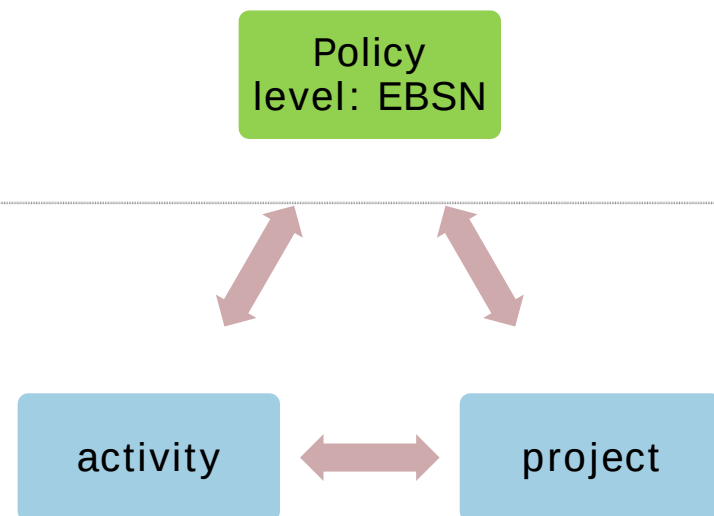


Initial Literacy for Immigrants – the ALFIE Project Results

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Senior Adviser

The ALFIE Partnership

- ❖ a Grundtvig / LLP Learning Partnership, 2011-2013
- ❖ main aim: Establishing a meeting place for the exchange of knowledge, experience, insights and practical models related to the initial literacy training of immigrants in E.
- ❖ five seminars / study visits
- ❖ Recommendations (final results), “Reflection notes” and evaluations on website
- ❖ final reports (NAs, EST) by 30.09.



ALFIE

Partners

- ❖ Vox, NO (co-ord.)
- ❖ Albeda College, NL
- ❖ ACEFIR, ES
- ❖ Akrotea, CH
- ❖ University of Iceland, School of Education, IS

complement each other

ongoing work





The Discussions



- ❖ strengths and weaknesses in the implementation of alphabetisation programmes in the partner countries
- ❖ pedagogical approaches, didactic models and tools
- ❖ the status of professionalisation of alphabetisation staff in the partner countries
- ❖ recommendations for further study, research and development



ALFIE

The ALFIE Recommendations

- I. Evidence
- II. Raising Awareness
- III. A Framework for Second Language Literacy Acquisition (Entry Level)
- IV. Professional Development
- V. Understanding and Using Digital Technology in Initial Literacy Teaching

Current challenges -- target groups -- ideas for further work

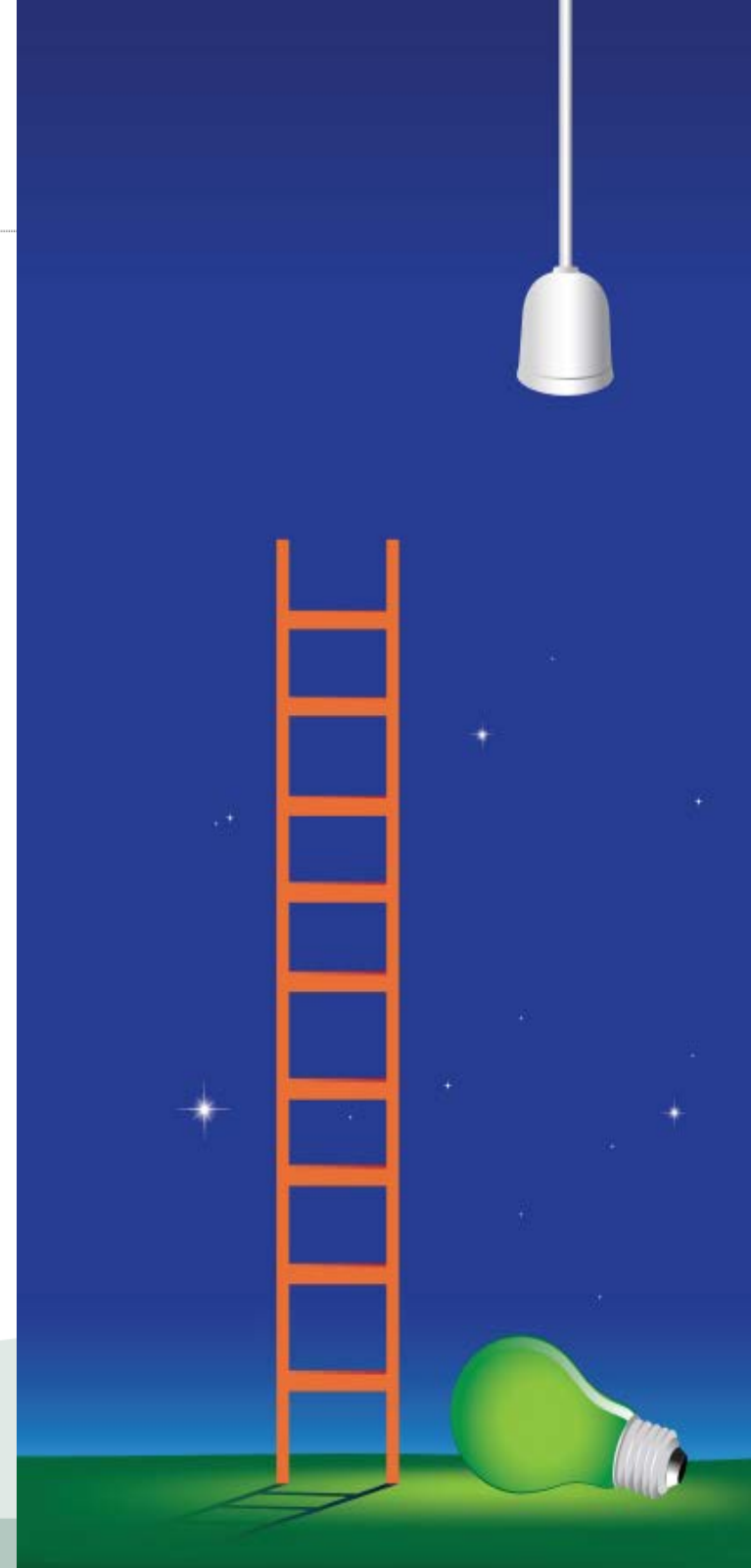
I. Evidence

- 
- ❖ challenge: Invisibility
 - ❖ raise awareness
 - ❖ a cross-sectoral, multi-level approach
 - ❖ access to evidence
 - ❖ beneficial?
 - ❖ examples of good practice
 - ❖ overview of existing knowledge/research/evidence
 - ❖ country fiches / inventory

II. Raising Awareness

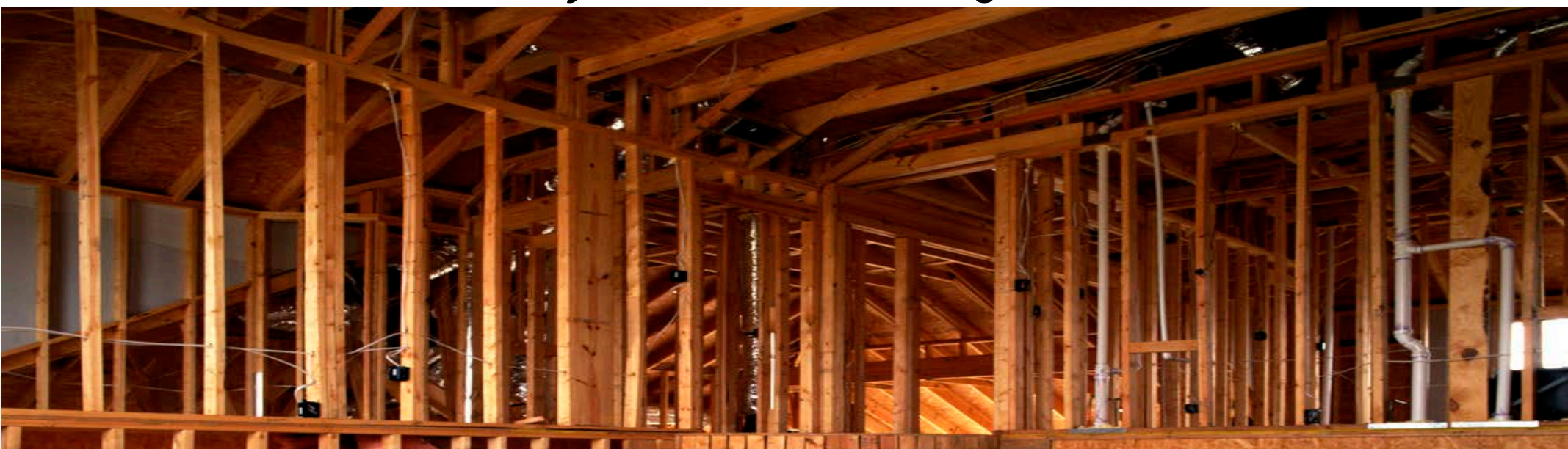
- ❖ little knowledge
- ❖ horizontal and vertical cooperation
- ❖ systemic change and development
- ❖ facilitate for effective exchange

- ❖ “What is it they need to know?”
- ❖ increase visibility
- ❖ arenas for co-operation
- ❖ success stories



III. A Framework for Second Language Literacy Acquisition (Entry Level)

- ❖ no formal means of reference
- ❖ the CEFR
- ❖ need to 'build concepts'
- ❖ distinction L2 *literacy* ≠ L2
- ❖ huge undertaking
- ❖ draw on experience
- ❖ the role of oral training
- ❖ pre-reading and pre-writing skills



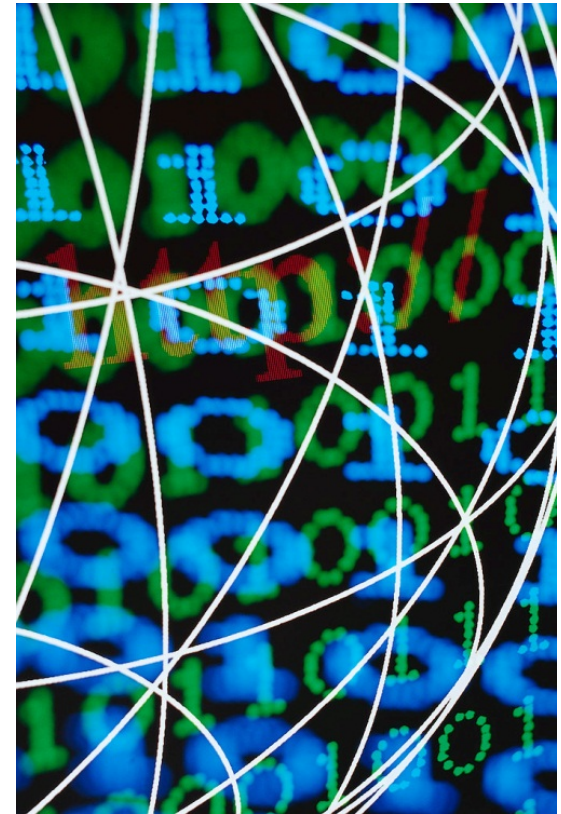
IV. Professional Development



- ❖ professionalise and increase the status of the field
- ❖ lack of systems for initial and continuing education
- ❖ three main strands; teaching *L2*, teaching *literacy*, and teaching *adults*
- ❖ need for specialised teacher education
- ❖ need for national standards/ requirements for teachers

V. Understanding and Using Digital Technology in Initial Literacy Teaching

- ❖ untapped potential
- ❖ twofold objective; instrumental and life skills
- ❖ two target groups
- ❖ *didactic use* of technology
- ❖ top-down and bottom-up
- ❖ in-service training courses
- ❖ follow-up on existing European projects <http://diglin.eu/>



What next?

❖ Please help spread these ideas!

➤ Copy // website: vox.no > international cooperation // e-mail me to get pdf file directly // link from EBSN page // ALFIE website:
<http://alfieproject.wordpress.com/>

❖ Please consider the ideas for further work – inspiration for further projects!?

