible online (sometimes this requires a subscription) and provide constant news updates.

90% of the population listens to the radio every week. Radio is either BBC, commercial or community. The most popular radio station is BBC Radio 2. Many radio stations are available online.

ICT is used extensively within the UK both for personal, business and education purposes.

Research by OfCOM (2012) reported on attitudes to broadcast media:

News:

- TV is the main source of news in the UK and world, followed by newspapers and the internet.
- 16-34 year olds were the group for which the internet was their main source of UK and world news.
- TV is the main source of news about what is going on in the local area, followed by newspapers and radio.
- Most people feel that it is important that news sources are impartial and over half felt that TV news is impartial, with the BBC seen as the most impartial.

Offence:

- 19% of respondents reported being offended by something on TV in the previous 12 months
- The most common cause of offence was language (offensive) (47%), sexual content (38%) and violence (34%).

Children:

- 50% of respondents felt it was the responsibility of both broadcasters and parents to make sure that children do not see unsuitable programs. Just under half (45%) felt it was 'mainly parents' responsibility and 4% 'mainly broadcasters'.

Source: Wikipedia (2013) Broadcasters' Audience Research Board (2013) Rajar (2013)

OfCOM (2012)

2.1. Language and culture classes' curricula (types of courses, their levels, topics; Are the courses focused on developing socio-cultural and intercultural competence of migrants? In what way?)

ESOL classes typically involve the 4 main skill areas of Speaking, Listening, Reading and Writing.

The levels of ESOL courses map to the CEFR in the following way:

Entry 1 = A1 Entry 2 = A2 Entry 3 = B1 Level 1 = B2 Level 2 = C1.

Culture and citizenship are often built into the courses.

There are numerous classes and courses available by a wide range of providers.

The UK Border Agency will only accept qualifications from an accredited provider and qualifications that have been approved through the relevant England, Scotland, Wales or Northern Ireland process. In England, Wales and Northern Ireland approved awarding bodies are:

- Ascentis
- Cambridge ESOL
- City & Guilds
- Edexcel
- Education Development International
- English Management Direct
- English Speaking Board (International) Limited
- Learning Resource Network
- National Open College Network
- Trinity College London

The exact content of the courses offered vary from provider to provider, however, they will all have to include the generic structure and elements required in order for qualifications to be approved.

An example from Edexcel's (the largest exam board in the UK) specification states that a number of wider elements should be considered: Spiritual, moral, ethical, social, cultural, environmental issues, health and safety considerations and the European dimension.

An example of a specification from a Level 1(Speaking and Listening) ESOL qualification from Ascentis can be seen below:

Level 1 - Unit 1 Speaking & Listening

Skills Required

Candidates will be able to demonstrate the ability to:

Listen for and identify relevant information from explanations and presentations on a range of straightforward topics (Lr/L1.1)

- Identify key words and phrases
- Identify information relevant to the task
- Identify main ideas

Listen for and understand explanations, instructions and narratives on different topics in a range of contexts (Lr/L1.2)

- Recognise context and gist, including within a discussion
- Recognise attitude of speaker
- Recognise opinions and factual information
- Recognise levels of formality
- Understand the use of sequence markers
- Understand details of instructions e.g. prepositional phrases
- Identify key grammatical features e.g. verb tense, register, passive voice

Use strategies to clarify and confirm understanding e.g. facial expressions, body language and verbal prompts (Lr/L1.3)

- Ask for clarification if required

Provide feedback and confirmation when listening to others (Lr/L1.4)

- Use a range of ways of giving verbal and non-verbal feedback

Make contributions relevant to the situation and the subject (Sd/L1.2)

- Use appropriate grammatical forms to make suggestions e.g. *I'd do...*, to give advice e.g. *you ought to...*, *you needn't worry* and to persuade
- Negotiate a plan with others using appropriate language e.g. *we could...*, *on the other hand...*
- Respond to an opinion or statement or expressed feeling

Speak clearly in a way which suits the situation (Sc/L1.1)

- Place stress correctly on a range of multi-syllable words
- Use intonation to add meaning and interest and when asking questions
- Speak with reasonable speed and rhythm
- Adapt register according to formality of situation

Make requests and ask questions to obtain information in familiar and unfamiliar contexts (Sc/L1.2)

- Ask for things and actions using a range of modals e.g. *could, might, would you mind?*
- Vary register according to situation
- Form different question types of question using question words, embedded and tag questions
- Use verb tense accurately e.g. present perfect, present perfect continuous
- Ask for personal information and descriptions

Respond to questions on range of topics (Lr/L1.5)

- Recognise a range of question types e.g. embedded and alternative, recognise type and amount of information required

Express clearly statements of fact, explanations, instructions, accounts and descriptions (Sc/L1.3)

- Form simple, compound and complex sentences
- Use verb tenses accurately e.g. past, present, future simple and continuous past perfect
- Use grammatical forms e.g. passive and articles
- Use suitable grammatical terms to generalise or describe a process
- Use a range of appropriate tenses, including past perfect, future continuous and perfect tenses
- Organise a narrative
- Recognise the need for an explanation or instruction and respond using appropriate register and accuracy

- Use descriptions in other type of discourse e.g. narratives, discussions
- Make comparisons using regular and irregular forms

Present information and ideas in a logical sequence and include detail and develop ideas where appropriate (Sc/L1.4)

- Present ideas clearly
- Use discourse and verb forms to indicate sequence
- Develop statements giving reasons, contrasting ideas using discourse markers and subordinate clauses.

Follow and contribute to discussions on a range of straightforward topics (Sd/L1.1, Lr/L1.6)

- Take part in social and formal interaction and respond in a range of situations e.g. introducing and taking leave, apologising, giving advice, persuading
- Initiate and follow through a difficult interaction
- Use a wide range of vocabulary and register
- Express likes, dislikes, feelings e.g. indicate degree of feelings, positive feelings etc.

Respect the turn-taking rights of others during discussions (Sd/L1.3)

- Involve other speakers by asking about feelings and opinions, asking for advice, suggesting e.g. what do you feel/think?

Use appropriate phrases for interruption (Sd/L1.4)

- Be able to interrupt in an acceptable manner
- Deal with unwelcome interruptions

Source: Edexcel (2013) UK Border Agency (2013) Ascentis (2013)

2.2. Usage of media in the language / culture classes for migrants (Are media presented in the language / classes' curricula? How? In what types of courses?) ¹¹

A report by the Joint Research Centre (JRC) in 2011 regarding language learning by adult migrants reported that ICT was only used to a great extent for level 2 in a small number of countries, one of which was the UK.

The report also found that audio and video based resources, particularly video series, TV series, podcasts and MP3 files were effective in overcoming some of the barriers with written material.

There are a number of websites that provide resources for ESOL, some of which include

¹¹ Media: press, film, TV, radio, CD recordings, audio books and ICT [= information and communication technologies] such as: e-learning, blended learning [=combining traditional class practices with e-learning practices], using computer-based educational games, interactive media-supported learning, e.g. using social communicators, learning platforms etc.

media-based resources. Some examples include:

ESOL UK www.esoluk.co.uk

Swansea Arrivals project www.Swansea-arrivals.net

ESOL Courses www.esolcourses.com

Skills workshop www.skillsworkshop.org

Evidence of this is not readily available through secondary data. Evidence from the primary research suggests that the use of the media in language learning does exist. This is often through teacher/tutor created resources rather than off the shelf.

Source: JRC (2013)

2.3. Media in language testing (e.g. in state language examinations and other types of tests / examinations). How are the media used in: Writing, Speaking, Reading, Listening and Understanding, Use of Language etc. parts of examination?

The Skills for Life Test includes a number of cultural elements as outlined previously.

The exact format and content of accredited ESOL qualification exams differ between awarding bodies. However, they will all have to meet the required specifications and these include Reading, Writing and Speaking and Listening testing. Assessments are generally externally set although some flexibility is sometimes given to awarding centres and examiners in relation to the exact content, as long as they meet the specifications.

Reading at some levels is assessed through the National Literacy Test.

An example of an assessment for a Level 1 (Speaking and Listening) ESOL qualification can be seen below:

Level 1 - Unit 1 Speaking & Listening

Tasks to be completed by the candidate

Assessment Tasks

The tasks that make up the assessment will be chosen by Ascentis from the choice given for each task. The tasks that make up the assessment will be linked within a theme. Candidates will be introduced to the theme up to four weeks before the assessment takes place. This will ensure that the candidates are familiar with both the theme and its vocabulary. The theme and guidance on where to find source materials are given within the external assessment materials.

Task 1

Listen to a narrative, explanation or conversation on a topic recorded on a tape supplied by Ascentis. Answer written questions identifying the context, gist and main ideas and attitudes. (30 minutes)

Task 2

- a) Present information, examples or ideas on a topic to a small group of peers (2 minutes)
- b) Take part in a discussion in the group, expressing views and opinions on information given on the topic and involving others in the discussion (15 minutes)

Task 3

Take part in an interaction related to the topic, asking for information, responding to requests, giving facts and explanations. The interaction could be, for example, an interview, meeting, and conversation. (10 minutes to prepare, 10 minute interaction)

Not known from secondary data if assessments contain media related exercises.

Source: Ascentis (2013)

2.4. How are language, culture and media presented in the most popular textbooks used in the educational centres for migrants?

There are numerous textbooks and teaching resources available.

The official support resources for the Skills for Life test cover a number of cultural elements including:

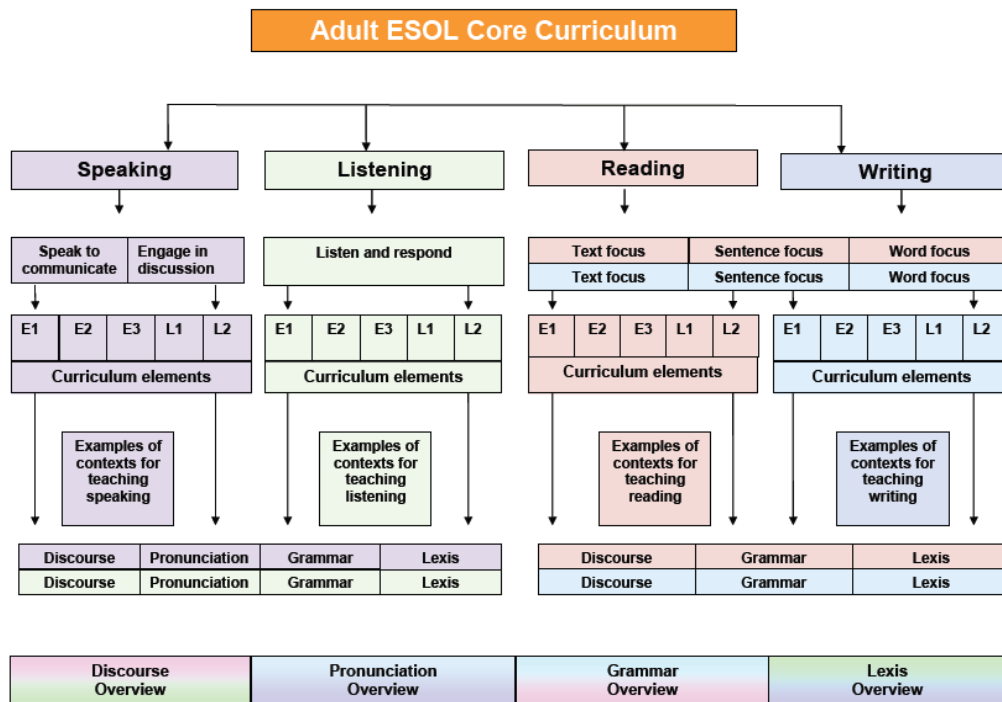
- The process of becoming a citizen or permanent resident
- The values and principles of the UK
- Traditions and culture from around the UK
- The events and people that have shaped the UK's history
- The government and the law
- Getting involved in your community

Anecdotal evidence from the primary data collection suggests that the use of media is limited in text books.

Source: TSO (2013)

2.5. Language pedagogy applied in teaching the language of the host country and **the use of it** in the textbooks (Describe the most popular approaches.)

The Excellence Gateway provides a guide to the ESOL Core Curriculum:



A report by NRDC (2007) concluded that: ‘Effective practice can be seen when teachers are able to balance the conflicting demands, both external and internal, arising from policy and management requirements with learners’ lives and goals. Managing the potentially fragile classroom ecology, where so many diverse people are gathered together, requires exceptional and flexible teacher qualities as well as sound teaching strategies’

They then listed range of elements for successful provision including:

- Clear planning
- Encouraging and supporting extended ‘talk from within’,
- Collaborative group work
- Using the classroom as a place to learn from and for the outside world, including language socialisation as well as language acquisition.
- Constant re-visiting and reworking of linguistic items in different contexts.
- Safe and enjoyable learning.

Also see the primary data results for key findings.

Source: Excellence Gateway/LSIS (2013) NRDC (2007)

3. Pedagogy of media-supported host country language teaching from the teachers' perspective . Research methodology: surveys / interviews with at least 20 teachers / trainers; each point: **approx. 250 words**

Please, analyze the teachers and trainers' answers to open-ended questions and provide statistics for close-ended responses.

3.1. Profiles of the host country language teachers / trainers interviewed (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

A total of 8 teachers completed a questionnaire. Seven are currently teaching in the UK, whilst one was visiting from Denmark where she teaches Danish (and English) to migrant groups.

2 were male and 6 were female.

5 were originally from the UK, 1 from Austria, 1 from Yemen and 1 from Denmark

The teachers had a range of qualifications with all having more than 1: Masters 3, Degree 4, CELTA 2, PETLLS 2, DELTA 1, teaching qualification 3, DipTEFL 1. 1 teacher did not answer.

7 teachers were teaching English, 1 Danish and 1 German.

Teaching experience ranged widely with over half of the teachers having taught for more than 10 years: 3 x 1-5 years, 2 x 11-15 years, 1 x 16-20 years, 1 x 21-30 years, 1 x 30+ years.

Many of the teachers have taught in different types of institutions: 2 in primary/secondary, 3 in FE, 4 at HE, 4 in Adult Education and 2 in 'other': private language schools and summer schools.

The majority of teachers had taught across a range of levels: 6 x A1, 6 x A2, 6 x B1, 6 x B2, 4 x C1 and 2 x C2.

Most of the teachers had only taught adult migrants and the types ranged: works searching migrants x 2, refugees x 3, employed migrants improving skills x 4, candidates taking state exams x 4, candidates for HE x 2 and HE students x 3. Two teachers had taught younger

migrants: secondary school students and summer school teenagers.

Please, sum up point 1. and 2. of the questionnaire addressed to the teachers and trainers,

3.2. What types of media do the teachers / trainers use outside of the classroom?

(How often? For what purpose?)

All the different types of media were used to lesser or greater extents by the teachers.

The most common forms of media used on a regular basis were newspapers/magazines, TV, radio, computer based technologies and websites. Audio books and computer games were used the least regularly. For social communicators, the use was split between being very regular and never. Each type is analysed below;

- Newspapers/magazines are generally used very regularly for mainly self-learning and relaxing.
- Films are generally used occasionally, mainly for relaxing.
- TV programmes are generally used regularly for self-learning and relaxing.
- Radio programmes are used generally used regularly mainly for self-learning and relaxing.
- CD recordings are generally used occasionally mainly for relaxing.
- Audio books are rarely or never used. When they are used they are mainly for relaxing.
- Computer based technologies are generally used very regularly for a very wide range of purposes.
- Computer games are generally never used.
- Social communicator use is split between regular and rare/never use. Where used, they are for a wide range of purposes.
- Websites are generally very regularly used for a very wide range of purposes.
- ELearning platforms are generally used occasionally for self-learning.

Please, sum up point 3.1. of the questionnaire addressed to the teachers and trainers

3.3. Teachers and trainers' views on the media-supported teaching of the target language and culture with regards to their effectiveness in developing: a) language skills, b) communicative linguistic competences, c) intercultural competences, d) other skills and competences). (250-500 words)

100% of teachers said that they thought media can support the teaching of language and culture. The reasons for this included:

- Use of authentic language and tasks and provides authentic sources of information and communication
- Promotes independent learning
- Develops IT skills
- Provides culture and citizenship based resources – provides important information for modern living in the UK
- Provides useful information and insights into society, history, culture, education systems etc.
- Reflects culture and can provide comparisons.
- Provides interaction/real life communication with, and support from, others in the target language
- Integrates students more which means they learn more quickly and effectively
- More appealing than textbooks
- Makes lessons more interesting
- Dispels common misconceived stereotypes
- Up to date and varied
- Provide integrated activities

The linguistic skills which can be particularly supported can be ranked in the following orders from the occurrences (in brackets):

LANGUAGE SKILLS:

Listening (8)

Reading (7)

Interaction with native speakers and speaking (5 each)

Writing and mediating (3 each)

COMMUNICATIVE:

Lexical (7)

Sociolinguistic (6)

Grammatical (5)

Pragmatic (3)

INTERCULTURAL:

Culture (8)

Every-day life (7)

Customs and human relations (6 each)

Values and politics (3 each)

In summary, the teachers feel that listening and reading skills, lexical and sociolinguistic and culture and every-day life are the skills that can most be supported by using media.

Please, sum up [point 4](#). of the questionnaire addressed to the teachers and trainers

3.4. Description of good practices (e.g.: exercises, tasks, activities) given by the teachers and trainers of using media in teaching the target language or culture.

Teachers gave a wide range of specific and general practices that they have found useful. Some also gave examples for different levels. These included:

- A1/A2: building vocabulary from pictures in supermarkets and other advert – making a shopping list from the words
- B1/B2: reading and writing skills – finding information on the internet and making a poster with the pictures and text
- C1: listening and writing skills around culture and politics. Watch a TV film or series as a basis for discussion or activities, for example, history. Older films or programs often have slower language which is an advantage

- Making pictures with words using an IWB
- HBSC advert on cultural differences: introduces the concept of culture. Listening exercises and worksheet called the cultural iceberg. Promotes discussion and writing pieces. At higher levels can be used to discuss stereotypes in society.
- DVD documentaries: pre-listening: introduce new vocabulary and posing questions on content. While listening: comprehension. Post listening: write sentences using questions and answers. Speaking: follow up discussions.
- Information searches on Internet
- Role plays for beginners
- Upper elementary multi-lingual class: using news reports on paper/news clips from BBC website. Learners can identify language and vocabulary and discussion can be elicited, for example, past tenses, talking about the environment etc. Provides a huge range of choices depending on the objectives for the lesson.
- Interactive grammar tasks and vocabulary exercises, e.g. ESL Café for all levels
- DVD of 'Dispatches' TV programme (UK documentary series) to begin a session about immigration in the UK (used with a group of high level teachers from China).
- British council/BBC podcasts used with learners of various levels for listening practice (authentic and scripted)
- Academic word lists website – learners taught to create their own gap fill exercises (upper-intermediate plus)

Please, sum up point 5.1. of a questionnaire addressed to the teachers and trainers

3.5. Teachers and trainers' views on the particular types of media effectiveness in teaching a target language and target culture

Comments from teachers varied here ranging from specific examples of media to more general pedagogical observations.

Specific media:

- Watching films (e.g. YouTube) – helps learners to focus more as most are visual learners
- Videos – contextualizes when doing new topics. Lower level learners enjoy the visualness and helps with top down and bottom up approaches

- DVD – integrated approach
- On-line newspapers- exercises using these have been successful
- Interactive media such as games and learning tasks
- Internet – offers the widest range of options
- News reports and newspapers – can highlight language and pictures can assist with the topics

Pedagogical:

- In any learning environment variety is what works best.
- Younger learners often respond best to electronic media

Please, sum up point 5.2. of a questionnaire addressed to the teachers and trainers

3.6. Teachers and trainers' opinions on the main obstacles in media-supported teaching of the host country language and culture

One of the most common obstacles was reported as being technology: access to it, it working correctly and being able to use it.

An obstacle was also reported as being learners' access to IT which can prevent homework being set.

It was also reported that it is difficult to find realistic resources that suit different levels and that there are limited 'off the shelf' resources at different levels.

Other issues included:

- On radio and TV people speak too fast but subtitles are useful
- Specific topic based technical vocabulary
- Danger of the medium overshadowing the learning message: 'sitting people in front of a screen' syndrome

Please, sum up point 5.3. of a questionnaire addressed to the teachers and trainers

3.7. Teachers and trainers' suggestions regarding the content of a coming into being learning platform with: a teacher guide how to use media resources in teaching and media-supported language exercises

The teachers gave a wide range of suggestions many of which focused on real-life, relevance to learners and the varying levels.

The suggestions included:

- Footage of teachers in action
- Integrated skills based around topics
- Sequential learning using the same topics – many course books do not do this
- Lexical – vocabulary
- Terminology
- Collocations (co-occurrence of words)
- Learners:
 - Learners' own views and advice
 - Not 'dry'
- Realistic:
 - Be unafraid to cover topical issues that are important and interesting to learners
 - Sense of humor
 - Tasks involving everyday issues and practices
 - Activities based on citizenship
- Levels:
 - Tasks and exercises which can be easily adapted to different levels
 - Work seamlessly and different media for different levels or visual language so can be understood
 - Oral exercises for all levels

Anecdotal evidence suggests that the platform will be welcomed as many teachers currently

make their own media based resources.

Please, sum up [point 5.4.](#) of a questionnaire addressed to the teachers and trainers

3.8. Other teachers' comments concerning media-supported teaching of target language.

Two teachers commented here:

- Media supported language learning can be excellent if done well.
- Staff need training for it.
- Media should be used to support learning in the classroom to encourage and enable independent learning outside of the classroom.

Please, sum up [point 5.5.](#) of a questionnaire addressed to the teachers and trainers

4. Pedagogy of media-supported language teaching from the learners' perspective.

Research methodology: surveys / interviews with at least 30 migrant learners; each point: max. 250 words

Please, analyze the learners' answers to open-ended questions and provide statistics for close-ended responses.

4.1. Profiles of the host country language learners interviewed. (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

In total 33 learners completed the questionnaire. This was done with support from their teachers/tutors and the UoW project team where necessary.

10 were female and 20 were male. 3 declined to answer.

The learners came from a wide range of countries: Iraq 5, Azerbaijan 1, China 1, Spain 1, Pakistan 2, Brazil 1, Sudan 1, Libya 1, Moldova 2, Saudi Arabia 18.

Their level of education varied with the most common level being Further Education: primary 1, secondary 4, Further Education 12, university 9. Five learners also answered 'other' and these were: Doctor, Postgraduate, Certificate, Diploma, Entry 3. (2 declined to answer).

The wide range of origin countries also resulted in a wide range of native languages: Arabic 19, Romanian 2, Chinese Mandarin Cantonese 1, Kurdish 5, Azerbaijani 1, Urdu 2, Portuguese 1, Spanish 1, Swedish 1.

The learners also spoke amongst them a wide range of other languages they considered to be a foreign language for them: Russian 3, German 2, Italian 2, Arabic 2, Turkish 2, Spanish 2, French 2. English was by far the most common with 25 learners reporting it as foreign language they speak.

Learners had been in the UK for a range of time and for more than half this was less than 6 months. 0-6 months 18, 6-12 months 4, 1-5 years 7, 5 years + 1.

The reasons they came to the UK were predominantly personal (12) and professional reasons (11). One learner stated economic reasons and 12 stated 'other' reasons which included; to help their government; accompanied wife; learn English. Two declined to answer and some learners chose more than one reason.

The majority of learners had started to learn the target language within 6 months of living in the UK (27) and 2 had started after 1 year. Two learners declined to answer.

Almost all the learners (31) were learning English, 1 Italian and 1 declined to answer but it can be assumed it was English.

The majority of learners had been learning the target language for less than 6 months (23). Two had been learning it for 6-12 months, 2 for 1-5 years and 2 for over 10 years.

The target language had been learnt in a range of institutions with the most common being further education (10) and adult education centres (8). Five learners had attended a university to learn the language, 2 schools (type not specified), 3 primary schools, 5 secondary schools and 2 selected 'other': 1 at home and 1 in the USA.

The majority of learners had been learning the target language at A1 (15) or A2 (10). B1 was then most common (8). B2 and C1 levels were relevant to one learner each. Some learners chose more than one level.

The main reasons for learning the target language were 'to get a job' (16), 'to have a better job' (15) and 'because I like the language' (15). 'Communicate with family was chosen by 5 learners and 'communicate with a partner' by 2 learners. Other reasons given included: university (2) and general communication (2). Some learners chose more than one reason.

Please, sum up points 0.1-0.9. of a LEARNER INTERVIEW

4.2. What types of media do the learners use outside of the classrooms? How often? For what purposes? What is the language of media they use?

Almost all the learners said that they used media outside of the classroom (31). One said no and 1 declined to answer. For the learner who said 'no' this was due to lack of time and expense in the UK.

The table below summarises the types of media and the extent of use. The key extents of use are highlighted in red.

1 = everyday 2 = few times a week 3 = few times a month 4 = few times a year 5 = almost never 6 = never

Type of media	Extent of use	Purpose	Language
Newspapers/magazines	1 21% 2 33% 3 18% 4 0% 5 7% 6 21%	Mainly self-learning. Also for all other purposes.	Both native and target
Films	1 10% 2 66% 3 14% 4 0% 5 0% 6 10%	Mainly for self-learning and relaxing. Also for all other purposes.	Both native and target – more often target
TV	1 32% 2 21% 3 11% 4 7% 5 18% 6 11%	Mainly for self-learning and relaxing. Also for all other purposes.	Both native and target – more often target
Radio	1 19% 2 15% 3 27% 4 4%	Mainly self-learning and relaxing. Also for all other purposes.	Both native and target

	5 12%		
	6 23%		
CD Recordings	1 10%	Mainly for self-learning, relaxing and 'other'. Also for communicating and solving problems.	Native, target and other languages
	2 14%		
	3 14%		
	4 10%		
	5 10%		
	6 42%		
Audio books	1 5%	Mainly self-learning. Also for relaxing and 'other'.	Native, target and other languages – more often target language
	2 23%		
	3 14%		
	4 5%		
	5 10%		
	6 43%		
Computer based	1 57%	Mainly self-learning. Also for relaxing, solving problems and communication.	Both native and target – more often target language
	2 16%		
	3 9%		
	4 0%		
	5 9%		
	6 9%		
Computer games	1 11%	Mainly for self-learning and relaxing. Also for communication.	Native, target and other languages – more often target language
	2 22%		
	3 16%		
	4 7%		
	5 7%		
	6 37%		
Social communicators	1 37%	Mainly for communicating. Also for all other purposes.	Native, target and other languages – more often native and target
	2 26%		
	3 11%		
	4 7%		

	5 0%		languages
	6 19%		
Websites	1 48%	Mainly for self-learning and solving problems. Also for all other purposes.	Both native and target
	2 25%		
	3 4%		
	4 4%		
	5 0%		
	6 19%		
E-learning platforms	1 35%	Mainly for self-learning. Also solving problems and 'other'.	Both native and target – more often target language
	2 29%		
	3 0%		
	4 6%		
	5 12%		
	6 18%		
Other	1 24%	For self-learning, relaxing and communicating.	Native, target and other languages
	2 13%		
	3 0%		
	4 13%		
	5 0%		
	6 50%		

Please, sum up points 1.1 and 1.2. of a LEARNER INTERVIEW

4.3. What are the learners' favorite types of media in the native and target language? Why do they not use other forms of media?

The favorite types of media can be ranked as follows:

- TV = 10
- Films = 7
- Computers = 5

- Facebook, Internet, newspapers, websites = 2 each
- Skype, social media, BBC, audio books, radio = 1 each

Of the 18 learners who answered, 13 said they used media in their native language and 5 said no.

The reasons for use included:

- Native country news and information
- Vocabulary
- In mother language
- To teach people
- Communication
- Learning
- Relaxation
- Translation
- Easy to understand
- Like Arabic films

Of the 25 learners who answered the question 22 said they used media in the target language and 3 said they didn't.

The reasons for use included:

- To learn and practice English (most common reason by far)
- Like English films
- Vocabulary
- Communication with new friends
- Grammar
- Accessible
- Variety of programmes
- To understand what is happening in the news
- Remember the language

- Search for jobs

The reasons given for not using media in the target language can be summarised as follows:

Boring: Computer games (4) CD recordings (2) Radio (1) EBooks (1)

No access: Computer games (1) Films (1)

Not helpful: Films (1) Computer game (2) TV (2)

No time: Radio (1) CD Recordings (2) Websites (1) Newspapers/magazines (1) Film (2) Audio books (1) Computer games (1) Social communication (1) Books (1)

Can't use: Social communications (1) E-learning (1) Audio books (1) Newspapers (1)

Want to use in the future: ELearning (1) Social communication (1) Radio (1)

Please, sum up points 1.3. and 1.4. of a LEARNER INTERVIEW

4.4. The migrant learners' opinions on the using media in the target language classroom (the teaching practices they like and dislike).

The most common types of media used in the classroom can be ranked as followed by the number of occurrences:

- Cd Recordings - conversations (13)
- Websites (13)
- Audio books (13)
- Newspapers/magazines (12)
- TV (9)
- CD Recordings (9)
- Computer games (7)
- CD – songs (6)
- Films (6)
- Social communications (5)
- E-learning (4)
- Radio (3)
- Computers (2)

- 'Other' CD recordings (2)
- 'Other': dictionaries (2)

Like:

A number of reasons for liking specific forms of media were given:

- Audio books: good for listening
- Films: improve language
- Recordings: hear different voices
- Computers: vocabulary
- Conversations: help to learn
- Songs/conversations: relaxing and good for learning
- Hear real conversations and watch pictures at the same time
- TV/radio:

Other generic reasons given were 'relaxation', 'social communication', 'easy to understand', 'helps with language' and 'learn more effectively'.

Dislike:

A number of reasons for disliking specific forms of media were given:

- Social media: boring
- Computer games: boring
- CD/songs: sometimes difficult to understand

Other generic reasons given were 'boring', 'no benefit' and 'same exercises'.

Please, sum up points 2.1. and 2.2 of a LEARNER INTERVIEW

4.5. The learners' expectations on what kind of media they would like their teachers use in the classroom and in what way

Many learners did not give any examples. Where they did, these included:

- Films
- Songs
- Social communication

- Learning about native people
- Radio
- Subtitled cartoons
- Subtitles
- Computers
- TV

Please, sum up point 3. of a LEARNER INTERVIEW

4.6. The learners' views on how the media help them to learn different aspects of the target language and culture as well as how to live in a new society.

The learners found this question very hard and most ticked the options that applied to them rather than completed sentences. The number of occurrences were as follows:

- Pronunciation = 11
- Communication with native speakers = 17
- Improving my job opportunity = 7
- Behaving in everyday situations = 4
- Understanding the target culture and native speakers - 11
- General language skills = 12
- Learning how to use ICT = 4

Please, sum up point 4. of a LEARNER INTERVIEW

4.7. The migrant learners' descriptions of the moments when they understood something in the host country thanks to media.

Learners found this question very hard and many therefore gave generic examples only.

These included:

- TV to learn new words
- Films
- Telephone searches
- Books
- CDs

- DVDs
- Computer use
- Short stories
- News

More specific examples included:

- Films/music – lots of words which improve listening and speaking, and pronunciation
- Children watching cartoons
- Using web based translation tools for difficult words
- Watching a film and practicing – good for listening

Please, sum up point 5. of a LEARNER INTERVIEW

4.8. The learners' suggestions regarding the content of a coming into being learning platform with media-supported language exercises

A wide range of suggested content was given. Some of these have been grouped together as they were fairly generic, whilst others were very specific.

- Films/short clips (practice, listening, answer questions about it)
- Newspapers – read and answer questions
- Social interaction – making friends and talking with them
- Conversations with native speakers
- Listening exercises and tasks
- New vocabulary and information
- Written texts
- Audio files
- Easy to access
- Gap fill tasks
- Grammar exercises
- Interesting
- Topics about daily life

- Common sayings
- Useful word groups

Please, sum up point 6. of a LEARNER INTERVIEW

4.9. Other learners' comments concerning media-supported learning of target language and culture

No Question 7 in learner questionnaire. See section 3.8 above for teacher comments

Please, sum up point 7. of a questionnaire addressed to the teachers and trainers

5. Language pedagogy supported by media: every-day practices and calls for change.

Please, recapitulate your desktop research (point 1.-2.) and interviews with teachers and learners (point 3. and 4.); max.: 500 words (not less than 250 words)

The secondary data suggests that people migrant to the UK from a wide range of countries and that 12% of the population were not born in the UK. The most common birth country for these is India, Poland and Pakistan. Study is the most common reason for migrating to the UK, followed by work. Although dependent on their status, migrants generally have good access to public services. Employment opportunities also appear to be good.

There are a range of requirements that need to be met for visa and settlement. One of these is the KOL (Knowledge of Life) requirement. The teaching of English takes place through a range of qualifications (at different levels) in a range of institutions. Courses generally include cultural aspects too.

From the teacher research it is clear that they use a range of media outside of the classroom and feel that such media can support language teaching effectively. Some of the key reasons for this were relevance, learner interest and cultural aspects. Teachers felt that listening and reading, lexical and sociolinguistic and culture and every-day life are the skills that can be most supported by using media. A range of specific good practice examples were given across the various skills and levels along with a number of suggestions for the Lime platform. Many of these included visual resources, realism and interesting for the learners. The key barrier to use appeared to be in relation to technology (access, use,

working effectively).

The learners involved in the research came from a wide range of backgrounds and many had been in the UK for a relatively short period of time. The vast majority of learners use media outside of the classroom, often in both their native and target languages. Most of the forms of media were used for self-learning which suggests that learners find media useful for this purpose. TV was the most popular type of media used by their teachers followed by films and computers. The most common reason for using media in the target language was to learn and practice the language. Where media was not used this was often due to boredom, lack of access and lack of time. In the classroom CD recordings of conversations were reported to be most commonly used followed by websites, audio books and newspapers/magazines. Learners reported a wide range of benefits to these (and other media) but also commented that some media is boring and CD and songs can be difficult to understand.

Learners reported that media helped them with a range of skills, with communication with native speakers being the most common. A wide range of suggestions were given for the Lime platform some of which focused on culture, real life situations and listening skills.

Acronyms List

BARB	Broadcasters Audience Research Board
BBC	British Broadcasting Corporation
CELTA	Certificate in English Language Teaching to Adults
CIPD	Chartered Institute of Personnel Development
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EAL	English as an additional language
ESL	English as a second language
ESOL	English for speakers of other languages
ELT	English language teaching
GP	General Practitioner

JRC	Joint Research Centre
KOL	Knowledge of language and life
LTIM	Long term international migration
NHS	National Health Service
NQF	National Qualifications Framework
NRDC	National research and development centre for adult literacy and numeracy
OfCOM	Independent regulator and competition authority for the UK communications industries
OfQUAL	Office of the Qualifications and Examination Regulation
PGCE	Postgraduate certificate of education
TEFL	Teaching English as a foreign language
TESOL	Teaching English to speakers of other languages

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LiMe “Languages in Media”

LLP Key Activity 2 Languages

Work Package 2 Contextualisation and Good Practice Research

Spain

1. Identification and description of target groups

(Methodology: desktop research; each point max. 250 words)

1.1. Main migrant groups in your country (% of total population, types of temporary migrants – workers, university students etc., nationalities)

The nationality map in Spain has changed considerably over the last few years, especially in the last decade – Spain has changed from being an exporter of emigrants to being a receiver of people of different nationalities. There are now more than 5 million foreigners living in Spain (officially registered by *INE**), giving rise to a complex and heterogeneous population. This complex growth in migrant movement has come to an end, mainly due to the economic crisis.

There are 5.363.688 (12.14% of the total population) foreigners living in Spain.

Among the different nationalities, are the following:

Romania: 913.405

Morocco: 859.105

Ecuador: 391.231

Colombia: 271.596

United Kingdom: 246.533

Italy: 189.841

China: 176.335

Bulgaria: 176.333

Bolivia: 157.132

Peru: 139.825

Portugal: 130.955

Germany: 130.020

France: 104.724

Dominican Republic: 97.327

Argentina: 93.750

Other countries: 1.284.429

Of these immigrants, 762.729 are temporary residents who have a work permit or family reunification residency.

Types:

- a) Resident tourists coming from western countries
- b) Legal immigrants with a residence permit coming from countries of the developed world (USA, Japan, Australia...)
- c) Refugees / exiled, sometimes with a high level of academic education, coming from areas of conflict.
- d) Immigrants (many of them non-legal) coming from areas of conflict or underdeveloped countries with economical difficulties. Low educational level.

* INE (*Instituto Nacional de Estadística* – Statistics National Institute), autonomous body that is in charge of statistical operations (demographical and economical census, national accounts, demographical and social statistics, economical and social indicators and Electoral Census formation).

Source: Instituto Nacional de Estadística (30-9-12); www.amicsunesco-barcelona.cat

1.2. Situation of migrants in your country regarding public services (e.g. access to primary health care and education)

The situation of citizens' and immigrants' rights, especially non-legal immigrants, has dramatically changed during the last few months due to the global crisis and the cuts

instigated by the Spanish government. So, rather than defend and promote public healthcare for all, regardless of their legal situation, their country of origin, their social class, gender, identity, belief, and race, this now only applies to legal immigrants.

Before the *Real Decreto Ley 16/2012* (Royal Decree) of September 2012, immigrants had the right to public healthcare; now they only have the right to emergency care.

Immigrants are now entitled to:

*Education: free access to public education;

*Non-university students: 781.446, most of them in general education;

*Degree students: 34.236 (EU 37.3%; third countries 62.7%)

Healthcare: immigrants have the right to benefit from emergency public healthcare in case of serious illness or accident, without the need to be registered residents. Registered residents and all minors have access to public healthcare under the same conditions as Spanish citizens.

Source: Data and numbers belonging to school year 2012-13 Education, Culture and Sports Ministry (*Ministerio de Educación, Cultura y Deporte*; www.europapress.es; www.lamoncloa.gob.es)

1.3. Situation of migrants in your country on the job market

Migrants earn lower salaries than locals because they take less qualified jobs and work for low-wage companies. When they arrive they undergo job down grading because their skills are not suited to the Spanish labour market. Hence they have to accept jobs for which they are overeducated and massively reduced salaries due to the lack of recognition for their studies.

In general terms it can be mentioned that:

- Migrants from developing countries earn 29.2% less than locals as they have low skilled jobs and work at companies paying low salaries.
- 69.2% of migrants from developing countries accept a job in Spain that is worse than the one they had in their country of origin.

- Improvement is very slow and after living here for almost one decade they still do jobs below those they used to do in their countries of origin.

According to the statistics, the immigrant population is quite heterogeneous and works in a wide variety of sectors and professions. Generally, based on the country of origin, immigrants work in the following sectors:

European Union: finance and commerce

Latin America: domestic employees and hospitality

Eastern Europe: construction

Morocco: agriculture

At the end of 2012 there were 1.221.800 unemployed immigrants (36.5%)

Source: www.amicsunesco-barcelona.cat; www.elpais.es

1.4. “Young migrants” versus “adult migrants” opportunities to learn the target language (schools, other types of educational centers where courses are organized; How long are the language courses? Is the learning free of charge?)

The growth of the immigrant population has favored the teaching of Spanish as a second language, a relatively new subject, which has been successfully developed over the last decade.

Beyond compulsory free education (child, primary and high school), Spanish for Foreigners curricula (*ELE -Español para Extranjeros*) have focused on teaching the language to university students or educated adults and a great number of course books and materials have been developed and research conducted based on teaching these students. Schools, universities or enterprises specialized in Spanish for Foreigners are mainly private.

However, less materials, course books and research have been created and developed to teach adult immigrants that don't fit this profile. Many schools where Spanish for Foreigners courses are taught employ materials made or adapted by teachers, who are sometimes experts in Spanish for Foreigners, but often using material intended for other subjects.

There are adult public education centers (*EPA – Educación de Personas Adultas*) funded by municipal or regional governments. The law regulating these centers is in *Título III* from *Ley*

Orgánica de Ordenación General del Sistema Educativo de 1990 (LOGSE), and in chapter XII from *Libro Blanco de Educación de Adultos*. The curricula dedicated to immigrants were introduced after this law.

Nowadays, most Spanish for Foreigners courses are taught in EPAs, and they form part of the non-formal education sector. They are basic language courses, with the purpose of teaching immigrants to communicate effectively. In addition, adult immigrants have access (in these centers) to other courses related to their professional or personal development.

Additionally, Participation and Integration of Immigrants Centers (*Centros de Participación e Integración de Inmigrantes*) are public entities financed by the Immigration and Cooperation Agency of the different regional governments and managed by different associations representing different nationalities. They aim to develop the wellbeing of the immigrant and local population through initiatives promoting intercultural coexistence. The centers have a homogeneous structure and functioning, but they adapt to the user's profile.

Public Centers

El Instituto Cervantes (minors and adults)

Universidad Internacional Menéndez Pelayo

Language Schools.

Programmes PROA in Secondary Schools

Adult Education Centres, governmental institutions, associations, universities (regional and municipal governments and NGOs)

Catholic associations (Cáritas)

Courses based on reading (from illiterate levels to advanced), writing, socio-cultural topics, speaking / listening. Aligning text to sound, a lot of visuals and media for all kinds of learner levels and age (more for initial / illiterate levels)

Duration: One-year courses mostly but also intensive (2-3 months)

Fees: Learning is free (funded by Ministry of Foreign Affairs, Social Development Projects and NGOs)

Private Bodies

Universities and colleges (Language centers and Spanish departments)

Private academies or schools

Business such as ISA (International Study abroad)

Source: *Instituto Cervantes / Centro de adultos* Miguel Hernández

https://www.obrasocialcajamadrid.es/Ficheros/CMA/ficheros/OSEduca_EPIManual.PDF

1.5. Teaching the language of the host country (approximate number of teachers and learners in your country, teachers' qualifications, their chances on the job market)

Taking into account that Spanish as a foreign language is a relatively new discipline in Spain, it is usually taught by English and Spanish philologists, teachers, and graduate teachers in English as a foreign language, mainly in universities within the curricula of Spanish for foreigners.

With regard to the teaching of immigrants, it is worth mentioning that lots of non formal education institutions – municipal government and non-profit organizations - teach Spanish language for free or nearly free. However due to the economic crisis Spanish language teaching has been greatly reduced.

Teachers' associations

Lots of people interested in working in this sector have the opportunity to join teachers associations of Spanish as a Foreign Language. Some of the Spanish associations are:

*AEPE: European Associations of Spanish Language Teachers:

<http://www.aepe.eu/>

*FIAPE: International Federation of Associations of Spanish Language Teachers

<http://www.fiape.org/>

* Association to the Teaching of Spanish as a Foreign Language (ASELE)

<http://www.aselered.org/>

* Association of Language Centres in Higher Education (ACLES):

<https://acles.wikispaces.com/Home>

* Spanish Association of Applied Linguistics (AESLA)

<http://www.aesla.uji.es/>

Qualifications

Mostly teachers of ELE (also assistants), language school teachers, NGO instructors and helpers.

Numbers: Difficult to predict, but with Master of Arts on ELE, there are more than before (over the past five years the number has increased by 25%)
More chances in the market, but also people coming from Philology studies (with English major)

Source: <http://espanolparainmigrantes.wordpress.com/>

1.6. Teaching and learning the language of the host country: trends for the future.

Among recent tendencies in teaching of Spanish as a Foreign Language are:

- Exhaustive identification of groups and individuals to create guidelines and specific materials according to students' needs.
- Moving towards the integration of audio-visual material and on-line material
- Literate levels: More of a focus on reading and text types / genres, dealing with real material (newspapers, forms, bills, job offers, etc)
- Sequencing of lessons according to levels (Certificate of Languages)

The tendency is also to integrate specialists of Spanish as a Foreign Language for teaching and testing.

In addition, a recent tendency is the holding of congresses and the formation of associations and committees' for the learning-teaching of Spanish as a Foreign Language.

All associations have their own web pages which were produced mainly from the 80s, (<http://hispanismo.cervantes.es/default.asp>) or Todoele (<http://www.todoele.net/>)

More information in <http://www.hablandodeele.com/2011/05/11/asociaciones-de-espanol-para-extranjeros/>

Source: MEC

<http://www.mecd.gob.es/dctm/redele/Material->

[RedEle/Biblioteca/2011_BV_12/2011_BV_12_2do_semestre/2011_BV_12_15Leal.pdf?documentId=0901e72b8101f02e](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/14/14_1067.pdf)

http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/14/14_1067.pdf

2. Language, culture and media in the educational centers for migrants

(Methodology: desktop research; each point max. 500 words)

2.0. Country-specific media context (description of main tendencies)

(What are the most important press-titles, TV and radio stations / channels?; the ICT technologies' usage in your country (particularly in the education); people's attitude to book and newspaper reading, watching TV, etc..)

Although traditional media are still very important, technologies are increasingly employed to communicate, inform, and learn about L2 culture. Smartphones have become an indispensable tool as they bring together a great variety of traditional media. According to the 13th edition of the annual report by *Telefónica* called "The Information Society in Spain", 63,2% of mobile phone users now use a smartphone, the highest rate in the UE. Therefore an important tendency is the development of applications for these devices, some of which are educational.

After analyzing more than 50 press, radio, and TV media in Spain, social networks were shown to be the most popular media: Facebook, Twitter, and Youtube. In this report is highlighted that inside the general press, the media with more followers in the networks is El País (1.702.000 followers), then el *Mundo* (802.000 followers), and in the third place ABC (213.000 followers).

The Spanish publicly owned and operated radio and television broadcaster *Radiotelevisión Española, S. A.*, owns different channels and bandwidth that cover all informative and cultural sectors, from sports to the children's programs. This group of mass media is also present on the Internet and offers eligible contents, as well as other Spanish televisions.

The audience varies considerably depending on the time of the day, month and year, but in Spain the three most popular stations are: *La 1, Antena 3 y Telecinco*.

If we consult their respective audience shares through the web “formulatv.com” on the 23rd April the three aforementioned channels were the most watched, La Uno, (17,1% of audience), *Telecinco* (12%) y *Antena 3* (12%), the rest is divided between the remaining 26 channels that are freely available.

Summary of Media

Press titles: *El País*: <http://elpais.com/>, *El Mundo*: <http://www.elmundo.es/>, *ABC*: <http://www.abc.es/>, *La Vanguardia*: <http://www.lavanguardia.com/index.html>

TV: TV 1, TV 3, TV 4, TV 5, *La Sexta*

Radio: National Radio of Spain (Radio 1 , 3, 5), *Cadena Ser*, *La Cope*, *Onda 0*, *Punto Radio*,

ICC: Desktop computer, laptop, mobile devices (tablets), social networks –twitter, facebook, tuenti,...

For further information, click on: <http://www.mediosmedios.com.ar/A.%20Espa%C3%B1a-periodicos.htm>

Source:

Spanish Televisions Audience: <http://www.formulatv.com/audiencias/2013-04-23/>

Telephone foundation:

http://www.fundacion.telefonica.com/es/que_hacemos/noticias/detalle/10_01_2013_esp_2430

National Institute of Statistics: <http://www.ine.es/>

National Agency of Education, Culture, and Sport: <http://www.mecd.gob.es>

2.1. Language and culture classes’ curricula (types of courses, their levels, topics; Are the courses focused on developing socio-cultural and intercultural competence of migrants? In what way?)

The institutions which teach Spanish as a Foreign Language offer courses based on students’ needs.

Due to the high demand for these courses they are increasing in scope and variety.

*Courses for university and secondary students:

* Intensive courses of Spanish

*Speaking courses

*Writing courses

* Art and Culture Courses

* Literature Courses

* Spanish for economics

Among the specific courses for the immigrant population, language courses with little contents based on the development of cultural competences stand out.

* Language courses A1, A2, B1, etc.

* Spanish courses for occupational purposes

Currently, there are four linguistic certificates

- Spanish Certificate of A1 Level
- Spanish Certificate of B1 Level
- Spanish Certificate of B2 Level (Intermediate)
- Spanish Certificate of C1 Level (Advanced).

The tests for Spanish Certification (initial, intermediate, and advanced levels) are being revised and updated to certify B1, B2 and C2, from the Common European Framework of References.

2.2. Usage of media in the language / culture classes for migrants (Are media presented in the language / classes' curricula? How? In what types of courses?)

Media is frequently used in its different versions: TV, radio, hypermedia, podcasts, links, internet, youtube, videochats, etc

They are integrated in class via regular access to technology and also in computer labs (individual use)

Group activity is also emphasized

http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/14/14_1067.pdf

2.3. Media in language testing (e.g. in state language examinations and other types of tests / examinations). How are the media used in: Writing, Speaking, Reading, Listening and Understanding, Use of Language etc. parts of examination?

They are not used so much for testing-- most testing is done via individual / collaborative productions on-site.

UNED uses more methods for testing with media (on-line, links, quizzes, etc)

Instituto Cervantes focuses on skills for A1-B2 levels (written / oral)

National universities usually test on all 4 skills, but no media are used (except for listening)

Tasks and how-to-do projects are also evaluated

See attachment on [Proyecto curricular ELE](#) (pp. 103-113)

2.4. How are language, culture and media presented in the most popular textbooks used in the educational centers for migrants?

Most course books present L2 culture through stereotypes. Typical topics include:

*Festivals (bullfighting, etc)

*Timetable

*Food

**La siesta*

*Sport

*Religion

*Art and History

*Music

Courses specifically for university students or A level secondary students typically deal more deeply with history, literature, music or cinema.

2.5. Language pedagogy applied in teaching the language of the host country and **the use of it** in the textbooks (Describe the most popular approaches.)

The number of speaking activities in textbooks has increased in recent years, although the rate is still much lower than for reading and writing.

- Explicit grammatical content disappears almost completely and is often integrated into other skills activities.
- More and more activities that related to students' personal lives, to involve the student in the language, which is very interesting for motivation.
- Incorporate a cultural component.
- Although still not frequently enough, the activities increasingly incorporate games.
- On a few occasions activities did not include a separate speaking component. The positive aspect of this is that oral activities are not isolated but related to other exercises, whether oral or written. Moreover, tasks are usually realistic.
- A lack of clear instructions is a widespread problem. Sometimes they are too vague. Sometimes it is not specified how the questions should be answered, written or orally. No information exists on how many students should be included in a working group.
- Some activities require a lot of competition between students and are not appropriate to their level. Instructions such as "Discuss with your partner ..." imply a discursive and oratorical skills which they have not yet acquired.
- Sometimes the topics portray just one view of reality, international student travel, which is relevant to the implied reader. However, few activities or topics are directed specifically to immigrants.
- Some activities have no clear goals or have no connection to the rest of the teaching unit or with educational program.
- Not enough information related concerning the evaluation criteria for oral activities: features and aspects to pay attention to, evaluation of expression and comprehension, etc...

Source: Pérez Parejo, Ramón; Miranda Paredes, Francisca; Pons Tovar, Montserrat, "*Revisión de manuales de español para extranjeros*", *Campo Abierto*, 31, 2, 2012, pp. 71-86.

3. Pedagogy of media-supported host country language teaching from the teachers' perspective. Research methodology: surveys / interviews with at least 20 teachers / trainers; each point: approx. 250 words

Please, analyze the teachers and trainers' answers to open-ended questions and provide statistics for close-ended responses.

3.1. Profiles of the host country language teachers / trainers interviewed (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

Questionnaires were sent to more than 40 people but many teachers refused to answer due to the open questions and the apparent difficulty that they presented to answer. Some instructors mentioned that a questionnaire of this kind with so many open questions was not very scientific. Some others did not like the fact that they had to offer their id numbers and decided not to answer the questionnaires.

The number of questionnaires analyzed is 22, 10 males and 12 females.

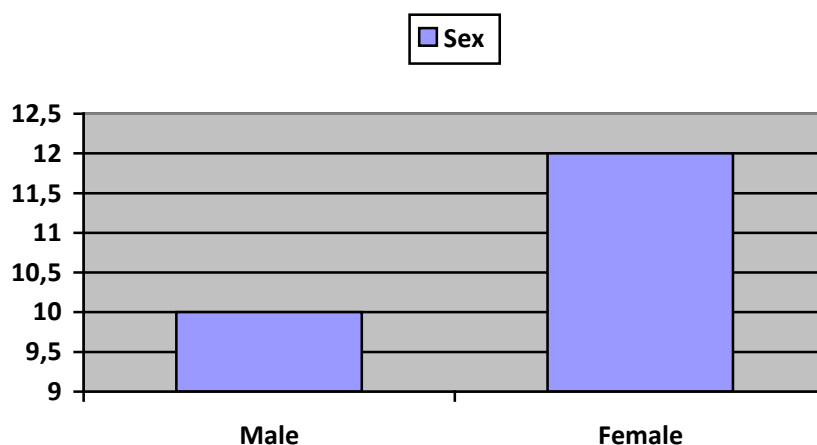


Figure 1: Sex

After analyzing the questionnaires, the examined data suggests that:

*Spanish as a second language is taught by males and females equally. In other words, there is no distinction of gender.

As for the studies completed, most of them are either primary school teachers with different minors, or English and Spanish majors (English and Hispanic Philology). There are other degrees (see figure 2) in varying proportions.

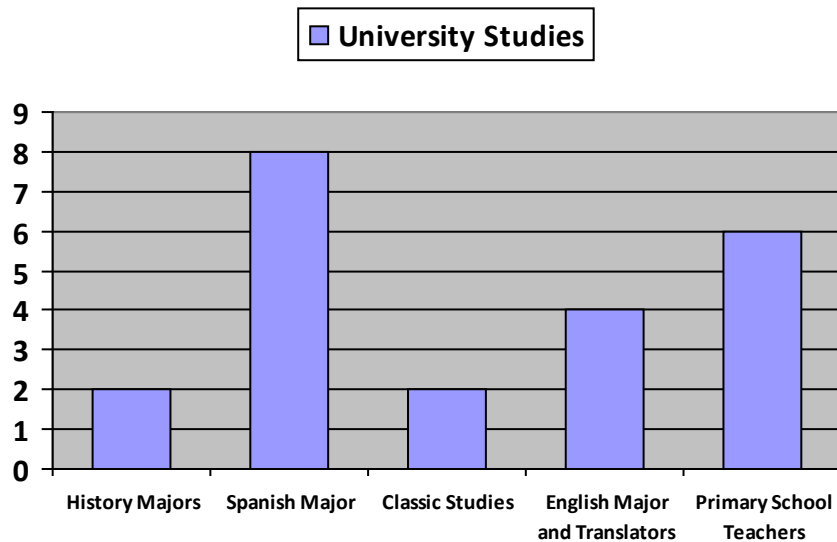


Figure 2; University Studies

*Most teachers have at least a degree or university studies (figure 3). In some cases, they also hold a Masters related to their previous Bas o Master studies in ESL.

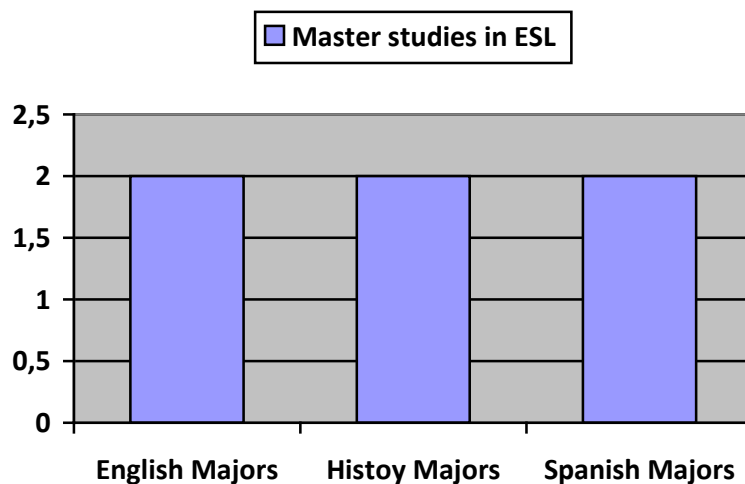


Figure 3: Master in ESL

*Most teachers have taught within this field for less than 10 years in the institutions mentioned above. The majority of teachers with more than ten years of experience in the

field, teach at university level or higher education.

* In educational institutions, apart from higher education, general Spanish language courses are frequently taught. Some instruction on social and professional fields is also offered.

*At university level, courses are tailored and concrete aspects of the language such as grammar phonetics, history, culture, literature, translation, cinema and pop culture are covered as well.

*In general terms it is difficult to come across advanced courses of Spanish but it is at university level where B2 courses are usually offered. These proficiency courses are in general connected to literature, history, film, advance writing, advanced conversation, advanced composition, etc.

Please, sum up point 1. and 2. of the questionnaire addressed to the teachers and trainers,

3.2. What types of media do the teachers / trainers use outside of the classroom?

(How often? For what purpose?)

All teachers (22) interviewed think media can help teach and learn about the culture of the host country.

You can see in the figures below (figures 4 and 5), the abilities that can be developed thanks to the utilization of media in class:

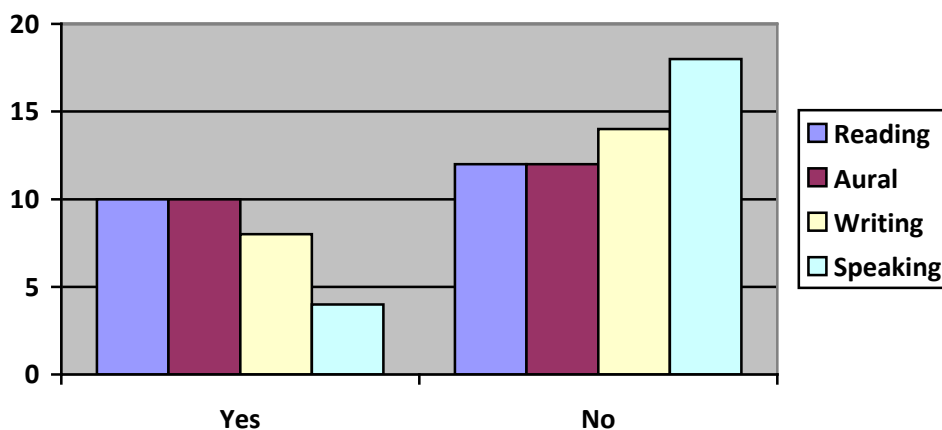


Figure 4: Abilities developed

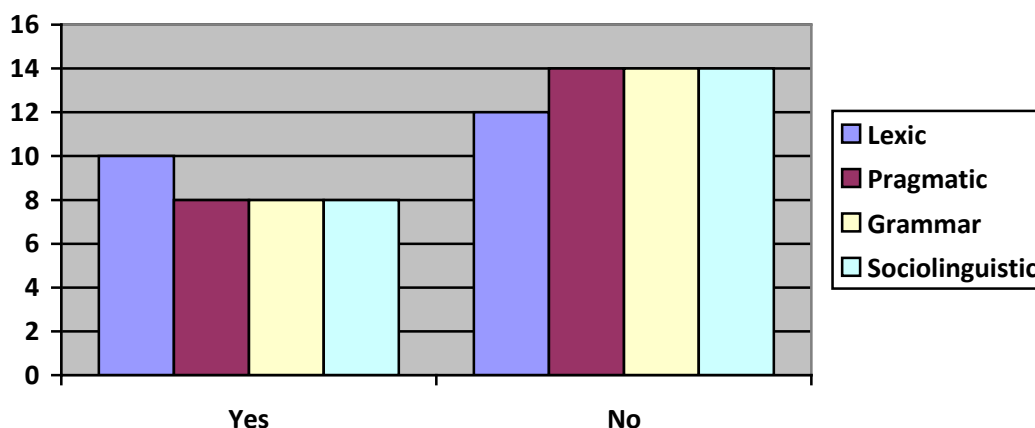


Figure 5

Numbers describe the times and answer has been marked in the questionnaires. For example “Reading” has been ticked 10 times in the 22 questionnaires.

The most utilized tools in the majority of the cases are traditional resources: Printed press, TV, Films, CD, On line educational games.

*Internet and educational web pages are very popular among instructors and Educational platforms are also accepted. Both are equally used on a daily basis, nevertheless, social networks are not actually implemented. At this time, we should take into account that most teachers are between 40 and 60 years old. Even the younger ones do not use social networks as a teaching tool.

Outside, class, instructors use the above mentioned tools for: leisure time, information, communication, professionally.

Please, sum up point 3.1. of the questionnaire addressed to the teachers and trainers

3.3. Teachers and trainers’ views on the media-supported teaching of the target language and culture with regards to their effectiveness in developing: a) language skills, b) communicative linguistic competences, c) intercultural competences, d) other skills and competences). (250-500 words)

After analyzing the questionnaires, the examined data suggests that:

- *Media is of great help to instruct a second language and its culture.
- *Media helps to build up linguistic skills and general competencies.
- *Media enriches the teaching of writing, listening, reading. It also helps to acquire the lexis and sociolinguistic competence, pragmatics and grammar.
- *Some instructors believe media helps to know the country and its people and it serves as a personal “tourist guide”.
- * Some instructors believe media specially helps the acquisition of a corpus.
- *Some instructors believe media helps to enhance translation and interpretation skills.
- *Media is seen as a source of knowledge on society, its norms, helping, for example, immigrants to adapt to a foreign country.
- *Media promotes interculturalism, preventing racism and xenophobia.

Please, sum up [point 4](#). of the questionnaire addressed to the teachers and trainers

3.4. Description of good practices (e.g.: exercises, tasks, activities) given by the teachers and trainers of using media in teaching the target language or culture.

After analyzing the questionnaires, the examined data suggests that the following practices include media:

- On line listening or reading pieces of news from your home country. This activity is completed and enriched with written exercises and oral debates and discussions.
- Use magazines as an excuse to discuss articles or reports and to locate the setting, describe the characters and build a story. It is recommended to use pictures or illustrations with those students with a basic level.
- Watch the news and comment on a news story. Printed press can also be used for this purpose.
- Read printed or on line press to get a better understanding of society and its social movements.
- Watch a documentary and summarize its content.
- Educational on line programs and on line educational exercises and resources.
- Soap operas to learn and practice vocabulary. Also to practice listening and drilling

(since actors speak slowly)

- Find, analyze and describe ads and commercials.
- Usage of songs, press, internet, news, blogs, forum, to improve linguistic and cultural acquisition.
- A few instructors have mentioned audio books and podcasts to enhance listening and comprehension skills.
- In advanced courses poetry and literature is very helpful.

Please, sum up point 5.1. of a questionnaire addressed to the teachers and trainers

3.5. Teachers and trainers' views on the particular types of media effectiveness in teaching a target language and target culture.

The most popular media according to effectiveness are:

*TV (favors the acquisition of oral skills). Some shows such as “Pasapalabra” help increase vocabulary. TV news helps to acquire standard Spanish within a context.

*Film (enhances listening skills; at intermediate level subtitles can be used to facilitate comprehension)

*Printed press (helps to broaden specific vocabulary on current topics, society and different ideologies, etc)

*Computer with Internet connection (accessible and offers several advantages to work different language skills)

*Educational platforms and on line exercises (incorporate theory and practice together with scientific literature of any covered topic)

*Videos (at basic and intermediate level, instructors prefer short ones that show standard Spanish and real situations)

*Social networks (enhance oral, written and communicative skills in a very recognizable and familiar layout)

*Mobile phones (for some students is the most accessible learning tool)

In general terms, teachers and students are motivated to use different media and digital dispositive. They appreciate availability, friendly use, entertaining competence and the way they provide socio cultural data.

A negative observation is made to reality shows that are not the best option to learn since they provide with poor and out of context language.

Please, sum up point 5.2. of a questionnaire addressed to the teachers and trainers

3.6. Teachers and trainers' opinions on the main obstacles in media-supported teaching of the host country language and culture

The instructors that have filled our questionnaires point out the following issues:

- *The usage of the above mentioned resource requires at least a basic language competence.
- *It can be inopportune to install and try to use electronic devices and supplies in the classroom in a daily basis.
- *Materials for basic levels are still scarce.
- *It is difficult to adapt materials to current lessons or units.
- *It is necessary to first-rate high-quality resources given that these days, there is too much information, and in many occasions is not based in excellence. Resources should always help teaching and language acquisition.
- * The lack of familiarity with the devices and student's basic language competence can be problematic.
- *There is no media that can be adapted to most students, their different and individual needs and levels.
- *Still today, numerous students do not have access to computers or internet.
- *Interaction and communication in a traditional class is better than in a blended or on line one since in the former, both the instructor and classmates offer feedback.
- *Teachers also need to have a reliable access and a personal comfort level with the ICTs. Having a low level of technology skills may cause some issues.
- *Lack of funding to install new actualizations, applications and maintenance of equipments.
- *Different classrooms and different students make teachers adapt content to available resources.

Please, sum up point 5.3. of a questionnaire addressed to the teachers and trainers

3.7. Teachers and trainers' suggestions regarding the content of a coming into being learning platform with: a teacher guide how to use media resources in teaching and media-supported language exercises

The instructors that have filled out our questionnaires believe that platforms should offer:

- * Resources and corpora to teach Spanish to adult immigrants.
- * Exercises containing: contextualized usage of language, intercultural perspective, articles and reports on current social issues.
- * Examples of activities with visual and graphic descriptions.
- * Grammar and composition exercises containing cultural aspects that are complex in general terms (difference between *ser* and *estar*, conditionals, etc)
- * Classified material regarding linguistic level and content.
- * A variety of audio material where diverse aspects of language with different voices and accents and in divergent real situations and contexts are recurring and repeated.
- * Practical tasks focused on communication in real and daily contexts.
- * Creative and collaborative ideas that facilitate student's critical thinking.

Please, sum up [point 5.4](#) of a questionnaire addressed to the teachers and trainers

3.8. Other teachers' comments concerning media-supported teaching of target language for migrants.

In general terms, teachers of Spanish as a second language believe that it is positive to have a great variety of user friendly resources:

- * The more variety of resources, the more motivation for instructors and students since they suppose a great tool to teach socio-cultural aspects.
- * In some cases, teachers do not use books and instead use digital material and are the students the ones who decide which contents would like to be covered along the lesson.
- * According to instructors, the web 2.0 provides geographical and temporal freedom to study from anywhere at any time serving students with their individual needs in a continuous way.
- * Teachers point out remarkable webs such as www.cervantes.com, <http://www.todoele.net/> or www.cepacastuera.com. The former is the official web of the

Institute Cervantes an institution that watches over the teaching of Spanish. The second is a web with resources to teach and learn Spanish. The third one is a local web to teach adult immigrants.

*They also state that teacher should discriminate materials and resources from the web since a great number of them are low quality materials that can suppose a time-consuming situation within the language acquisition process.

*Most teachers believe that on line resources can enhance the teaching learning process but never replace a real teacher. In this sense, they believe traditional classes should be offered because they offer enriching feedback that according to them cannot be granted by on line courses.

*When working with digital tools it is also recommended to provide collaboration among classmates in order to offer a better understanding of the educational tool.

Please, sum up point 5.5. of a questionnaire addressed to the teachers and trainers

4. Pedagogy of media-supported language teaching from the learners' perspective.

Research methodology: surveys / interviews with at least 30 migrant learners; each point: max. 250 words

Please, analyze the learners' answers to open-ended questions and provide statistics for close-ended responses.

4.1. Profiles of the host country language learners interviewed. (Please, analyze and sum up the collected data regarding the chosen aspects of their personal life and professional experience).

There majority are men (67%), more come from Morocco (20%), followed by Portugal (13.3%) and Romania (10%). There are 15 other nationalities involved in the survey from both inside (Belgium, France, UK, Ukraine) and outside of Europe (China, Brazil, Dominican Republic).

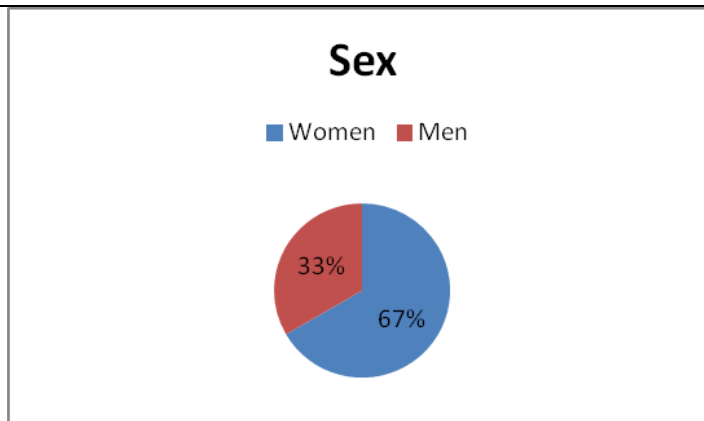


Figure 6. Sex of interviewers (migrants)

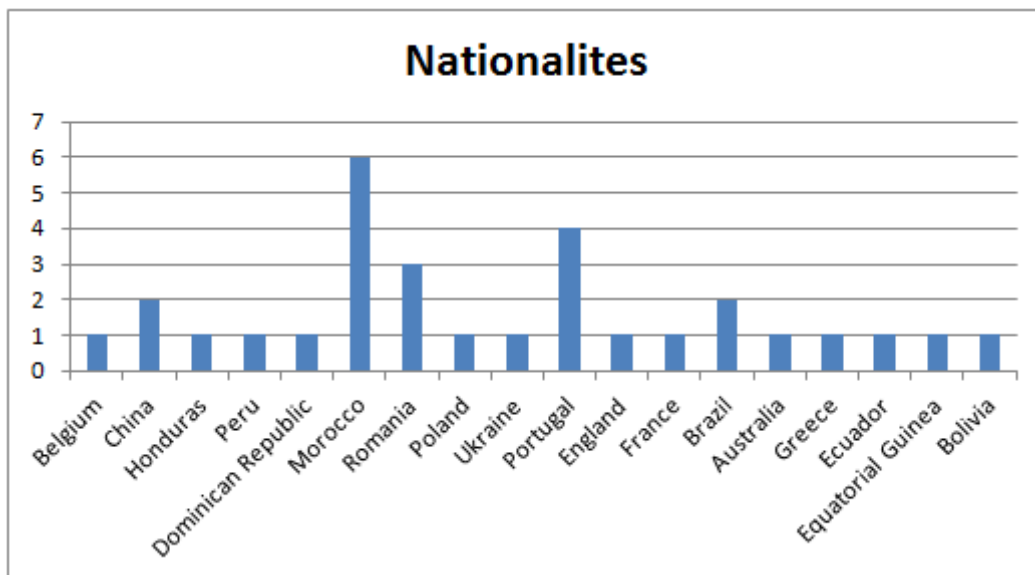


Figure 7. Main Nationalities s

Analyzing their academic background, less than half have university degrees (46%), followed by Secondary school education (30%) and those who have lower certification (25%).

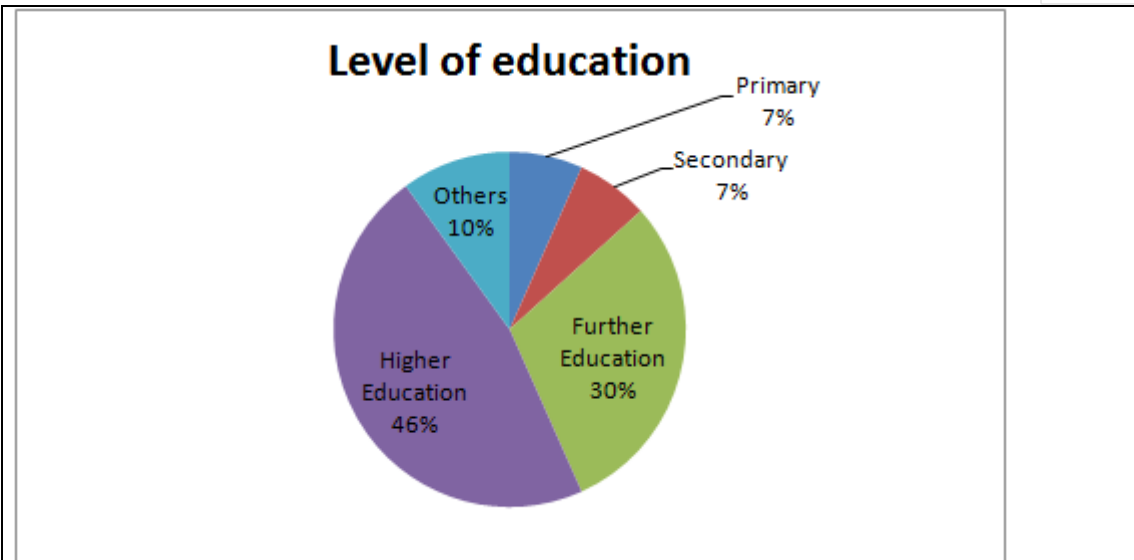


Figure 8. Level of education of migrant learners.

Regarding the native language, Portuguese is the main native language at 23%, followed by Spanish (19%), Arabic (19%) and Romanian (10%).

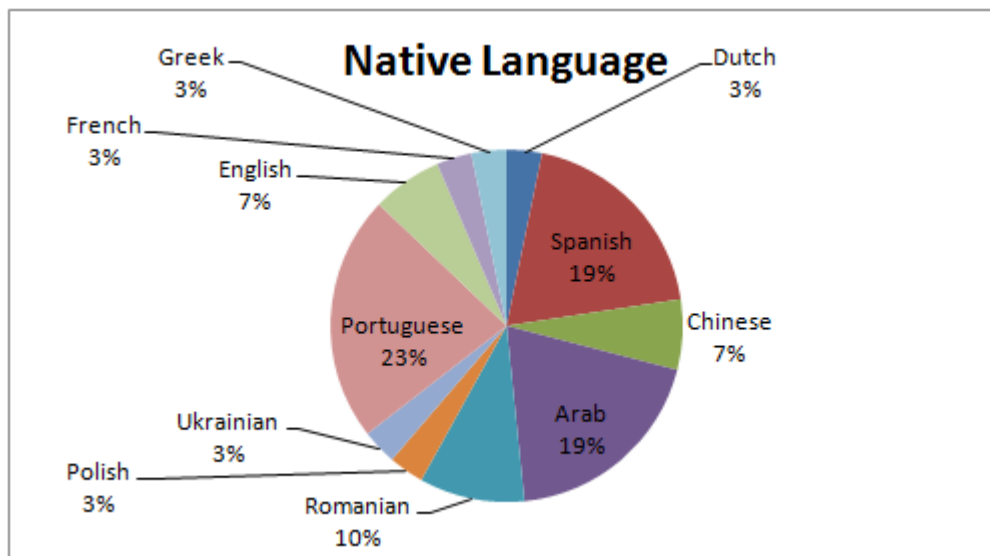


Figure 9. Native language of migrant learners

As a foreign language, most (39%) speak Spanish, followed by English (26%) and French (18%)

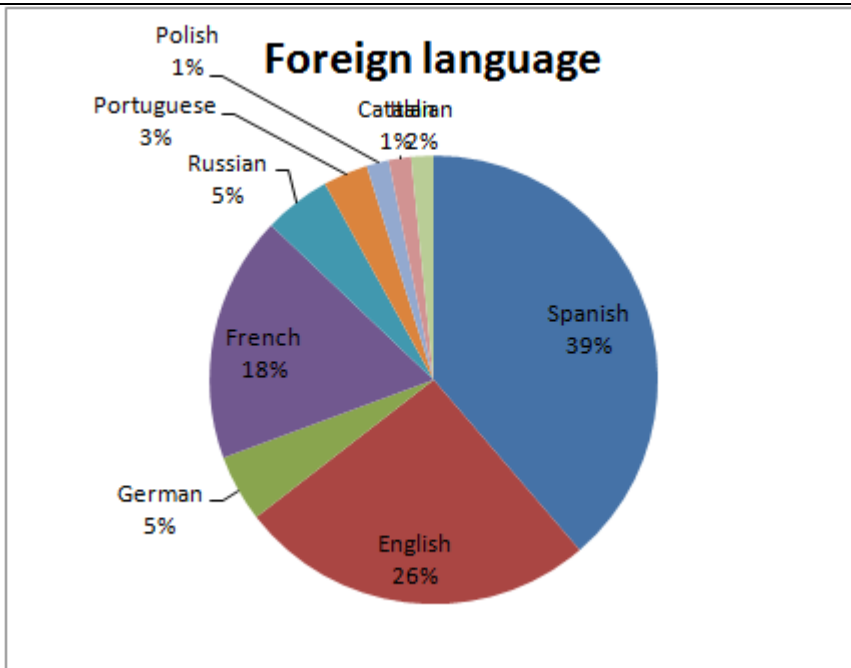


Figure 10. Foreign languages spoken by migrant learners

As for the reasons for coming to Spain, most of those interviewed (53.3%) came to Spain to work, followed by study (26.6%) or family reasons, around 20%.



Figure 11. Reasons to migrate

Please, sum up points 0.1-0.9. of a LEARNER INTERVIEW

4.2. What types of media do the learners use outside of the classrooms? How often? For what purposes? What is the language of media they use?

On a daily basis, those surveyed mostly watch TV (70%), mainly for leisure and entertainment (63.6%), and some independent learning (30%). These programs are mostly watched in Spanish (66.6%).

They also use ICTs daily (66.6%), mainly for independent learning (50%), leisure and entertainment (46.6%), and communication (33.3%). This technology is used in Spanish by 60% of the respondents, followed by their own language (53%), and other languages (33%).

Half of the respondents read the press (50%) every day, mainly for independent learning (50%) and leisure (40%). The press is mainly read in Spanish (46%) and in their own language (36%).

Likewise, they use social networks (50%) every day, 46.6% for communication and 36 % for leisure. Most learners use social networks in their mother language (56.6%), in Spanish (50%) and 30% in other languages.

As you can see, language platforms, eBooks and computer games are not extensively used by migrant learners. Considering they think these resources could help them learn the language (see question 4.9 -concerning media-supported learning of target language and culture-), this project could help to fill this gap.

In detail, web pages are accessed every day for communication (46%) and leisure (36%). The pages are usually in Spanish (50%) and in their own language (46%).

They also listen to the radio (33.3%) every day, 53% just for leisure. Most listen to the radio in Spanish (56.6%) and in their own language (36.6%)

Many have never used audio-books (56.6%), and some have never used CDs (30%). Movies are watched by 30% of the respondents. From this percentage, 66.6% watch it for leisure and 70% in Spanish.

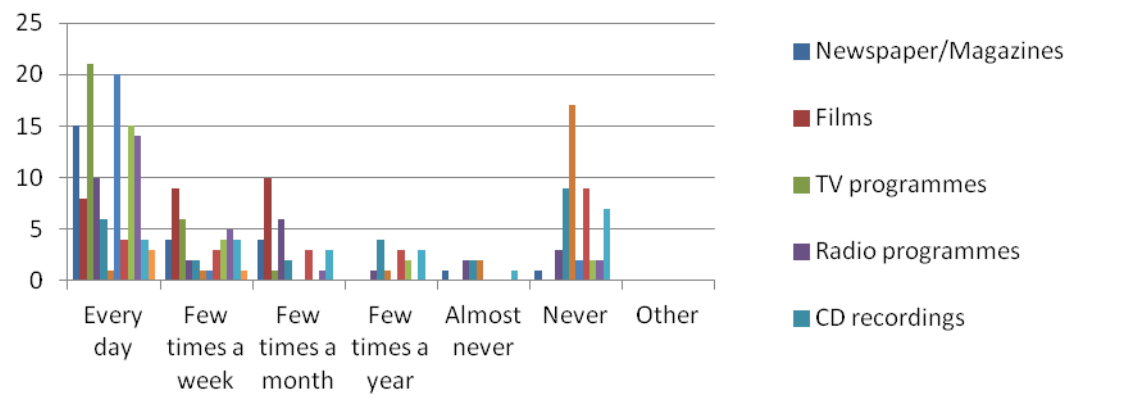


Figure 12. Frequency using media outside the classroom

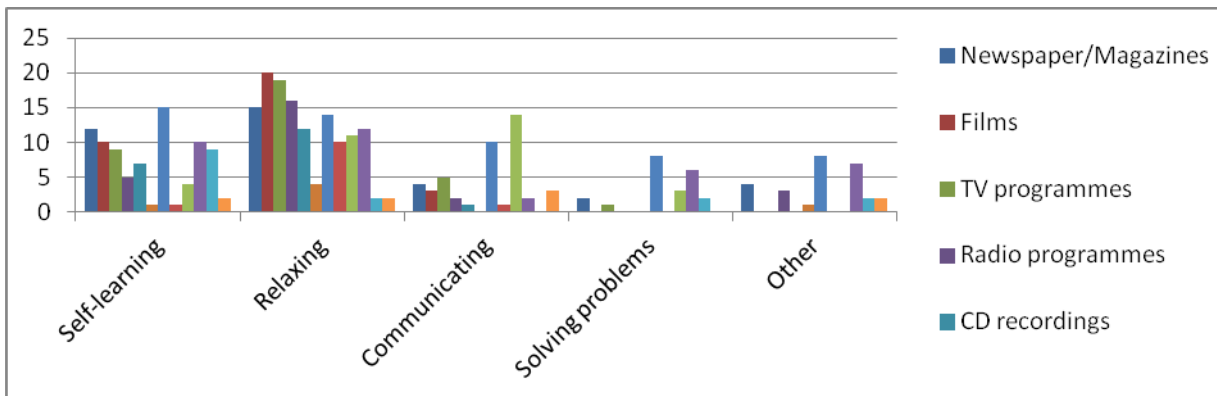


Figure 13. Purpose for using media outside the formal setting

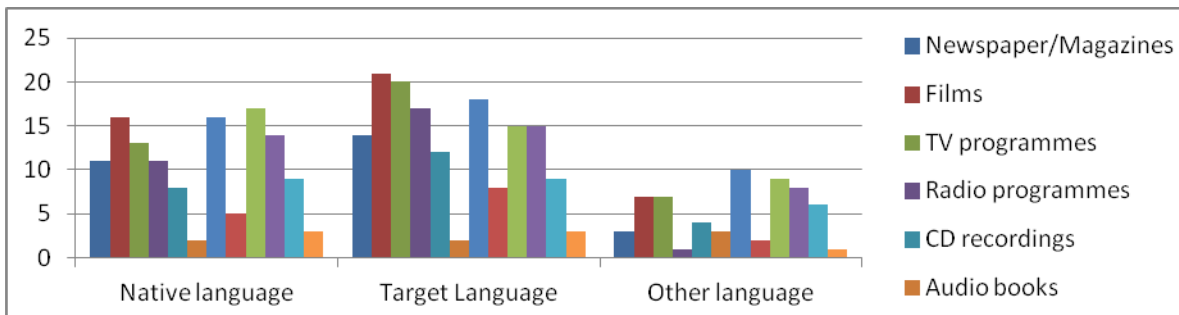


Figure 14. Language of media used

4.3. What are the learners' favorite types of media in the native and target language? Why do they not use other forms of media?

TV programs are the favorite types of media in both languages, watched by 53% in their native language and 46% in Spanish.

With ICTs, something similar occurs: 40% prefer them in their native language and another 40% in Spanish, ICTs are the second most preferable option.

20% of the interviewers prefer reading (the press) in Spanish, whereas 23% prefer reading in their own language.

They use other forms of media (e.g., web sites, movies, music, etc) but to less extent.

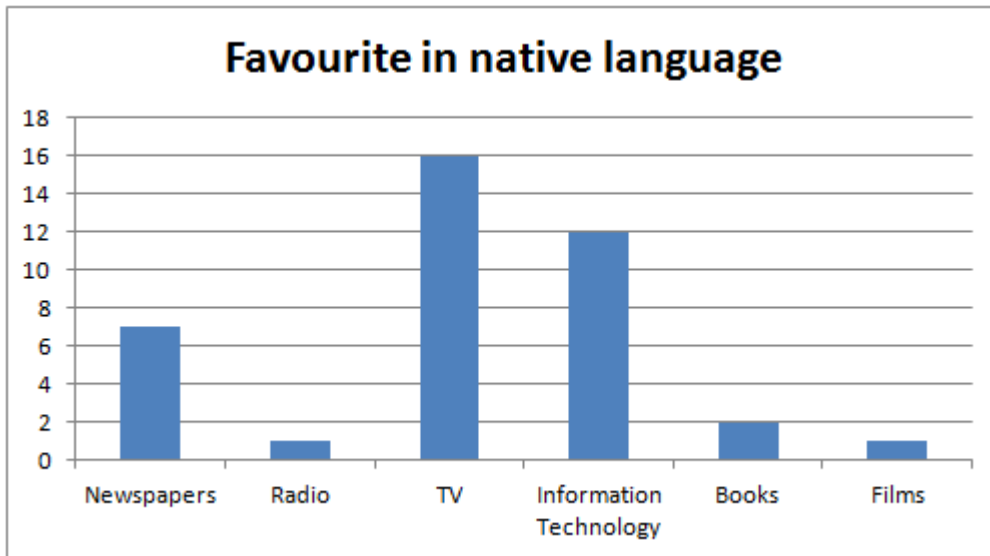


Figure 15: Favorite media in native language

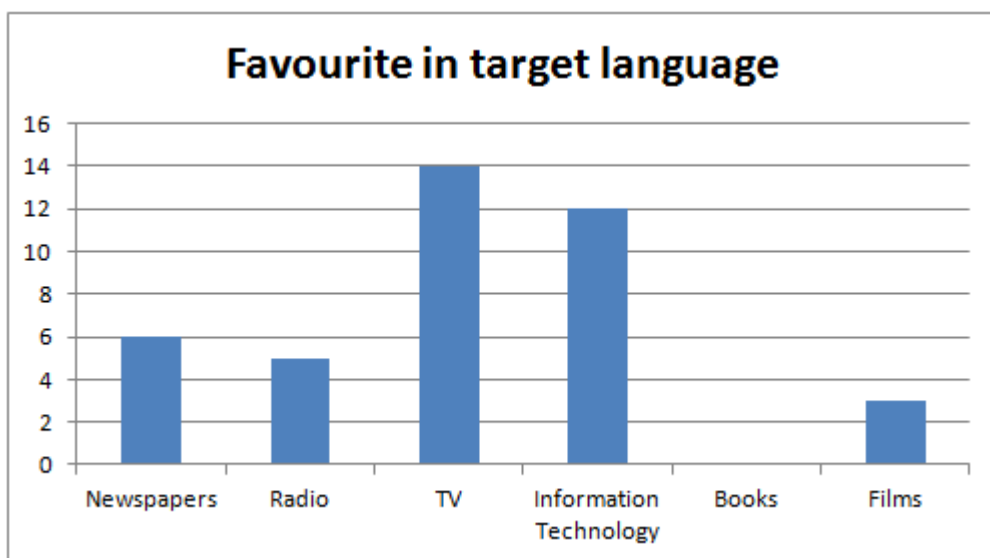


Figure 16. Favorite media in target language

In this sense, movies and radio are preferably in Spanish, 15%, in contrast with the usage of these two media in their own language at around 3%. Books are the media least used by migrant learners: 6% in their mother tongue and 0% in Spanish.

Please, sum up points 1.3. and 1.4. of a LEARNER INTERVIEW

4.4. The migrant learners' opinions on the using media in the target language classroom (the teaching practices they like and dislike).

It seems that most (60%) favor the use of audio-visual media and virtual platforms to learn by reading, writing, and listening. They even emphasize the possibility to enhance pronunciation skills via media on their own and by social networking (56%) to communicate with native speakers.

They also like the use of media for oral comprehension with native speakers and to help them carry out daily activities in Spain (53%).

In graph 17 we show learners' opinion about the media teachers use in their classes

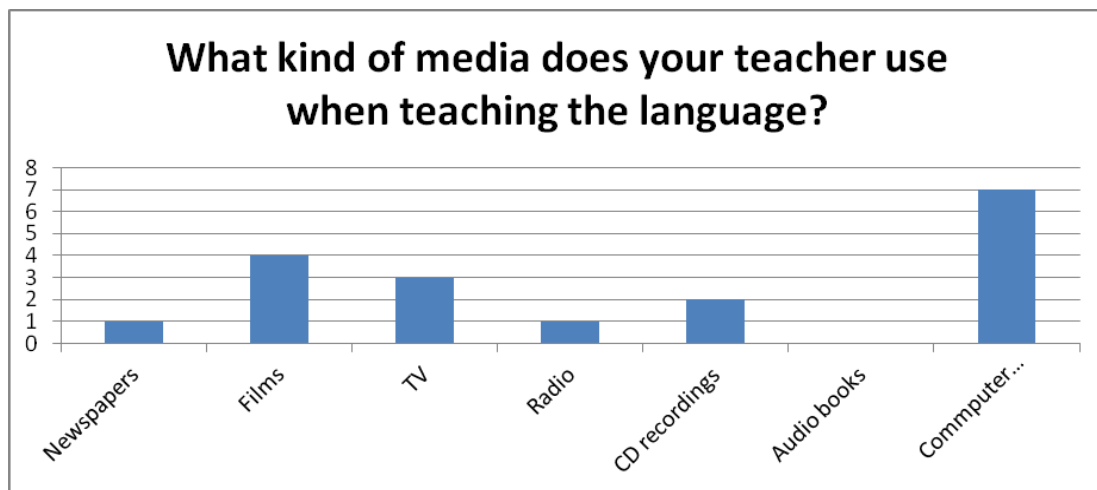


Figure 17: Media used

4.5. The learners' expectations on what kind of media they would like their teachers use in the classroom and in what way

It seems there is a tendency (not high, but increasing) for learners to reject more traditional approaches (e.g., dictating, taking notes, reading a textbook, grammar, etc). Instead, more

(46%) tend to favor the integration of on-line tasks and collaborative work to develop tasks.

Please, sum up point 3. of a LEARNER INTERVIEW

4.6. The learners' views on how the media help them to learn different aspects of the target language and culture as well as how to live in a new society.

Besides the usage of media in their spare time and for independent learning –autonomous learning is the most widespread practice to learn languages- most of the participants in the survey seem to realize the importance of media resources to develop communicative abilities (e.g., comprehension, conception of ideas, cultural exchange, etc) (56%) but also to be able to write and read well, practice grammar, etc (46%)

They even regard media as appropriate and useful to help them train for everyday life in the target country (seeking work, communicating with family and friend, interact with people, shopping, coping with daily routines, etc)

Please, sum up point 4. of a LEARNER INTERVIEW

4.7. The migrant learners' descriptions of the moments when they understood something in the host country thanks to media.

Understanding native speakers 'language and culture followed, by word pronunciation skills and developing effective communicative competences are the main skills developed by migrants learners when accessing media.

On the other hand, practical activities such as getting a job or coping with daily life situations is chosen by just half of the interviewers.

As you can see, the column bar below shows how media can help both language acquisition –vocabulary, pronunciation, etc.- and integration into the host country – daily routines, getting a job, etc.-

Watching TV and specifically listening to new words helps learners improve and expand their vocabulary and cultural awareness.

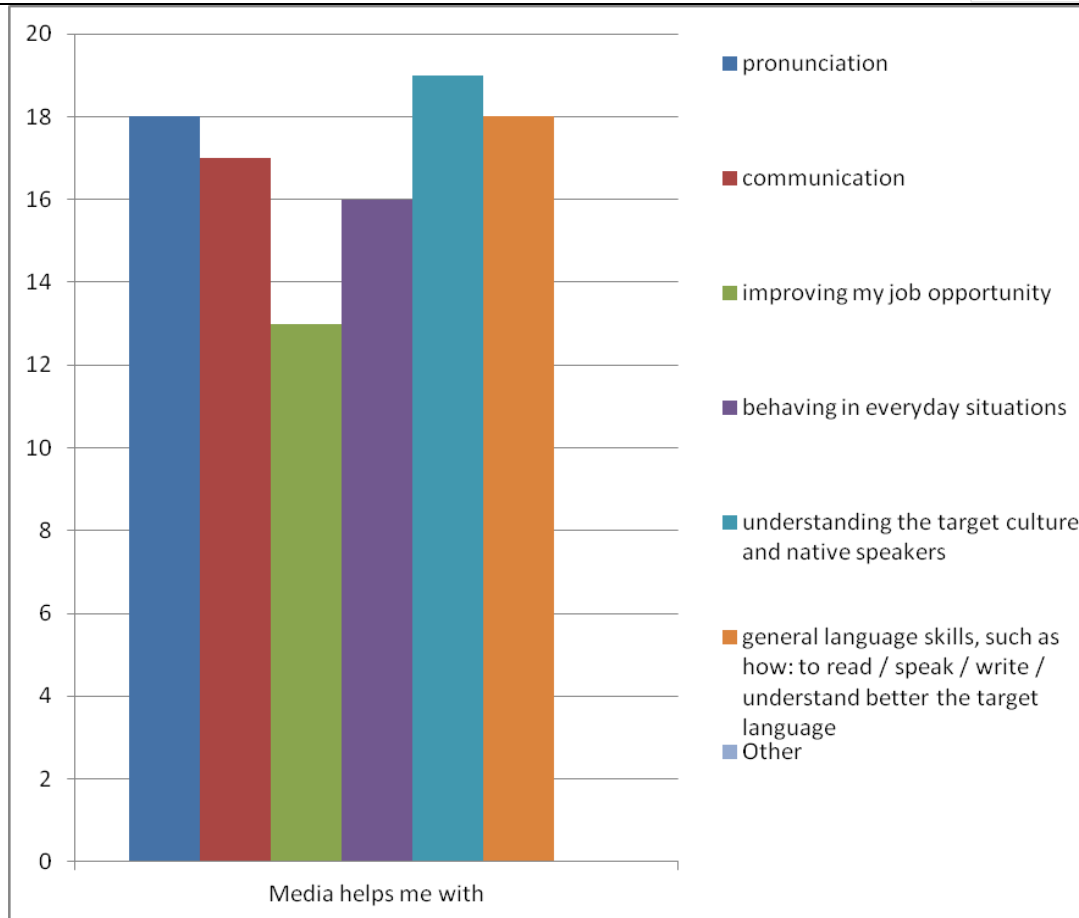


Figure 18. Areas of improvement

As you can see, the column bar below shows how media can help both language acquisition –vocabulary, pronunciation, etc.- and integration into the host country – daily routines, getting a job, etc.

Please, sum up point 5. of a LEARNER INTERVIEW

4.8. The learners’ suggestions regarding the content of a coming into being learning platform with media-supported language exercises.

The majority of respondents state that they have learned from the mass media, mainly TV, radio and the press (TV above all), various aspects from specific vocabulary to learning about culture, customs and traditions. Likewise, most of the respondents like to watch cuisine programs, e.g., *Las Mañanas de la 1*, to learn Spanish recipes as well as programs about well-being. Only a couple of learners mention learning through social networks, such as Twitter and Facebook.

To summarize its worth highlighting the following opinions given by the respondents:

- In general, I've learned Spanish through the mass media.
- The press helps me keep up-to-date on the current news of the country where I live.
- By watching TV programs I've learnt a lot, mainly vocabulary and typical Spanish expressions.
- TV, and especially cartoons helped me understand linguistic and cultural aspects of the language when I arrived in Spain.
- I usually watch TV series (soap operas) in Spanish, they help me a lot. Even if I don't understand a word, I use the Internet to look it up.
- Mass media, especially movies, have helped me to learn Spanish.
- Through Twitter I learn many words I didn't know before. Through Facebook I learn many habits and customs I didn't know before.
- Recipes to learn how to cook, seen on TV.
- I've always studied by using the all of the media around me.
- I've never had formal education in Spanish, everything I know I learned by watching TV and because I went frequently to *Badajoz* -I was born near the Spanish border-. Everything I know was achieved by myself (independent learning).

Please, sum up point 6. of a LEARNER INTERVIEW

4.9. Other learners' comments concerning media-supported learning of target language and culture

Illiterate interviewees would prefer to find oral exercises due to their lack of language strategies to solve their everyday problems –going shopping, making an appointment, speaking with their neighbors, etc. - They would also like to have access to grammatical and lexical exercises and presentations, a combination of TV and tasks could be a good option.

However, literate immigrant students would be more interested in audiovisual authentic material related to current issues –press, documentaries, films, etc. - Oral interaction and writing are also preferred by this group.

Summarizing their answers they would like to find on this platform:

- Basic contents about daily life and labor.
- A chat facility to speak with Spanish people.
- Grammatical and lexical exercises.
- Speaking exercises using ICTs.
- Intuitive activities through games (ICTs, TV, etc.).
- Films.
- Audiovisual exercises focused on culture and current issues.
- Reading and listening exercises with an answer key.
- Authentic material from newspapers, magazines, podcast, etc.

Please, sum up point 7. of a questionnaire addressed to the teachers and trainers

5. Language pedagogy supported by media: every-day practices and calls for change. Please, recapitulate your desktop research (point 1.-2.) and interviews with teachers and learners (point 3. and 4.); max.: 500 words (not less than 250 words)

The growth of the immigrant population has favored the teaching of Spanish as a second language, a relatively new subject in our country, which has been successfully developed over the last decade. On the other hand, the importance of Spanish as an international language in the world has also favored the creation of study abroad programs in Europe, EE.UU and Asia. Universities, colleges, private companies and many other institutions offer custom-made courses to groups of students coming for study abroad or to any person willing to learn Spanish in Spain. This second type of courses usually addresses the learning of Spanish through literature, culture and media. Teachers and the learners of L2 believe that media can support the teaching and learning of Spanish language and culture. It is worth mentioning that surprisingly in Spain there is not a degree for Spanish for Foreigners, and most teachers of Spanish for Foreigners are English or Spanish philologists. There are some courses and non-official masters that focus on this topic but this area is still mainly uncovered by formal education. Universities are trying to offer official MA programs to become teachers of Spanish as a second language, but they are still facing the legal process of officialization.

According to the data offered by teachers and presented above, it is stated that they use a range of media outside the classroom (personal lives) and feel that such media can support language teaching effectively. However, in general terms, they admit not to be very innovative and they prefer to use traditional resources such as TV, newspapers, followed by the Internet. Internet and educational web pages are very popular among instructors and educational platforms are also accepted. Both are equally used on a daily basis, nevertheless, social networks are not actually implemented. Additionally, they focus on audiovisual material to do follow-up activities based on writing and speaking. All in all, nowadays in Spain there are two main types of courses, the ones offered by NGOs and addressed to illiterate immigrants. These courses are taught in *EPAs*, and they form part of the non-formal education sector or in nonprofit institutions - NGOs, Caritas, *Cruz Roja*, etc. - They are basic language courses, with the purpose of teaching immigrants to communicate effectively. The latter are advanced courses offered to foreign college students. Intermediate students find tailored courses for their level at private academies or schools.

As a conclusion it should be underlined that Media is a useful and appropriate, familiar, friendly use and economical tool to help learners train for everyday life in the target country (seeking work, communicating with family and friends, interacting with people, shopping, coping with daily routines and becoming an important part of the labor force, etc).

It is significant to clarify that learners involved in this research came from a wide range of backgrounds, we received both literate and illiterate migrants and their needs are quite diverse. According to data resulted from the interviews, both teachers and students are motivated to use different media and digital devices in the variety of existing courses. They appreciate availability, friendly use, entertaining competence and the way they provide socio cultural data. Those learners reported that media could help them with a diversity of skills, with communication with native speakers being the most common. A wide range of suggestions were given for the Lime platform some of which focused on culture, real life situations and above all speaking skills.

Acronyms List

ICT	Information Communication Technology
A1, A2, B1, B2, C1, C2	Levels of the Common European Framework of References
INE	Statistics National Institute
ELE	Teaching Spanish as a foreign language
EPA	Adult training
LOGSE	The organic law of the educational system
NGO	Non-governmental organization
PROA	Programmes of reinforcement, orientation, and support
ISA	International Study abroad
AEPE	European Associations of Spanish Language Teachers
FIAPE	International Federation of Associations of Spanish Language Teachers
ASELE	Association to the Teaching of Spanish as a Foreign Language
ACLES	Association of Language Centres in Higher Education
AESLA	Spanish Association of Applied Linguistics
MEC	National Agency of Education, Culture, and Sport
ESL	English as a second language
L1	Mother tongue
L2	The target language

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