

French certifications for migrants and nationality's demanders, a glance at Martinique, French West Indies

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Two mains topics:

- **Role and impact of French certifications in French as a Foreign Language, *Test de Connaissance du français*, TCF, for adults migrants, and DELF scolaire, *Diplôme d'études en langue française*, DELF, for migrant schoolers, in the French Caribbean island of Martinique.**
- **Sociolinguistic dimension in the validity of construct of tests for migrants.**

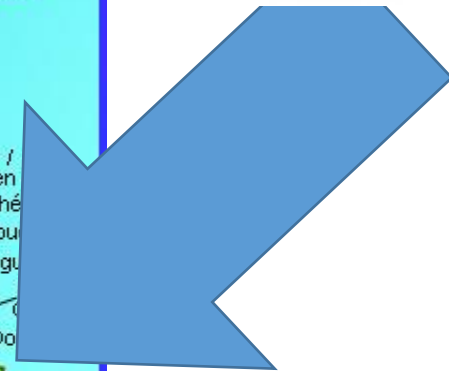
Based on a **field investigation** in an Ultra-peripheral regions, UPR, of European Union, *about the linguistic training of Migrants, young and adult, in Martinique, Université des Antilles 2015 – 2016.*

(to be published, all presentations available at www.manioc.org)

AGENDA

- 1. Context, French as a foreign language in Martinique**
- 2. Impact of DELF Scolaire for the integration of Young migrants**
- 3. Impact of TCF for French nationality (ANF) for the integration of Adult migrants**
- 4. Discussion**
- 5. Conclusion**

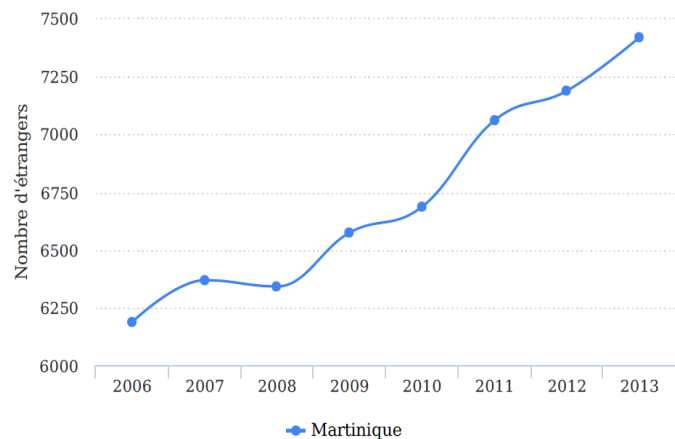
1. Context, French as a foreign language in Martinique



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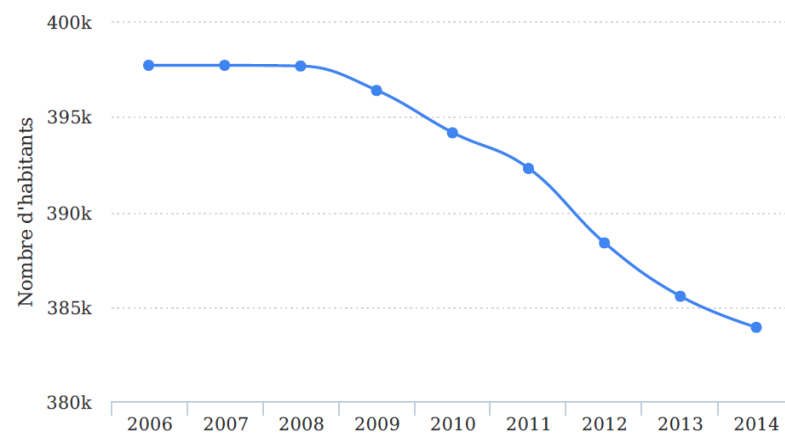
400.000 inhabitants speaking French and Créole, 2% of migrants

(source : Linternaute.com d'après l'Insee)

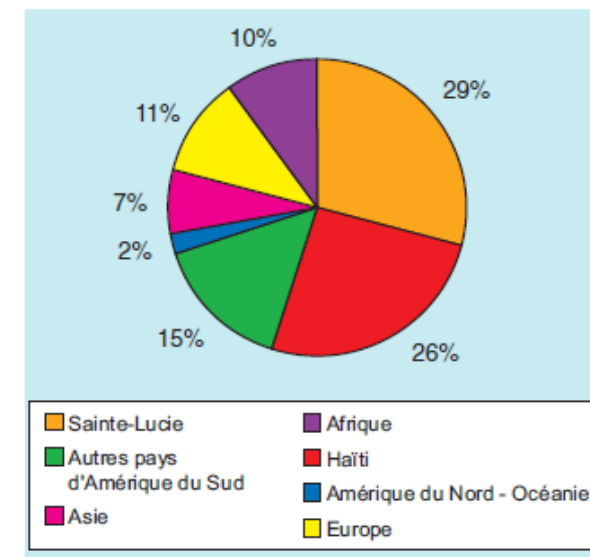


Number of migrants

(source : Linternaute.com d'après l'Insee)



Population



Origine of Migrants

2. Impact of DELF Scolaire for the integration of Young migrants

2010 creation of C.A.S.N.A.V., Centre Académique pour la Scolarisation des Nouveaux Arrivants et des enfants du Voyage (for allophone children) :

1 UPE2A

6 mixed class in Secondary Level

36 structures in Primary level

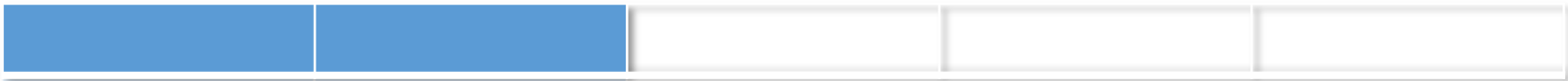
DELF SCOLAIRE (Intended for secondary school students, Levels and skills assessed: A1 to B2 – Oral and written comprehension and expression) – www.ciep.fr/delfdalf -



académie
Martinique



Région académique



DELF SCOLAIRE result in Martinique

2015	Registered	Graduated
A1	24	22
A2	35	23
B1	35	19
2016		
A1	44	31
A2	43	32
B1	34	17

Interview of 14 specialized teachers in Martinique (abstract):

- DELF scolaire development is structuring French courses for Foreigners, especially where there is a lack of adapted courses.
- DELF Scolaire set up a valorization and a social recognition for students.
- DELF scolaire accreditation for teachers brings them a strong formation in assessment.



Interview of “regular” teachers in Martinique (abstract) :

- ...definition of allophone students is not clear, and teachers can't define clearly how long a student is “allophone” – our field investigation reports that in some cases student from other countries were still tagged as “allophone/foreign” student even five after their arrival in Martinique-, nor what kind of definition should resolve the case.
- ...allophone students are related with disability and/or with literacy problems, such as if their problems were basically to be efficient in writing and reading.
- DELF scolaire contributes to valorize these pupils but can't be compared with national certifications such as “Brevet des collèges” or “Baccalauréat”.

3. Impact of TCF for French nationality (ANF) for the integration of Adult migrants

Audience: candidates wishing to acquire French nationality through marriage or naturalization.

Offered since January 2012, the TCF for French nationality (TCF ANF) was specifically designed to comply with the new measures introduced by the French Ministry of the Interior (decree 2011-1265 of 11 October 2011) set at oral level B1 (oral comprehension and expression examinations), the level of French required for candidates for French nationality.

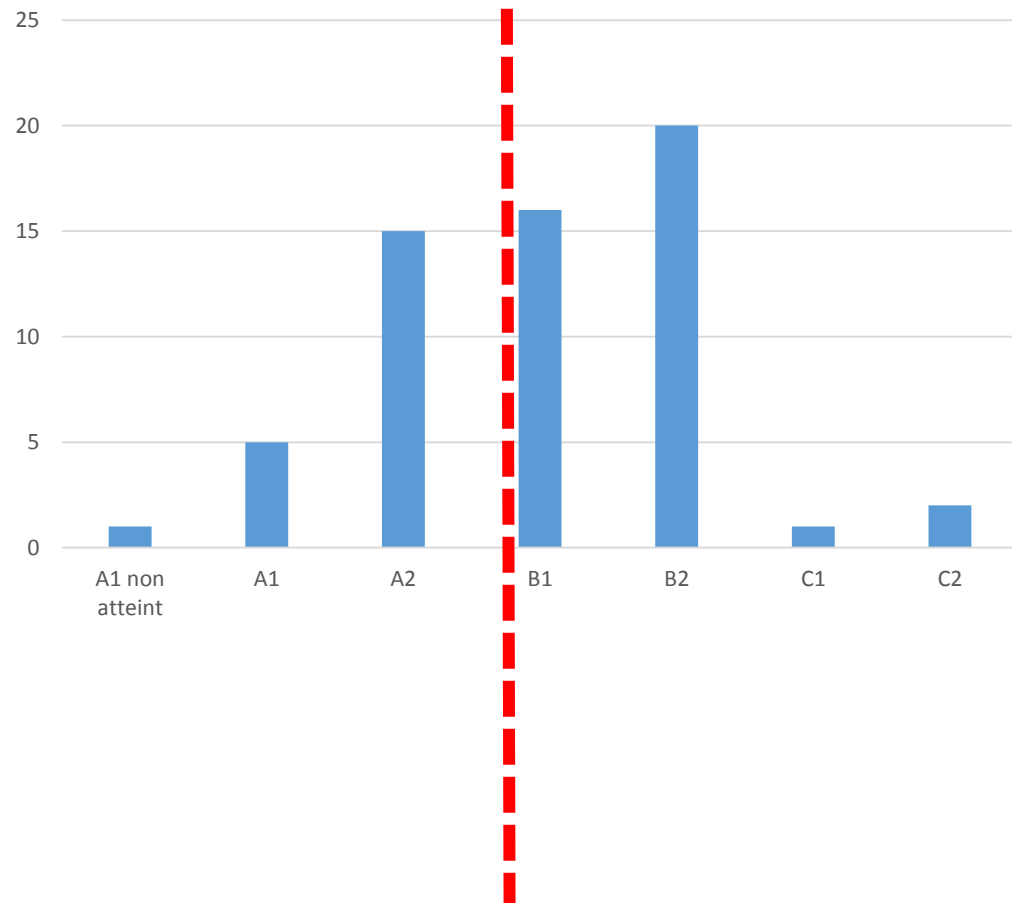


Test de connaissance du français, TCF, at University of Antilles

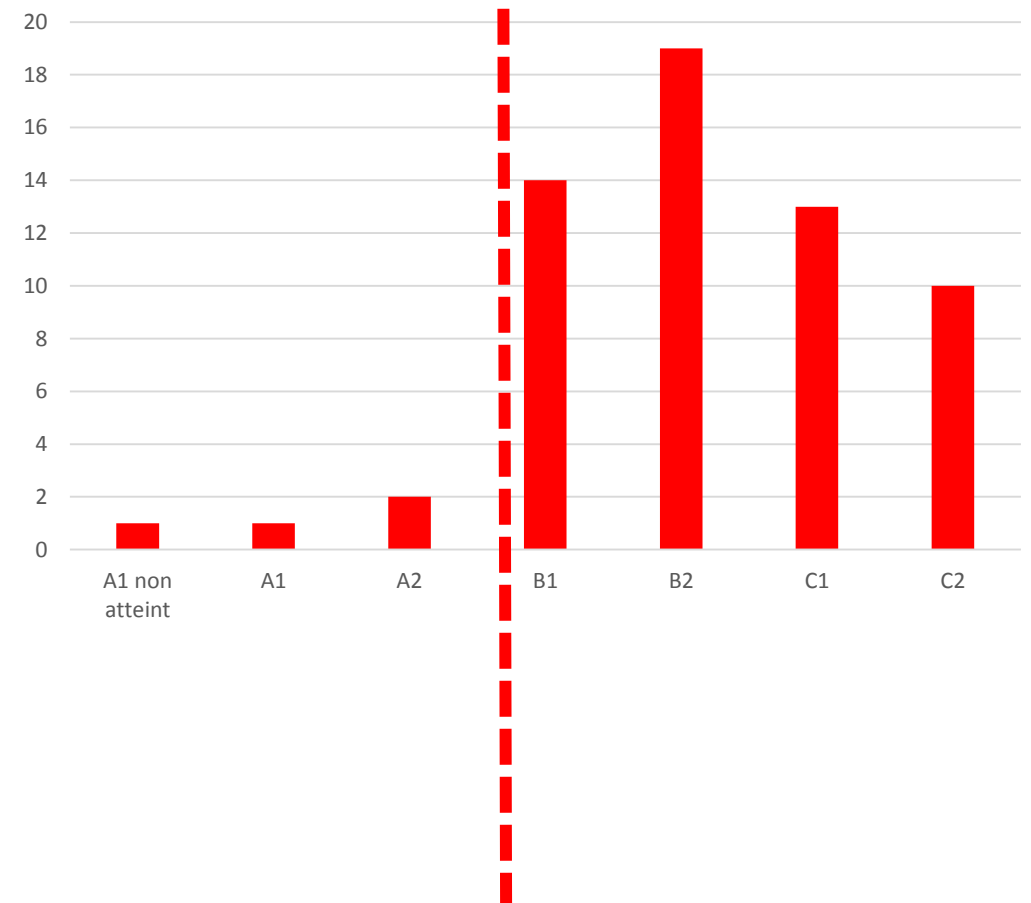


About 33% of candidates doesn't reach the B1 level, breakthrough for French nationality, in the listening test while the same are reaching this level at 90% in speaking examination. How can we explain it?

Listening results 2015 + 2016 Test de connaissance du français, TCF, Martinique



Speaking results 2015 - 2016 Test de connaissance du français, Martinique



1. Assessment of test taking skill

DOCUMENT BREVET DE CANDIDAT - EPREUVES COLLECTIVES

EXERCICE 4

Vous êtes entré(e) dans quatre magasins. Vous entendez plusieurs dialogues dans des taxis. Écrivez et lisez les questions écrites sur la feuille et cochez la case qui correspond à la bonne réponse.

Question 1 : À quelle heure ouvre le restaurant ?

- 11:00
- 11:15
- 12:00
- 12:15

Question 2 : Combien coûte un kilo de tomates ?

- 5 € 00
- 6 € 00
- 6 € 50
- 6 € 80

Question 3 : Quel est le numéro de téléphone du médecin ?

- 01 68 28 00 00
- 01 68 28 00 00
- 01 68 28 00 00
- 01 68 28 00 00


Question 4 : Quelle est la taille de la dame ?

- 1 m
- 1 m 50
- 1 m 60
- 1 m 80

Question 5 : Quelle est la date de naissance de Zhou ?

- 5 février 1988
- 10 février 1988
- 5 février 1990
- 10 février 1990

Le partie dictaphone orale est terminée.

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2. Irrelevance of Local French Language reference



« mettre le casque DANS la tête »

« faire les enfants travailler »

...

3. Parisian French standard



4. Discussion

In a region where the migratory pressure increases, with new cultural and linguistic gaps, it seems that certifications of French as a foreign language bring part of the solution for a good integration of migrants, but a lot of challenges remain.

For most teachers, literacy is still the main problem for migrant integration.

Authorities integrate migrants into existing literacy workshop opened for native speakers, avoiding the creation of more adapted courses specific for migrants.

Some candidates don't have the specific scholar skills in order to pass correctly the listening test in spite of their relatively good competence speaking.

The very centralized process of creation of items allows with difficulty the consideration of regional varieties of French, getting away a real focus on CEFR's action-oriented approach basically based on a good contextualization.



5. Conclusion

The implementation of certification in French as a Foreign Language in Martinique is still a recent process in Martinique and there are still few postulant.

Complementary dispositions such as the “parcours d’avenir” (Bourgade, 2016) are important to help Migrants.

A better implementation requires a better professionalization of private structures, and a better coordination of certifications.

Bourgade, N., (2016), L'accueil des publics allophones dans l'académie de la Martinique, to be published, available at <http://www.manioc.org/fichiers/V16121>

5. Conclusion

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5. Conclusion

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