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Introduction (*English version*)

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

The Council of Europe has been a pioneer in the field of language teaching and learning for the past five decades, and the project on the Linguistic Integration of Adult Migrants (LIAM) is part of its continuing work in this domain. The project's purpose is to support member states in the development of coherent and effective policies and to encourage them to review existing policies in the light of shared Council of Europe values and principles. It also seeks to identify and share good practice, and where language tests are obligatory, to promote transparency and equity according to internationally accepted codes of practice. The project's website (www.coe.int/lang-migrants) brings together a large body of documents, materials and practical tools.

In January 2014 the Parliamentary Assembly of the Council of Europe (PACE) adopted a recommendation to the Committee of Ministers entitled "Integration tests: helping or hindering integration?" (Recommendation 2034 [2014]). The report that accompanied the recommendation (Document 13361 [2014]; rapporteur Tineke Strik) raised a number of questions about language and knowledge-of-society tests, some of which can be answered only with reference to research findings related not only to tests but to the whole range of issues that surround the linguistic integration of adult migrants. This helps to explain the LIAM project's decision to organise an academic symposium entitled "The Linguistic Integration of Adult Migrants: Lessons from Research", which was held in Strasbourg from 30 March to 1 April 2016 and provided the content of this book.

A further consideration was the more general concern that integration policies can easily violate human rights and the dignity of migrants by imposing language requirements without due regard to what is known about, for example, human motivation and the relation between language and identity. If severe sanctions are attached to failure in a language test, that is more likely to hinder than promote successful learning; and our mother tongue is so central to our self-concept that any attempt to downgrade or suppress it is likely to have damaging psychological results. Better informed integration policy would seek to exploit what we know from research and pedagogical practice about the prerequisites for successful language learning by migrants.

The contributions to this volume reflect the wide range of issues that need to be addressed in an equally wide range of contexts. They also reflect an awareness of the epistemological and ethical challenges that confront research that has powerful social implications. The keynote articles by Ofelia García, Claude Springer and Rosemarie Tracy discuss language and integration from socio- and psycholinguistic perspectives. The fifty-one contributions which follow are grouped according to seven broad themes: policy; linguistic repertoires; language courses (content, methods and materials); language testing and assessment; language in the workplace; the needs of specific learner groups and approaches appropriate to them; and the situation, beliefs and responsibilities of teachers and researchers.

Five issues emerge from the volume taken as a whole. First, it is clear that there is a substantial amount of empirical research and reflected pedagogical experience from which political decision-making could profit. At the same time, however, much more research is needed, especially on the impact that integration policies have on the people they are designed to help and on the effects and side effects of certain measures. For example, the surveys carried out among member states by the Council of Europe's LIAM project¹ reveal a widespread tendency to increase the language requirements that migrants must meet as a precondition for residence or citizenship. Research is needed to determine whether this has had a positive or a negative impact on integration. Research is also needed to answer the question posed by the Parliamentary Assembly's Recommendation 2034² of 2014: Do language tests help or hinder integration? To date, few governments investigate the impact of the policies they enact. Evaluation is essential, however, in order to avoid wasting public money on measures that fail to achieve their goals.

Secondly, in the course of the symposium the role played by adult migrants' linguistic repertoires and language biographies was often stressed. There is in principle no contradiction between welcoming new languages and supporting plurilingualism on the one hand and helping migrants to acquire the language of their host country on the other. On the contrary, as a number of contributions show, the one supports the other when teachers devise activities that give legitimacy to migrants' linguistic repertoires and exploit them in their classes. This prompts the question: What measures can be taken to promote the more wide-

1 R. Pulinx, P. Van Avermaet & C. Extramiana. 2014. *Linguistic Integration of Adult Migrants: Policy and practice*. Final report on the 3rd Council of Europe survey. Strasbourg: Council of Europe. Available at www.coe.int/lang-migrants → Activities → Surveys.

2 <http://www.assembly.coe.int/nw/xml/XRef/Xref-DocDetails-en.asp?FileID=20482&lang=en>

spread adoption of such approaches? Clearly, more co-operation and exchange are necessary.

Thirdly, the many contributions that focus on language in the workplace undermine the naïve assumption that if adult migrants first take a language course, linguistic integration will follow more or less automatically. On the contrary, there is no direct route from language learning to employment and integration. The reverse is also true, however: employment does not automatically create language competence. Approaches which separate language classes from the other dimensions of integration are far less likely to succeed than integrated approaches that embed language learning in the workplace or some other participatory context and thus ensure that from the beginning the language of the host society is part of the linguistic repertoire that the adult migrant deploys in daily life. In this connection, many contributions stress the importance of allowing migrants to express themselves personally, which results in authentic language use and opens the way to “identity work” in another language. These considerations imply that civil society, employers, associations of all kinds, and language teachers should share responsibility for the linguistic integration of adult migrants. Interdisciplinary research is needed to explore the close and complex relation between social participation and language learning and inform the development of effective pedagogical approaches. Successful models already exist in some countries, so again the question arises: How can such models be disseminated?

Fourthly, the contributions in this volume remind us that there is no such thing as a typical migrant. Socially, culturally and linguistically migrant populations are infinitely diverse; in terms of educational capital they range from the illiterate to the highly qualified; and they include vulnerable groups such as the elderly, the deaf, and people serving prison sentences. This means that it makes no sense to provide just one type of language course for adult migrants or to impose the same language requirement on everyone. It also means that the analysis of migrants’ language needs should be an obligatory prerequisite for the development of language courses and learning activities; and if migrants are to take ownership of the learning objectives they are asked to achieve, they themselves should be actively involved in needs analysis. At the same time, it must be acknowledged that for some migrants, especially refugees, language learning is not a top priority and providing them with a language course is not necessarily the best way of helping them.

Finally, many contributors emphasized, directly or indirectly, the crucial role played by associations and volunteers who organize activities for adult migrants, especially refugees. The LIAM project is currently developing a toolkit to support such activities; in due course it will be made available on the Council of Europe’s website.

The symposium reminded us repeatedly that linguistic tolerance and goodwill play an essential role in effective communication with migrants, and that concepts of integration and the findings of research studies can be used to create a balance between welcoming linguistic and cultural diversity and helping migrants to learn the language of their host country. We hope that this volume will encourage further research while helping member states to develop integration policies that are appropriately informed and accord with the Council of Europe's core values.