

# Reference guide LASLLIAM: Conclusions from the Spanish pilot experience

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**ABSTRACT:** This article presents a qualitative study based on interviews with teachers involved in the development and piloting of teaching materials based on the LASLLIAM framework (Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants), a guide by the Council of Europe aimed at the linguistic integration of adult migrants with low levels of formal education. The study analyzes teachers' perceptions regarding the usefulness of the framework, the pedagogical challenges encountered during its implementation, and the adaptability of the materials to the Spanish context. The results show that, while the framework is positively valued for providing guidance and structure, its practical application requires considerable flexibility due to the great heterogeneity of the student population (literacy levels, educational backgrounds, emotional states). Teachers highlight their active role in adapting the materials and emphasize the need for contextualized and motivating content. The study concludes that LASLLIAM has strong potential to improve language and literacy teaching for migrants, but it must be applied dynamically and supported by specific training. [Style: abstract]

**Keywords:** LASLLIAM, Adult Migrants, Literacy Education, Teacher Perceptions, Curriculum Adaptation.

## Guía de referencia LASLLIAM: conclusiones de la experiencia piloto en España

**RESUMEN:** Este artículo presenta un estudio cualitativo de entrevistas a docentes implicados en el desarrollo y pilotaje de materiales didácticos basados en el marco LASLLIAM (Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants), una guía del Consejo de Europa para la integración lingüística de adultos migrantes con un bajo nivel de instrucción formal. El estudio analiza las percepciones del profesorado sobre la utilidad del marco, las dificultades pedagógicas encontradas durante su implementación y la adaptabilidad de los materiales al contexto español. Los resultados muestran que, si bien el marco es valorado positivamente por ofrecer orientación y estructura, su aplicación práctica requiere una gran flexibilidad debido a la gran heterogeneidad del alumnado (niveles de alfabetización, trayectorias educativas, estados emocionales). Los docentes destacan su papel activo en la adaptación del material y la necesidad de contenidos contextualizados y motivadores. Se concluye que LASLLIAM tiene un alto potencial para mejorar la enseñanza de la lengua y la alfabetización de personas migrantes, pero debe aplicarse de manera dinámica y con formación específica.

**Palabras clave:** LASLLIAM, Migrantes Adultos, Educación en Alfabetización, Percepciones del Profesorado, Adaptación Curricular.

## 1. INTRODUCTION

This article presents a qualitative analysis of semi-structured interviews conducted with two groups of informants: teachers who developed materials based on the LASLLIAM (*Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants*) framework (Council of Europe, 2022) and those who tested them in their classes with adult migrant learners. The LASLLIAM framework, developed under the patronage of the Council of Europe, is intended as a reference for professionals working with adult migrants with a low level of formal education. The framework, structured in a progressive way and containing detailed descriptors of relevant areas, was subjected to a validation process consisting of a pilot experience in which materials based on the descriptors, and focused on oral skills, were tested in real contexts, in order to know their usefulness and acceptance by teachers and students. After the piloting, reflections were collected both from the authors of the materials and from the teachers, regarding, among other issues, their functioning in the classroom, the problems detected or their adaptability to the local context. However, given the semi-open nature of the interviews, respondents also shared more general ideas about teaching ELE (Spanish as foreign language) and literacy, such as the peculiarity of teaching in this context, the characteristics of the students or the role of the teachers.

## 2. OBJECTIVES

This study aims to understand how the LASLLIAM framework is interpreted and put into practice through the design of materials that were subsequently tested in real classrooms with adult migrants. Specifically, the perceptions of both the authors of the materials and the teachers are analyzed. Some general aspects related to teaching in this context are also studied.

Specific objectives:

1. To analyze how the authors of the materials and the teachers perceive the structure, clarity and pedagogical usefulness of the LASLLIAM framework.
2. Detect main problems in the application of the framework to different educational contexts.
3. Analyze the potential of the framework to change pedagogical practices related to literacy and language teaching.
4. To analyze teachers' perceptions of teaching Spanish and literacy to adult migrants.

Research questions:

1. How do the authors and teachers assess the practical usefulness of the framework and its relevance in relation to the classes developed in Spain?
2. What difficulties are encountered when using the materials created from the framework descriptors?
3. How does the application of the framework influence aspects such as the concept of literacy, the needs of the students or the teaching strategies?
4. What aspects of their teaching do teachers highlight as characteristic and relevant for classes with adult migrants?

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

This section will summarize the main features of LASLLIAM, as described in its introduction. The LASLLIAM reference guide, developed by the Council of Europe (2022), is a fundamental document that provides an inclusive and adapted framework that places migrants with little or no formal education -which implies none or incomplete literacy- at the center of attention of language policy, curriculum development, and assessment.

The publication of LASLLIAM is part of the Council of Europe's mission to promote human rights, democracy and the rule of law, one of the main aspects of which is to support social inclusion and respect for diversity, in particular through language teaching. Furthermore, the guide also responds to one of the main concerns of the LIAM (Linguistic Integration of Adult Migrants) project: how to ensure equal access to education and participation in society for migrants, especially those most exposed to social exclusion. For the Council of Europe, language is not only a tool for communication, it is a means of enjoying rights, maintaining identity and exercising active citizenship.

LASLLIAM builds on the *Common European Framework of Reference (CEFR)* (Council of Europe, 2002) and its *Companion Volume* (Council of Europe, 2020), but, at the same time, explores the field where those instruments do not reach. Specifically, LASLLIAM addresses levels from preA1 to A1, adapting the CEFR descriptors to the peculiarities of learners with little or no formal instruction, limited experience with written language, and to asymmetrical communicative situations. Unlike the CEFR, which assumes a sufficient level of literacy, LASLLIAM does not assume any particular level of literacy and starts with more basic elements of language learning and literacy, including, for example, mechanical literacy, word recognition or basic oral interaction in contexts essential for functioning in society.

LASLLIAM is characterized by a holistic, learner-centered approach. It recognizes that literacy is a broad term, where the skills of reading and writing are only examples of its components. The guide refers to the concept of multiliteracies, expanding the notion of literacy to include digital, visual, cultural and functional literacy. According to this vision, being literate is not just about being able to read, it is the effective ability to participate in society using different forms of communication. This broad notion of literacy recognizes the diversity of learners' experiences and is a response to the complexities of living in a new, post-industrial, highly literate society.

The learners targeted by LASLLIAM are often referred to as LESLLA (Literacy Education and Second Language Learning for Adults) learners. They are adult migrants who may have low or no literacy skills in any language, sometimes come from oral cultural backgrounds or have had their formal education interrupted due to conflict, displacement or poverty. The guide defines this group, taking into account factors such as cognitive development, cultural background and learning objectives. It emphasizes the need for an adapted pedagogical approach that recognizes the knowledge and skills learners already possess and enhances their self-esteem. It is emphasized that learners often have diverse and valuable life experiences that must be respected and integrated into the learning process.

It is important to note that LASLLIAM is not a prescriptive document. It is a reference guide intended to be used at different levels: supra (international), macro (national), meso

(institutional), micro (classroom) and nano (individual). The guide provides examples of, for example, how it can help develop curricula at each of these levels. At the framework level, LASLLIAM can provide guidance on needs analysis, outcome definition and curriculum evaluation. At the meso level, it can provide guidance on course offerings, materials and teacher-related factors. At the micro and nano levels, it emphasizes the importance of the individual educational profiles of each learner, which helps teachers to adapt the teaching process to the personal objectives and trajectories of learners. Real examples from countries such as Germany, Italy or the Netherlands illustrate the adaptability of the guide to different contexts and cultures.

The descriptor scales were developed and validated during a research process that lasted several years and include a wide range of competencies: mechanical literacy (reading and writing), reading and writing skills from a communicative perspective, speaking and listening activities, strategies for language use, and digital skills. Each area is defined in detail and the descriptors are stated in accessible language that reflects the communicative situations that learners experience in their daily lives. The lists of descriptors were developed in a series of qualitative workshops and quantitative studies involving stakeholders from across Europe: teachers, tutors, volunteers, curriculum developers and language policy makers. The validation process took into account criteria such as: clarity, pedagogical usefulness, relevance to real life and appropriateness to the level. This methodological rigor makes LASLLIAM not only a theoretically based guide, but also a reference work evaluated and validated by professionals in the field.

Beyond its content, LASLLIAM represents a philosophical and political stance. It rejects a deficiency-based view of the learner and instead adopts an approach that recognizes their strengths, knowledge and experiences. Learners are not defined by what they lack, but by what they possess and contribute. Their educational trajectories may not include formal education, but they have proven to be survivors, endowed with cultural knowledge and life experiences. LASLLIAM conceives of the classroom as a space where adult migrants develop skills not only to survive, but to thrive: to know how to defend themselves, orient themselves and move within the structures of society, and to participate fully in the life of the new communities to which they now belong.

#### **4. STUDIES ON ADULT MIGRANT TEACHERS**

In the context of international migration, teaching second languages and literacy to adult migrants and refugees is a key element in the process of social inclusion. Publications in this field reflect the complex role played by teachers who not only teach languages, but also become mediators, social workers or activists on behalf of students who often come from situations of marginalization and vulnerability. In this review we will focus on studies centered on the figure of the teacher, with emphasis on the methodologies used, professional identities, training and difficulties faced by teachers in these contexts.

In this sense, there are two main groups of studies: those focused on describing their teaching practices and those that study their profile and training, sometimes proposing solutions and analyzing the results of training programs.

Among the former we can cite, for example, the research of Morales Rodríguez and Sosinski (2024) who studied student profiles, the role of teachers and methodology and not-

ed aspects such as lack of training opportunities, lack of materials and, in general, limited support for their work.

In another article by Sosinski (2018) we find data to understand the professional profile of teachers working in Spain and in the rest of the world. Spanish teachers, despite having little specific training, bet on communicative classes, while their colleagues in other countries focused on grammar or exam preparation.

The COVID-19 epidemic meant a radical change in classrooms and an added difficulty for language and literacy instruction for adult migrants. In a phenomenological study by Sosinski (2021), despite some positive results for younger learners, teachers expressed a desire to return to face-to-face teaching and noted the need for more training in the use of new technologies.

Cowie (2021) explores the erosion of educational provision for LESLLA students in the UK and finds that teachers were inadequately trained and under-resourced, while students (often women with little or no formal education) were excluded from classes offered to literate students.

In the Spanish context, works such as those of Casanova and Mavrou (2019), Llorente Puerta (2020, 2022) and Merino (2010) emphasize the existing diversity among students, which includes different levels of language and writing proficiency, but also, for example, cultural and generational diversity or different degrees of digital literacy. As a consequence, teachers have very diverse tasks, must be able to manage cultural, religious or gender role conflicts, and have to adapt to a variety of teaching modalities and varied learner needs, as well as act as facilitators of integration helping to solve linguistic, social and administrative problems. However, although these are undoubtedly challenging pedagogical contexts, Masid Blanco and Palnelles Almeida (2025) show that teachers of Spanish for migrants and refugees experience fewer negative emotions than their colleagues working in general education.

In summary, practically all the studies mentioned above advocate offering more training to teachers. This statement is reinforced by results published by Nikleva and García-Viñolo (2023) or Young-Scholten et al. (2015) who, through surveys, detected gaps in preparation for working in migrant language education.

This need has found a response in theoretical and practical publications that make proposals for training programs or analyze their results. Among some of them, in the American context, we can cite those of Farrelly et al. (2017), Faux (2006), Flores et al. (2019), Hauber-Ozer and Ramos (2020), Peyton et al. (2007), Vinogradov (2013), and Vinogradov and Liden (2009). In contrast, in the European context we have articles by Mocciaro, Arcuri, and D'Agostino (2017), Sunderland and Moon (2008), and Tammelin-Laine et al. (2021).

In general, all of them prove the effectiveness of training courses and the creation of structured programs that combine theory with practice is advocated, where the most appropriate methodologies are workshops, reflective reading, class observation and shared planning of teaching, all offered in a flexible way to adapt to different teaching profiles.

## 5. METHODOLOGY

This is a qualitative analysis of semi-structured interviews, collected in 2022, from two groups of informants who worked with the LASLLIAM framework in Spain: eight teachers who tested the LASLLIAM materials in their classes with adult migrants with a low level

of formal education and two teachers who had designed the materials for testing, based on the framework descriptors. The interviews were conducted in Spanish and focused on the participants' experiences, perceptions and critical reflections regarding the materials, the process of their development and classroom testing.

With regards to the authors of the materials, one informant has a profile of solid institutional experience and deep technical knowledge of curricular frameworks in the field of languages. As for the second informant, that person brought a perspective more connected to teaching practice, as she had extensive experience that included formal and informal teaching in Spain and abroad.

Teachers were active in a variety of contexts-municipal programs, NGOs and language academies-which offers insight into how the materials work with different learner profiles, institutional and pedagogical contexts.

A regular analysis of common themes was conducted and used to code and interpret the data. The interview transcripts were analyzed inductively to identify regularities, common themes, and divergent points of view. The analysis also contrasts the perspectives of the authors of the materials and the teachers who used them in their classes. The triangulation of the data obtained from the two sources allows us to offer a more complete and diverse view of the application of the framework to the reality of classrooms in Spain.

## 6. ANALYSIS

In this section we will analyze the discourse of the authors of the materials and of the teachers who put them into practice in their classes, regarding the LASLLIAM framework and its application to the Spanish context.

To begin with, from the most general point of view, the interviewees repeatedly note an absence of curricular references in the area of language and literacy teaching to adult migrants, as well as a lack of institutional support, an idea that we already find, for example, in Cowie (2021), Llorente Puerta (2022), Morales Rodríguez and Sosinski (2024) or Sosinski (2018).

In this regard, respondents note that official frameworks do not align with the practical realities of literacy classes for migrants. One of the authors of the materials expresses frustration at the lack of institutional support for adult learners with limited educational backgrounds: *In general, there is nothing for adults and in conditions... There are still manuals that are not designed for immigrants nor with real texts.*

Although there are curricular frameworks such as the Curricular Plan of the Cervantes Institute (2006), these resources are often not well known in the non-formal education sector, especially in voluntary associations, which experience difficulties in accessing these documents and lack resources for their correct interpretation and application: *In the Language School there are [curricula], but these associations do not know them and are for the literate.*

These shortcomings reinforce systemic inequalities where those working with the most vulnerable students have fewer institutional resources at their disposal.

Likewise, while teachers' experience with curriculum documents is varied and subordinated to their work context (some do have curricula, especially at more advanced levels, others emphasize the total absence of references at lower levels), most teachers also indicate that they work in contexts without a formal curriculum. They use their professional experience

as well as sensitivity to students' lived experiences to determine the content and methodology of their classes. In the words of one of the teachers: *We do not have a curriculum, we have a lot of freedom to use the materials we want and to organize ourselves as we wish.* In this sense, it is a widespread reality in the Spanish context (Llorente Puerta, 2022) and its application has sometimes yielded positive results.

One of the informants, who works in a municipal organization, notes: *There is no official curriculum... we go person by person... this way we make a learning diary.*

In many contexts, especially in NGOs, the creation of a curriculum depends on the personal initiative of teachers. One informant describes such a system based on self-organization:

There is a folder with shared materials... I adapt literacy material from children to adults.

The absence of a common framework can often lead to teaching that is highly context-dependent, which, while denoting flexibility and adaptation to the needs of students, can lead to a lack of cohesion in the implementation of courses and the absence of a common pedagogical basis between institutions or even within the same organization.

As a result, lesson planning is an adaptive process, dependent on the classroom context and rather bottom-up.

In this context, it is natural that the teachers who participated in the piloting of the LASLLIAM materials are not simply passive users of the curriculum, and the materials provided: they are co-responsible agents, they have a critical attitude, and they apply adaptations that make them co-authors of the materials.

On the other hand, due to the absence of coherent and accessible curricula, it is noted that teachers frequently resort to improvisation. Lesson planning is spontaneous, is not done in advance, and responds to the immediate needs of the classroom, depending on who is physically present in the classroom at the given moment. One of the authors of the materials explains: *Everything depends on who is in the classroom... Sometimes teachers are missing and you just put all the students together, so they learn something [and that is] better than nothing.*

Teachers also insist on their key role, which is not without its difficulties. Their autonomy allows creativity, but it also requires constant attention to the classroom context and quick decision-making on content, which is an added effort, according to all teachers, due to the enormous heterogeneity of the classes. The diversity of student profiles (age, literacy level, educational background, emotional state) is typical in classes with LESLLA students (Casanova & Mavrou, 2019; Llorente Puerta, 2020; Merino, 2010) and requires constant pedagogical agility, apart from the usual class preparation. As one of the informants explains: *It is not improvisation because I prepare a lot of material beforehand, but it is not a programming as such.*

And another adds along the same lines: *With such diverse groups... I adapt to the needs of the group, even on the same day, I have many alternative options for the class.*

Teachers are also cultural and emotional mediators. They carefully avoid topics that might be traumatic or uncomfortable for migrant students: *I avoided asking them about the houses in their countries of origin... you can end up with a drama in the classroom.*

These observations align with Llorente Puerta's (2020) description of the flexible and variable role of teachers. This is also a fairly common phenomenon, as teachers of LESLLA students take on a variety of roles, often as a result of their personal commitment (Llorente Puerta, 2022; Merino, 2010; Morales Rodríguez & Sosinski, 2024; Sosinski, 2018).

Likewise, according to Llorente Puerta's (2022) observations on methodological updating, teachers point out as common elements of their classes the repetition of content, visual support, role-play exercises and use of materials related to students' daily lives. It is clear that they are committed to their work, adopt a learner-centered approach and see themselves as linguistic and social facilitators. They value flexibility, do not see it as appropriate to follow any one method to the letter or to follow imposed standards too closely, and stress that meaningful learning must connect the classroom to students' real lives: *It is necessary to look for materials that will reach them and that are not totally unknown.*

From the analysis of the interviews emerges the image of teachers acting as bridges between normative documents such as the LASLLIAM guide, the materials actually used in the classroom, and the complex and changing realities of this often-marginalized group of students.

In this context, the LASLLIAM curriculum framework has the potential to play a central role in providing pedagogical guidance to teachers.

Thus, despite some hesitation, the two informants who created the materials recognized the potential of LASLLIAM to fill the historical gap in terms of curricular references in the area of teaching vulnerable populations. One of the interviewees praised the clarity and usefulness of the descriptors: *They are sufficiently general to cover all communicative needs at low levels but detailed enough to be operational.*

Another informant appreciated the mere fact that there is a reference to serve adult migrant students with no formal education, a usually marginalized group: *I had to put myself in the situation of total A0, [a context] which I had not experienced.*

At the same time, he reacted positively to the inclusion of digital skills and the attention paid to social interaction: *Digital is also new and valuable. Attending to interaction is also new.*

These statements suggest that LASLLIAM is a multi-purpose tool; it can serve as a benchmark, as a guide, and as a descriptive framework, which has the potential to define how we conceive and value literacy in multilingual and multicultural contexts linked to migration.

In addition, in particular, one of the authors of the materials describes how the descriptors are useful for setting class and course objectives, and also appreciates the structuring of the levels: *The descriptors helped me a lot: selecting the objectives for the planned class session; there was a general objective, but thanks to those descriptors I was able to specify more concrete learning objectives. [...] [I liked] that subdivision of lower levels A1 and A2... their learning dynamics is different.*

These comments highlight that LASLLIAM is not only a curricular tool, but also a reference for a better understanding of the varied trajectories of students and their correct placement in the corresponding levels.

This was the starting point for the creation of the materials. The authors received specific instructions to create learning sequences focused on orality since, from the LASLLIAM approach, it is understood that there is a close relationship between literacy and oral skills, so there is also the possibility of organizing oral language classes and a minimum of mechanical literacy in the literacy groups.

The development of the materials was characterized by a thoughtful and cyclical approach. One of the authors describes the process as follows: *The first thing was to select the*

*topic, from the topic and having the descriptors in mind, I looked at the levels; I selected the descriptors that I thought were appropriate and that I thought I was going to use in the activities.*

She indicates how his experience and the memory of the students she had taught helped in the creative process: *I have experience in developing creative writing materials, experience with classroom groups; you have to have the student in mind and know that the materials will be adapted in the classroom; I cannot create from scratch, I must have people in mind that I have met.*

This learner-centered design strategy not only shows an appropriate pedagogical and human approach but also highlights the importance of professional experience.

However, that author of the materials, while acknowledging the clarity of the descriptors, was concerned about the restriction of the design of the materials to orality: *That was the problem, as we were asked only to develop activities to speak, I was too constrained, I wanted to develop writing as well.* She stressed that it is essential to integrate other skills: *It had too many limitations because it was all oral, [it is difficult] to think of a class of non-literates without referring to the other skills; the usual is the integration of everything; to separate is not realistic and is complicated, the groups are heterogeneous.*

This divergence illustrates the need to find a balance between structured application of the framework and adaptation to classroom realities. The same observation can be seen in the teachers' interviews, as some claimed to notice imbalances in the design of activities, for example, in terms of the expectation of literacy activities among lower-level students. One teacher declares: *They missed the practice of reading and writing... I started to dictate short words to them.*

Another informant disagreed with the focus given to the activities and pointed out that they were excessively centered on orality: *The descriptors only addressed oral and digital skills. I was looking for literacy indicators and didn't find them.*

This feedback underscores that flexibility is essential and that both students and teachers may have expectations about the place of literacy in the classroom, which may initially clash with the LASLLIAM guide's emphasis on oral skills, a fact that is otherwise pedagogically justified.

However, not everyone shares this perception. One informant makes a positive observation: *I understood it quite well... the importance of working on oral skills in a literacy class.*

It is just one example of the fact that, despite its strengths, the LASLLIAM framework, in the view of interviewees, has some limitations. One of the authors of the materials characterizes the descriptors as rigid: *Descriptors, in general, are too rigid and reality is not like that.*

It also emphasizes the cultural disconnect between some of the topics suggested for the materials and the experiences of the students: *The topic of housing: a complex issue... because of the insecurity that it generates to go to a estate agency.*

These reflections, on the other hand, reinforce the idea that the best and most effective materials are based on the daily reality of the students, not only on linguistic progression (Llorrente Puerta, 2020; Llorrente Puerta, 2022; Merino, 2010; Morales Rodríguez & Sosinski, 2024).

Given the active role of teachers for migrant learners, teachers provided several concrete suggestions for improving the materials. One of the most frequent was the need of including more repetition activities, especially for vocabulary memorization. One teacher

declares: *I would add more activities to help them learn the vocabulary better... word search or a game of definitions.*

Others emphasize the value of realia and the need to expand its use. One professor, in this regard, points out: *I brought in supermarket flyers instead of menus. It gave students more vocabulary, more interaction, and they loved it.*

Another adds the need to further contextualize the materials, for example, through freely available videos: *I went to Youtube to search for doctor/patient interaction... it gives authenticity to all these materials.*

The need to modify and supplement materials is perceived in all interviews, which underlines that didactic sequences have to be adaptable to different levels, even in the same classroom. One teacher observes: *The biggest problem is that the activities did not work for everyone... with some I had to do one thing and with others another thing.*

In spite of this, most point out the usefulness of the reference guide for monitoring and guiding students' progress. For example, we found the following statement from a teacher: *The descriptors helped me scaffold and see how to allow students to progress further when they were ready.*

Some teachers note that students were highly motivated when using the materials, particularly when they perceived the topics to be relevant. For example, they frequently mentioned the didactic sequence on the topic of health: they liked the role-play activity where one is a doctor and the other a patient because one of the students is a doctor.

A professor states in this regard: *You have to find materials that resonate with them: something not totally unfamiliar.*

Motivation may also be stimulated not only by familiarity with the topic, but by the materials themselves, and in this regard, another informant reports the importance of visual elements: *They saw the photos and started shouting out medical vocabulary-more than I expected! It was like a brainstorming.*

Finally, the majority felt that the instructions for teachers were very clear. While agreeing, one teacher missed one element: *The instructions were clear, the only thing I missed were the times, that is, how long each activity should last because in the classroom I finished earlier, I thought that an hour and a half was enough and then I was left with one or two pending activities.*

Other teachers, however, were able to carry out all the activities, which, again, reflects the fact that classrooms are very heterogeneous, a fact emphasized by all the interviewees. In this sense, one of the informants offers a description, derived from her experience, where she notes multiple challenges that teachers encounter in classes with adult migrants that go beyond mere linguistic diversity: *The great difficulty within the group of immigrants/refugees is precisely the heterogeneity: people who need to become literate because they are not literate in their own language, or who are literate but not in Latin characters (e.g., Arabic), people from educational systems oriented more toward grammar or writing, people with less education or school failure.*

This statement shows how the concept of heterogeneity -which we find in previous publications by Llorente Puerta (2020, 2022), Merino (2010) or Casanova and Mavrou (2019)- includes linguistic, educational, cognitive and cultural aspects. It is a setback for any attempt to standardize teaching or apply a curriculum valid for all students.

Apart from the factors mentioned above, the emotional states and psychosocial situations of the students also play an important role: *They are having a hard time learning Spanish but because they do not feel well that the psychological aspects are not always taken into account.*

On the other hand, irregular attendance (Merino, 2010; Sosinski, 2021) also influences the classes and complicates the progress envisaged in the reference documents: *One day you have ten students, the next day thirty, and many haven't come for two weeks. It's chaotic.* Perhaps for this reason, the linear model of learning is often described as unrealistic: *Progress happens in bubbles: a step forward, then back. We're constantly balancing review and new material.* While another person adds: *Sometimes they surprise you... in one week, they show incredible improvement.*

These observations underscore that even learners with low levels of language and literacy proficiency can experience rapid progress when the materials and the pedagogical and social context are aligned with their needs and interests.

## 7. CONCLUSIONS

In this section we return briefly to the research questions.

How do authors and teachers assess the practical usefulness of the framework and its relevance in relation to classrooms developed in Spain?

Both the authors and the teachers value the LASLLIAM reference guide positively and describe it as a useful and necessary tool for teaching adult migrants in a scenario characterized by great heterogeneity and lack of a curricular reference.

What difficulties are encountered when using the materials created from the framework descriptors?

The teachers, active agents in the interpretation and concretion of the curriculum as well as in the application of the materials, have contributed many ideas on difficulties observed and possible improvements. The greatest challenge is the heterogeneity of the groups and the difficulty of applying the materials without adapting them to the needs of the students.

How does the application of the framework influence aspects such as the concept of literacy, students' needs or teaching strategies?

Teachers demonstrate a high awareness of their students' needs and apply a variety of teaching strategies. However, the LASLLIAM guide can be useful with regard to the concept of literacy, as it clearly links it to orality and introduces other skills such as digital competence. Given the reluctance expressed by some interviewees, specific training courses should be considered to improve understanding of the framework. The literature contains numerous examples of specific training programs for teachers of LESLLA learners (Della Putta, 2021; Farrelly et al., 2017; Faux, 2006; Flores et al., 2019; Hauber-Ozer & Ramos, 2020; Mocciano et al., 2017; Peyton et al., 2007; Sunderland & Moon, 2008; Tammelin-Laine et al., 2021; Vinogradov, 2013; Vinogradov & Liden, 2009; Young-Scholten et al., 2015).

What aspects of their teaching do teachers highlight as characteristic and relevant for classes with adult migrants?

They emphasize the heterogeneity of the profiles and the need to connect the classes with the real life of the students in order to motivate them. On the other hand, they also emphasize their active role in the classes.

The reflections of the teachers who participated in the pilot experience of implementing didactic sequences based on the LASLLIAM reference guide reveal a tension relationship between the need to structure and standardize teaching and its necessary adaptability to the students. The majority noted positively the correct organization, clarity and practical approach of the materials, but the reality of the classroom made necessary the continuous readjustment of the proposals. The heterogeneity of the groups (differences in levels, formal education, age or even administrative situation), impose a flexible planning and a careful handling of sensitive issues. Despite the technological and structural limitations, the teachers demonstrated great capacity to develop, improve and contextualize the materials. Their voices suggest that the LASLLIAM reference guide has great potential, but in its application, the interactive relationship with the classroom context must prevail, resulting in an educational process best adapted to the particular needs of each group of adult migrants.

As a result, we can affirm that LASLLIAM is an essential, useful, modern tool adapted to the reality of adult migrant classrooms with a low level of formal instruction. Its value lies in its potential to help teachers make informed decisions, based on the complex realities of their learners, but at the same time connected to relevant scientific knowledge. Informants' reflections suggest, however, that materials development cannot rely solely on a structured framework and must take into account empathy, flexibility, and a deep understanding of how language learning is influenced by identity, trauma, and social integration. Curriculum frameworks such as LASLLIAM must therefore be applied dynamically, adapted to the context, open to dialogue and even to possible criticism by the actors - teachers, coordinators, materials designers - who implement them in schools and classrooms.

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