



# Digital skills, literacy and communicative language activities. The "Literacy And Second Language Learning for the "Linguistic Integration of Adult Migrants" approach

(Competenze digitali, alfabetismo e attività linguistico-comunicative. L'approccio di LASLLiAM - Linguistic Integration of Adult Migrants, una guida di riferimento del Consiglio d'Europa)

# International Literacy Day

- 'The Covid pandemic clearly showed that literacy saves lives! Only if people can read and write will they be able to access lifesaving information and be empowered to act responsibly during emergencies such as the one the pandemic has brought about.'



David Atchoarena, Director of the [UNESCO Institute for Lifelong Learning](#) on International [#LiteracyDay](#).

773 million

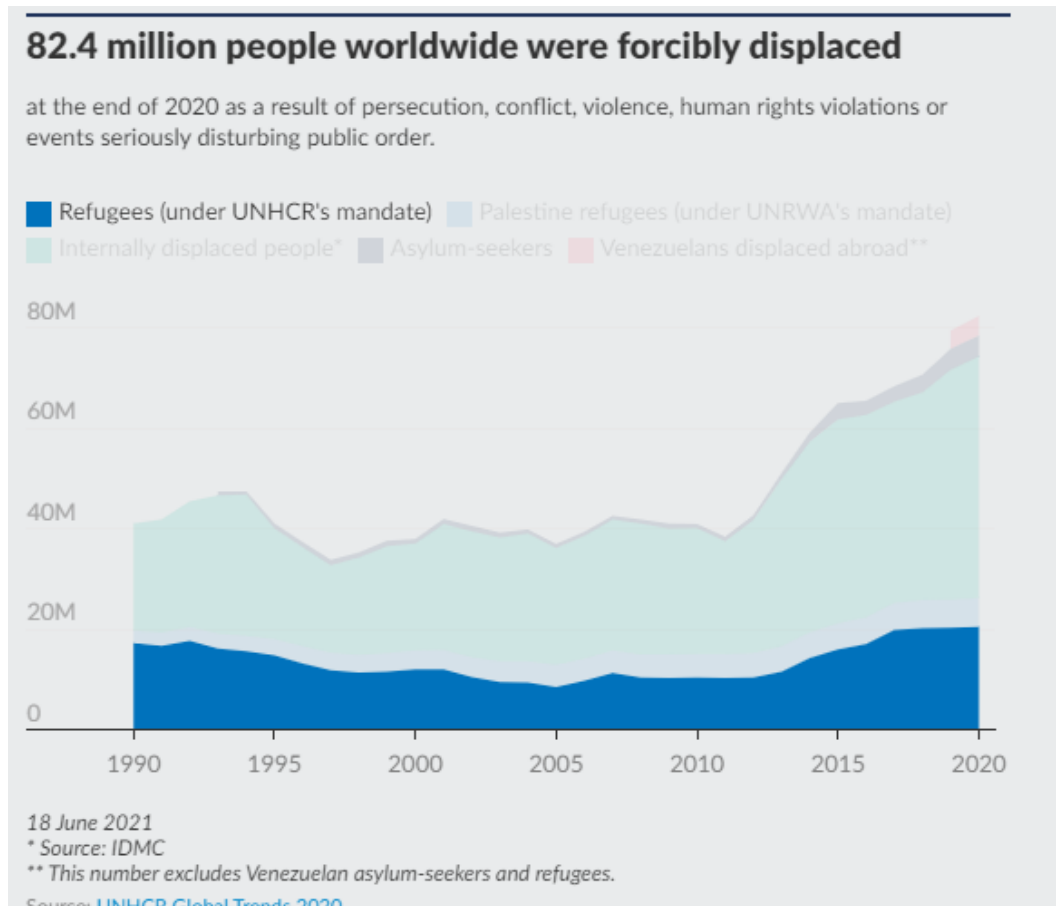
- Youth and adults worldwide do not have basic literacy skills
- Two thirds of them are women.
- They are deprived of access to jobs, relevant information for their everyday life and full participation in their communities



- **HOW ABOUT TRYING TO LEARN HOW TO READ AND WRITE FOR THE FIRST TIME IN A LANGUAGE YOU DON'T SPEAK WHILE BEING DISPLACED !!!!!!**



- **82.4 MILLION PEOPLE AROUND THE WORLD HAVE BEEN FORCED TO FLEE THEIR HOMES**
- **26.4 MILLION REFUGEES, AROUND HALF OF WHOM ARE UNDER THE AGE OF 18.**
- **MOST LACK ACCESS TO BASIC RIGHTS SUCH AS EDUCATION, HEALTH CARE, EMPLOYMENT AND FREEDOM OF MOVEMENT.**




**1 in every 95 people on earth has fled their home**

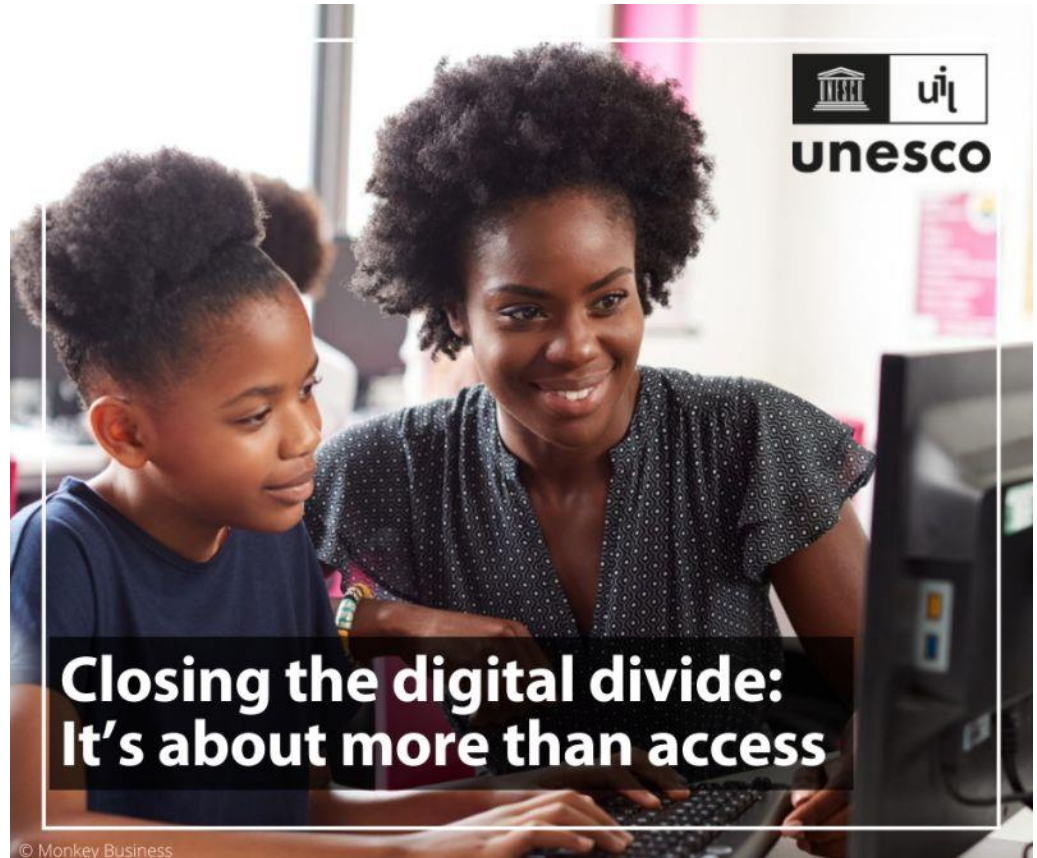
- IT IS NOT  
ANYMORE JUST  
ABOUT THE ABILITY  
TO READ AND  
WRITE





- DIGITAL SKILLS HAVE BECOME A KEY  FACTOR TO ACCESS LIFE-SAVING INFORMATION.

- BUT OVER HALF OF THE WORLD'S POPULATION LACK BASIC SKILLS FOR COMPUTER-BASED ACTIVITIES



# LITERACY AND SECOND LANGUAGE LEARNING FOR THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS (LASLLIAM)



# Why a focus on literacy

**LASLLIAM** is a tool describing a **parallel/ double/ interrelated and not linear** process of acquiring **literacy** and oral language in the second language

- **Literacy**, as the capacity to deal with the written code of a language, **is a fundamental right**: the access to literacy is strictly linked to “the right to protection against social exclusion” (European Social Charter, Part II, Article 30), since the ability to use the written language enables someone to better perform everyday tasks and participate fully in the highly literate societies of Europe
- In LASLLIAM **the notion of literacy** refers to the ability of individuals, as social agents, to identify, understand, interpret and produce written texts (which can be handwritten, printed, digital and multi-modal) in accordance with social contexts

# Use of LASLLIAM

**curricula &  
syllabi**

**teaching &  
learning  
materials**

**assessment  
tools**  
(within the learning  
environment)

**portfolios**

# LASLLIAM as a European instrument

- to trace and foster the development of non- and low-literate adult migrants
- to design, implement and improve **learning environments** offered to literacy-and-second-language learners
- to define and scale potential **teaching goals** targeted to support migrants communication in the social tasks that they want or need to perform

**This means that LASLLIAM aims to sustain the alignment between curriculum, teaching and assessment, supporting its recognition across Europe**

# Need for LASLLIAM

LASLLIAM intends to :

- ✓ not serve as an instrument for developing high-stake exams
- ✓ represent an answer in terms of **tool for inclusive and tailored learning**, in coherence with Goal 4/UN 2030 Agenda (preserve the human right to education by promoting lifelong learning opportunities for all, starting with the most vulnerable people, as the **learners profiles** considered by LASLLIAM)





## Chapter 1: Aims, Users and Learners



## Chapter 2: Sources and Rationale



## Chapter 3: Teaching Literacy in a Second Language



## Chapter 4: LASLLIAM scales



## Chapter 5: Using LASLLIAM for curriculum design



## Chapter 6: Assessment within the learning environment



## Chapter 7: Validation and Piloting



## References



## Glossary

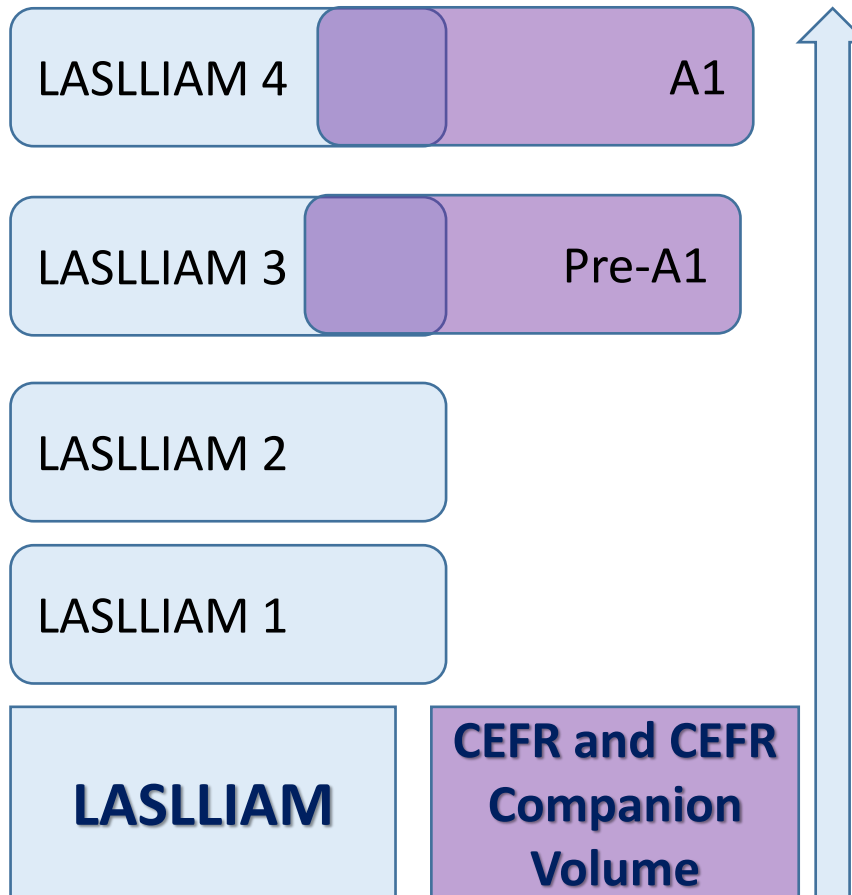


## Three Appendixes: Resources, Scenario, Checklist

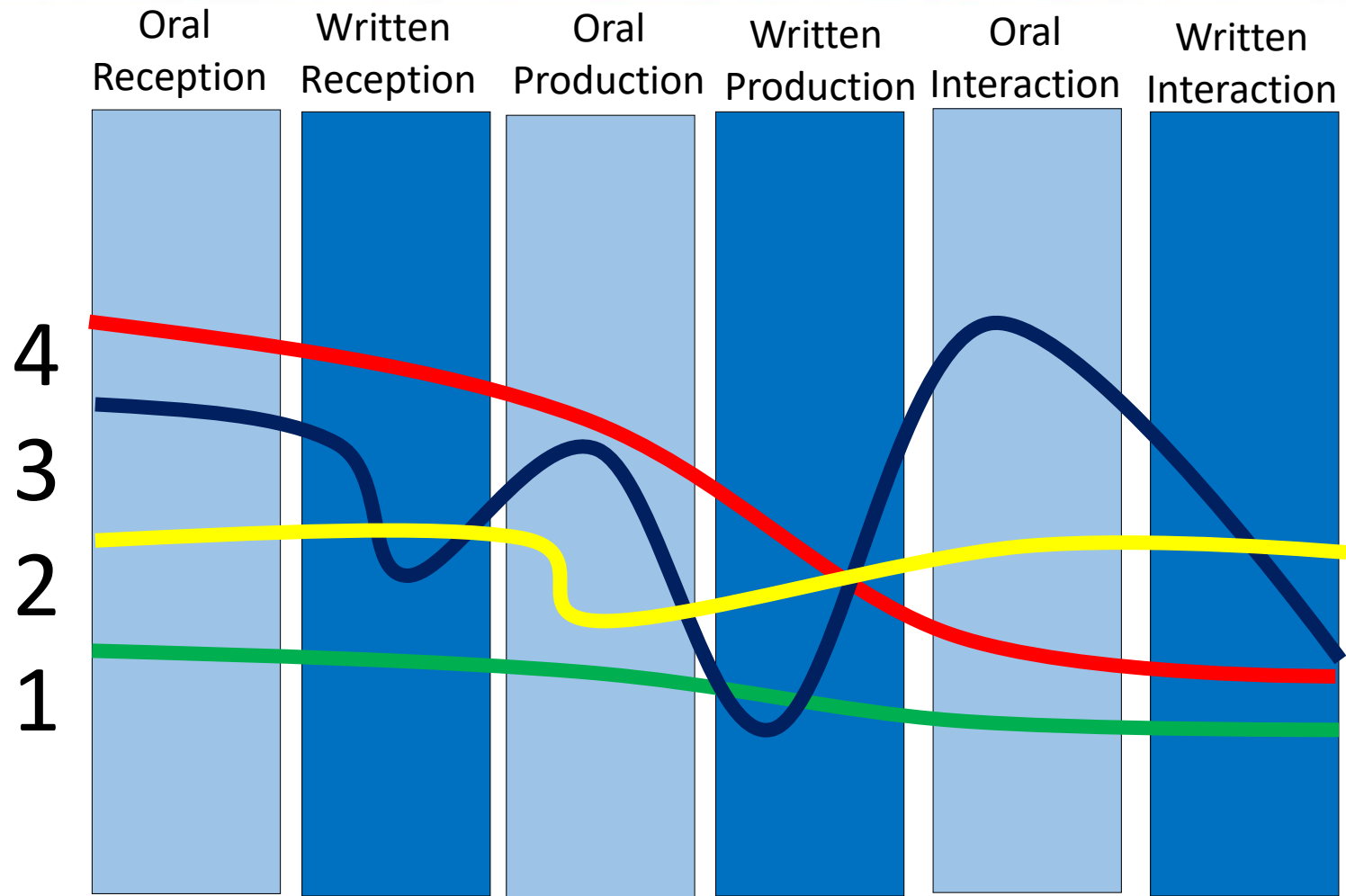
# LASLLIAM target Learners

- Various types of learners can be distinguished when taking into account backgrounds related to non- and low-literate adult migrants
- Each type is characterized by a combination of features, according to the educational biographies:
  - ✓ from technically non-literates – probably the most vulnerable people, as defined by the Parliamentary Assembly (Recommendation 2034, 2014)– to the so-called functionally non- literates (UNESCO, 2017)
  - ✓ from non-literates with minimal ability to act in a second language, to low-literates with some abilities to deal with speaking and listening in their second language

# Levels and (uneven) profiles



- LASLLIAM assumes the concept of **individual profiles**, which implies learning goals independently of each other
- Therefore, the descriptors are not co-dependent, in the sense that a learner might be at level 1 in a certain 'can-do' and level 2 or 3 in another



**Uneven profiles of 4 LASLLIAM learners**



# Progression: LASLLIAM general indicators

- Working with others before working alone
- Working with guidance before working autonomously
- Contextual before abstract
- Personal relevance before generic
- Oral before written
- Reception before production
- Interaction before reception and production
- Practiced before new
- Meaning before form
- Pragmatics before accuracy (only for functional literacy, not for technical)



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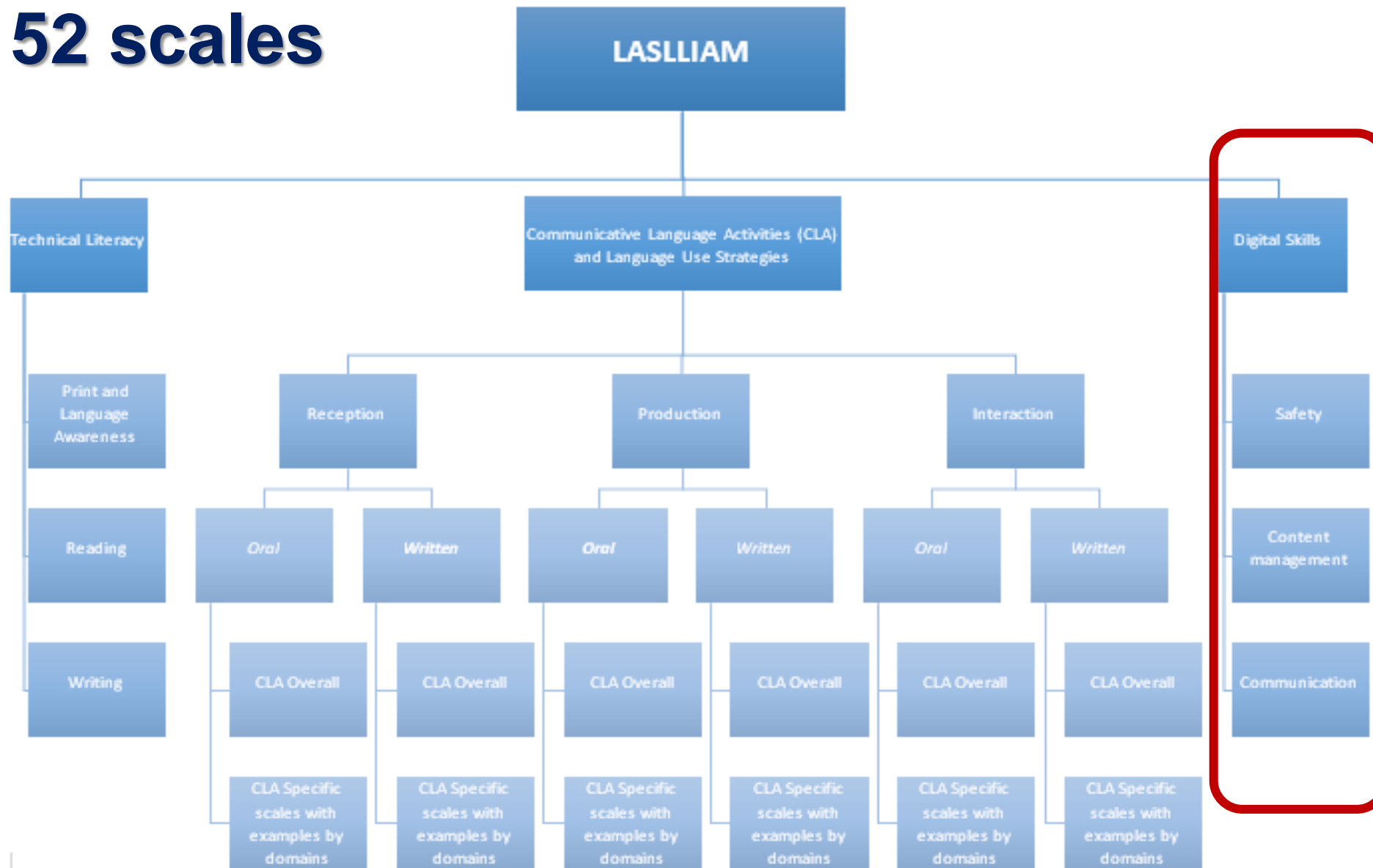


## Glossary



## Three Appendixes: Resources, Scenario, Checklist

# 52 scales



# Digital Literacy/Skills Frameworks

**DigComp 2.0**

**A Global Framework of  
Reference on Digital Literacy  
skills for Indicator 4.4.2**



# DIGCOMP 2.0

THE DIGITAL COMPETENCE FRAMEWORK FOR CITIZENS  
WHY - WHAT - FOR WHOM

Digital society needs  
digitally-competent citizens



## **1.1 Browsing, searching and filtering data, information and digital content**

To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

## **3.1 Developing digital content**

To create and edit digital content in different formats, to express oneself through digital means.

Information Paper No. 51  
June 2018  
UIS/2018/ICT/IP/51



## A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2

Table 3. Mapping of selected digital literacy frameworks onto the extended DigComp framework

Digital literacy frameworks	0	1	1.1	1.2	1.3	2	2.1	2.2	2.3	2.4	2.5	2.6	3	3.1	3.2	3.3	3.4	4	4.1	4.2	4.3	4.4	5	5.1	5.2	5.3	5.4	6	Total	
Kenya Basic Education Curriculum Framework	5			2		4			3					5		2	3			2			2				2	2	6	38
Philippines ALS-K to 12 LS 6	7	19	1	6		3	4		1	4	2		19	4	3		4	1	6	5						3	6		98	
India Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA)	1	4		2	1	1	1	1	1				1																12	
Costa Rica Student Performance Standards in Digital Technology-enhanced Learning	15	4	4	4		4	6	1	10	5			11		1	10	8	3	2	1			1	1	3	13			107	
Chile SIMCE TIC Matrix of ICT Skills for Learning		2	2	2		1								3	1				1	1							1		14	
British Columbia Digital Literacy Framework	8	1	13	4	1	5	3	2	4	2	7	5	6	3	5	4	1	3	4	8	1	4	5	2	3	2			106	
IC3 Global Standard 5	16	16	1	14		5	3				2	1	14	2	1	1	1	5	4	3			1		1	3			94	
ICDL Competences	21	22	5	19	1	5	2		4	3	1		41	10	2	3	2	8	6	3	1					2	12	4	177	
Microsoft Digital Literacy Standard Curriculum Version 4	15	13	1	5		1					1		10	3	1			5	2	1							7	2	67	
Total no. of instances mapped	88	1	93	20	53	11	23	18	9	17	22	9	0	107	25	16	21	16	25	27	22	2	6	7	3	14	46	12		

Note: Underscored competence areas (0 and 6) are proposed additions to the existing DigComp 2.0 competence areas and competences.



**Table 5. Proposed competence areas and competences for the Digital Literacy Global Framework**

Competence areas and competences	Description
<b>0. Devices and software operations**</b>	To identify and use hardware tools and technologies. To identify data, information and digital content needed to operate software tools and technologies.
0.1 Physical operations of digital devices**	To identify and use the functions and features of the hardware tools and technologies.
0.2 Software operations in digital devices**	To know and understand the data, information and/or digital content that are needed to operate software tools and technologies.
<b>1. Information and data literacy</b>	To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage and organise digital data, information and content.
1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
1.2 Evaluating data, information and digital content	To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.



# DIGITAL SKILLS SCALES

- ✓ Technical Digital Skills
  - 1. Communication and Collaboration
  - 2. Content Creation and Management
  - 3. Safety

Technical digital skills are mentioned in LASLLIAM, but not scaled

# PROGRESSION INDICATORS

- ✓ Complexity of the operation involved (e.g. from using a password to changing a password)
- ✓ Degree of literacy needed
- ✓ Devices used to carry out the task (e.g. from mobile devices to desktop PCs)

# DIGITAL TECHNICAL SKILLS

- ✓ Can use a touchscreen with one finger (e.g., select icons) or more (e.g., to zoom in/out, scroll).
- ✓ Can open and close familiar apps.
- ✓ Can use the main keys on a keyboard (e.g., letters).
- ✓ Can identify what a cursor is.
- ✓ Can use a mouse to open and close windows/apps with/out guidance.

# COLLABORATION AND COMMUNICATION

1	Can identify the icons of basic functions on a digital device (e.g. symbol of an app or a browser).
2	Can recognise basic commands in a frequently used software (e.g. the word “next”).
3	Can use simple, personally relevant software with guidance (e.g. a learning tool, web browser).
4	Can use simple, personally relevant software (e.g. online word processor).



# CONTENT CREATION AND MANAGEMENT

1	Can identify Wi-Fi symbol.
2	Can connect to free Wi-Fi which does not require registration with guidance.
3	Can connect to free Wi-Fi which does not require registration.
4	Can connect to free Wi-Fi which requires registration.

# SAFETY

1	Can identify the icons of basic functions on a digital device (e.g. symbol of an app or a browser).
2	Can recognise basic commands in a frequently used software (e.g. the word “next”).
3	Can use simple, personally relevant software with guidance (e.g. a learning tool, web browser).
4	Can use simple, personally relevant software (e.g. online word processor).

# LASLLIAM Research plan: main steps

**Development (2018-2020)**

**Validation (2020-2021)**

**Piloting (2022)**

**Launch and dissemination (2022)**



Thank You!

