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Refugees and their language learning journeys into higher education in Germany

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Background

- HERE programme to prepare refugees for entering HE in Germany – language, study skills, interculturality
- Focus today on language programme
 - intensive classes
 - accompanying tutor programme
- Research study: evaluating the effectiveness of the programme from the perspective of the refugees, their teachers and their tutors, using a longitudinal mixed-methods approach
 - funded by the UoB ZF
 - PhD researcher

HERE | Higher
Education
Refugees
Entrance



 **Universität Bremen***
Zentrale Forschungsförderung

Background Language Programme

Teaching

- currently ~260 participants
- from beginners to C1, first exams now
- 3 times/week, 15h/week
- different departure points and learning gains



Guided autonomous learning

- self-access centre, Goethe media library
- weekly advisory meetings (20min) with trained tutors offering guidance, advice on materials, strategies, planning, self-assessment, prep for studies
- usage of the e-portfolio epos



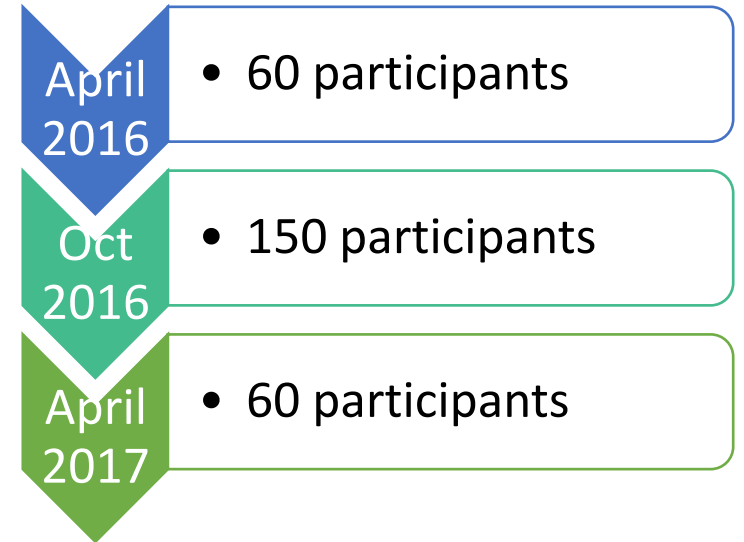
Research Questions

1. What language learning pathways do refugees take when preparing for academic studies?
2. Which pathways are perceived as enhancing learning by learners, teachers and tutors?
3. What learning gains can be observed (pre/post tests and achievement tests)?
4. How do learners perceive their linguistic preparedness once they entered academia, and what role do they perceive language to play for integrating into academia?
5. How do the academic teachers of these students perceive their linguistic preparedness, and what is the teachers' perception of the role of language for intergation into academia?

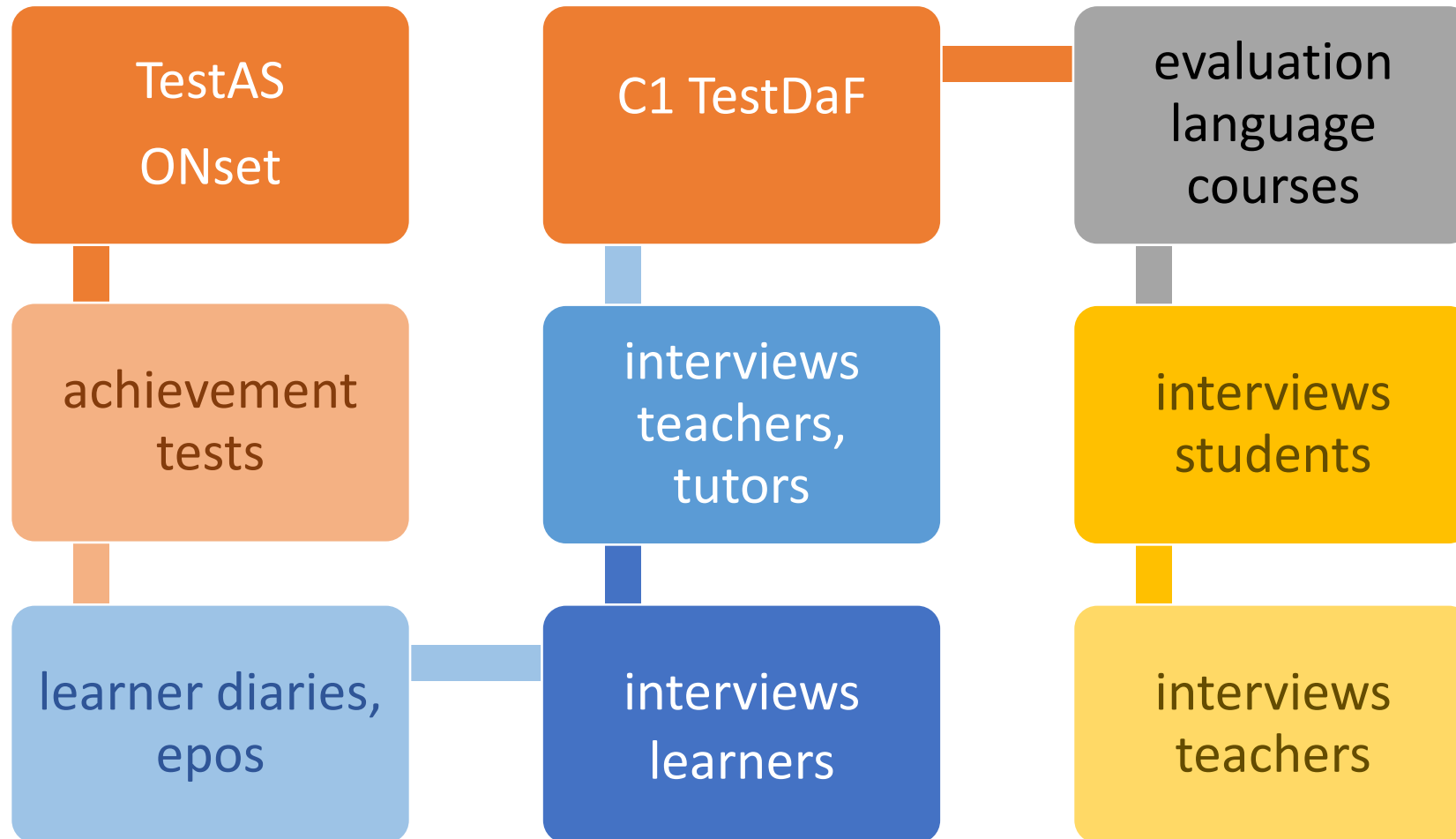


Participants

- ~260 refugees currently attending the preparatory programme
 - first ~50 will take up studies in Oct 2017
- 8 language teachers
- 30 language tutors
- future academic teachers
- future language teachers and tutors



Instruments and data collection



Design

- longitudinal, mixed-methods
- quantitative analyses of test data, attendance rate, evaluation, background variables to examine learning gains and factors influencing learning
- qualitative analyses of diaries and interviews to examine different pathways and their perceived effectiveness for linguistic preparation from different perspectives
- bringing data together to examine
 - what pathways lead to successful learning
 - how well programme prepared this group of learners linguistically for their academic studies
 - what role language plays for 'academic integration' for this group



Thank you for your Attention

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