

ALTE International Conference Madrid

Friday, 28th April, 2-5:50 PM

LAMI Forum

LANGUAGE TESTERS' ADVOCACY WITHIN THE MIGRATION CONTEXT

<p>Opening: (10') Welcome & introducing the topic and the speakers</p> <p>The Spanish Ministry of Inclusion, Social Security and Migration</p>	<p>Lorenzo Rocca & Cecilie Hamnes Carlsen</p>
<p>Keynote speaker: (20') <i>The proliferation of border regimes and language testing for migrants</i></p>	<p>Kamran Khan</p>
<p>First topic: Preventing language test misuse (55')</p> <p>Introducing the topic: <i>Taking action to prevent test misuse</i></p> <p>Presentation: <i>ALTE MS 18 - A new minimum standard on responsible test use and preventing test misuse</i></p> <p>Presentation: <i>Uneven linguistic profiles. A LAMI project (2022-2023)</i></p>	<p>Cecilie Hamnes Carlsen</p> <p>Cathy Taylor</p> <p>Sabrina Machetti</p>
<p>Coffee break (20')</p>	
<p>Keynote speaker: (20') <i>Using assessment for successful language learning: issues to address?</i></p>	<p>Neus Figueras</p>
<p>Second topic: Advocacy and vulnerable test takers: refugees, low-literate migrants and minors (55')</p> <p>Introducing the topic: <i>Teaching & assessment according to a broader view: human rights and quality education</i></p> <p>Presentation: <i>Migration tests and low-literate migrants: preliminary outcomes from the IMPECT project</i></p> <p>Presentation: <i>LLAT, the ALTE-LAMI practical tools for teaching and assessment based on The Council of Europe LASLLIAM Reference guide</i></p>	<p>Lorenzo Rocca</p> <p>Edit Bugge, Marte Nordanger & Sara Karim</p> <p>Round table with LAMI members involved in LLAT</p>
<p>Debate (20') How to foster appropriate test use in the areas of: - access to education/schooling/higher education - access to the labor market - as requirements for residency and citizenship</p>	<p>Moderator: Waldemar Martyniuk</p> <p>Interaction between speakers and Q&A session with the attendees</p>
<p>Closing remarks (10')</p>	<p>Cecilie Hamnes Carlsen & Lorenzo Rocca</p>

Abstracts

Keynote speaker

Kamran Kham - *The proliferation of border regimes and language testing for migrants*

Over the last twenty years or so, there has been an increased focus on borders and containment in relation to greater mobility. Quite often this focus has drawn on wider discourses of security and xenophobia to justify border controls and surveillance. Language tests fit within this wider sociopolitical framework.

In this talk, I will outline three particular forms of border. First, I will demonstrate the increased role of citizenship testing as a means of settlement and sign of integration. Second, I will focus on more ad-hoc forms of assessment from post-citizenship tests to interactions with officials, for example. Finally, I will examine the role of extra-territorial forms of testing that take place in other countries prior to the arrival of migrants in their desired location.

Overall, I will argue that it is important to chart the expansion of language testing and assessment in relation to the broader sociopolitical apparatus and to the varying forms of border proliferation taking place.

Kamran Khan is an associate professor and the director of the MOSAIC research group on multilingualism at the University of Birmingham. He has specialised in citizenship language testing for over 10 years and has worked in the UK, Spain and Denmark. He was a Marie Curie Fellow and has previously worked on a variety of projects related to issues around citizenship, race and security. He is the author of 'Becoming British: Linguistic Trials and Negotiations' (Bloomsbury, 2019).

Keynote speaker

Neus Figueras - *Using assessment for successful language learning: issues to address?*

Assessment specialists have worked for decades on the development of learner-relevant assessment approaches that can contribute to successful language learning. It seems, however, that the potential of classroom assessment has not yet been fully taken advantage of.

This session will briefly address the reasons for this continuing challenge in the field and discuss the issues to address in order to make learning-oriented language assessment work. The issues facing the construction of a possible road map for using assessment for successful language learning entail untying the Gordian knot binding formative and summative assessments, and can be grouped into three main strands: conceptual, methodological, and practical. Each need to take into consideration the role of different contexts and different stakeholders, as they play an important part in the choice of available options and in how they are implemented.

Neus Figueras has been involved in a number of international research and development projects related to assessment at different education levels and has given courses and presented in universities in Spain and in various other European countries, as well as Asia and the USA. She has also carried out consultancy work in assessment and in curriculum design. She has collaborated regularly with the Council of Europe in the uses and the dissemination of the CEFR in language testing and assessment and is one of the authors of the Manual for Relating Language Examinations to the CEFR (Council of Europe, 2009). She has recently co-edited with David Little *Reflecting on the CEFR and its Companion Volume*, published in 2022 by Multilingual Matters, and contributed to the publication of *Aligning Language Education with the CEFR: A Handbook*, jointly published by the British Council, UKALTA, EALTA and ALTE, publicly available online. She is a founding member of EALTA (European Association for Language Testing and Assessment, www.ealta.eu.org), and is currently the coordinator of the EALTA CEFR SIG. She is a member of the organizing committee of GIELE (Grupo de interés en evaluación de lenguas en España, <http://giele.webs.upv.es/>)

Cecilie Hamnes Carlsen: *Taking action to prevent test misuse*

It is a growing challenge for professional language testers that the language tests we develop are being used for purposes other than the intended ones, sometimes with detrimental consequences for individuals and society. What responsibility do we language testers have to prevent test misuse, and what can we do when such misuse is detected? This section includes two ALTE LAMI projects focusing on preventing test misuse: MS18 – the development of a new ALTE minimum standard; and the *uneven profile* project, which stresses uneven language profiles as the natural state for language users and language learners, and differentiated language requirements as an action to hinder discrimination.

Cecilie Hamnes Carlsen is professor in second language acquisition at the Western Norway University of Applied Sciences. She holds a PhD in language assessment, and has worked for 20 years with the development and validation of language tests for adult migrants in Norway. Her research interests are primarily related to the use and consequences of language tests on test takers and society, in the labour market, in higher education, and related to residence and citizenship. She is currently involved in the IMPECT project focusing on the consequences of language requirements for residence and citizenship on low-literate adult migrants.

Cathy Taylor - *ALTE MS 18 – A new minimum standard on responsible test use and preventing test misuse*

This talk presents the rationale for the development of the new ALTE Minimum Standard (MS18) for responsible test use. We will look at current practices and how tests may sometimes be used for purposes other than those the developers intended; for instance, as gatekeepers to citizenship, residency and educational opportunities. We will explain how MS18 has been based on the ALTE Code of Practice and ILTA Code of Ethics. The second half of the presentation will give an overview of the ALTE audit process and explain how the MS18 fits into the framework. We will explain the consultation process with ALTE members and the present findings from the MS18 pilots. The presentation will close with a summary of the current situation and the next steps in implementing MS18.

Cathy Taylor is a Senior Academic for English Language at Trinity College London who works in the research department at Trinity. She worked as a teacher, teacher trainer, academic manager and examiner in SE Asia, Europe and the UK for more than 20 years before moving into assessment and testing. She has an MA in Language Testing from Lancaster University and has presented and delivered workshops at international language testing conferences such as EALTA and ALTE. Her current research areas are oral communication and assessment (both in-person and online), and rating scale revision and development.

Sabrina Machetti - *Uneven linguistic profiles. A LAMI project (2022-2023)*

As recommended by the CEFR and the CEFR Companion Volume, to best support second language learners it is necessary to give careful consideration to their individual competence profiles.

The presentation focuses on the development of a LAMI project aimed at supporting institutions and policy makers in making informed decisions in the fields of language assessment policy and uneven linguistic profiles. The paper presents an overview of key issues, concepts and processes related to the research area under consideration, with reference to the European recommendations.

Sabrina Machetti is Associate Professor of Educational Linguistics at the University for Foreigners of Siena (Italy). Her research interests focus on L2 Italian testing and assessment, and language policy in education, specifically in relations to migrants. At the same University, she is the Director of CILS Centre (Certification of Italian as a Foreign Language).

Lorenzo Rocca - *Teaching & assessment according to a broader view: human rights and quality education*

The contribution addresses the Council of Europe (CoE) vision of Europe “as a multinational and multicultural society, where immigrants take part as equal members, on the basis of equality of rights and opportunities in return for equality of obligations” (CoE, 2003). According to this vision, high-quality education is not only an important means to reach these goals, but a fundamental right in itself; a right to be preserved for all, including – or better, starting from – the more vulnerable migrants, such as minors, refugees, low literates. Professionals can play an important role, at different levels and with different interlocutors, on the one hand providing evidence related to constraints to the access to education, on the other hand contributing to tailoring tools to the specific needs of vulnerable migrants. Among these professionals, language testers are asked for constant engagement, e.g. in raising awareness with the stakeholders, improving connections between teaching and assessment, and developing assessing materials for the learning environments. Based on this perspective, the talk will point out the need for language testers to commit to more than the guarantee of test quality. Examples will be given to support this declared need, referring to the work of LAMI in the LIAM activities and introducing the aims of the IMPECT project.

Lorenzo Rocca is responsible for the language projects department at the Società Dante Alighieri in Rome. Engaged in test development and teacher training for over 20 years, his research interest is focused on the migration context; in light of this focus Lorenzo has been the chair of the ALTE LAMI SIG since 2008 and a member of the Council of Europe LIAM project since 2014. In 2020 he was awarded with the national scientific qualification Associate Professor.

Edit Bugge, Sara Karim & Marte Nordanger - *Migration tests and low-literate migrants: preliminary outcomes from the IMPECT project*

Norway introduced language and knowledge requirements for citizenship in 2017, and dating from 2022, the language requirement was raised from A2 to B1 for oral skills. While the political and ideological underpinnings of citizenship requirements have attracted considerable attention in research, less is known about their real-world consequences for test-takers. A key objective of the IMPECT project is to provide insight into the lived experience of test-takers, and to what extent the prospect of passing the tests and becoming citizens motivates language learning and integration, or if such requirements may hinder development and ultimately lead to exclusion. This presentation, drawing on two independent interview studies, puts the voices of low-literate adult learners of Norwegian center stage: one consisting of interviews with learners from various country backgrounds who have completed the Introductory Program and face the requirements of the process of becoming citizens (Bugge & Nordanger), and the other focusing on Kurdish migrants’ experiences with migration tests, their sense of belonging, and investment in language (Karim). Preliminary outcomes imply that requirements may motivate language learning on some level, but also create a persistent space of liminality and produce feelings of uncertainty, discouragement and distrust that inhibit and, sometimes prematurely, disrupt learning.

Edit Bugge leads the IMPECT project. She has a PhD in sociolinguistics on intergenerational language transmission, and her research interests include language policies and social conditions for language variation, and adult second language and literacy development in social contexts.

Sara Karim is a PhD Candidate in the IMPECT project at Western Norway University of Applied Sciences. She is a sociologist by training, and her research interests include migration, identity, belonging, and second language learning of adult migrants.

Marte Nordanger is currently a post doc researcher in the IMPEC-project. She has a PhD in second language acquisition, and her research interests include adult second language development, the development of literacy, and the interplay between social and cognitive aspects of learning.

Anna Mouti, Paola Masillo, Stefanie Dengler, José Pascoal & Lorena Bellotti - LLAT, the ALTE-LAMI practical tools for teaching and assessment based on The Council of Europe LASLLIAM Reference guide

This presentation focuses on the presentation of LLAT, the four tools representing the last multilingual deliverable of the LAMI SIG.

The talk will start by describing the broader frame in which such tools are embedded – the piloting of the Council of Europe LASLLIAM reference guide – and their main aim, to illustrate the use of LASLLIAM for assessment purposes within the learning environment, specifically regarding the beginning of the learning process (the welcome phase) and the end-of-course exam.

The contributors will speak on behalf of the 18 LAMI members, from 12 ALTE institutions. They will share the floor in order to present in a nutshell the process that led to these new instruments targeted to low-literate migrants and designed to support the concept of profiles and the “recognition of partial competences” (CEFR, 2001: 175). A short description of the contents of each tool will be followed by some data related to the qualitative validation phase. Strengths and limitations will be pointed out, as well as the future perspectives of the LLAT project.

Anna Mouti is an Assistant Professor of Second Language Acquisition and Applied Linguistics, at the School of Italian Language and Literature at Aristotle University of Thessaloniki in Greece. She also cooperates with the MA Programme “Language education for refugees and migrants” of the Hellenic Open University. It was her involvement in the language education of adult refugees and migrants in Greece that led her to the ALTE-LAMI Special Interest Group. She is an ALTE Individual Expert Member.

Paola Masillo has a PhD in linguistics and teaching Italian as second language from the University for Foreigners of Siena. Her main research focuses on learning Italian as a foreign/second language, language assessment, and language policies. She has been a post-doctoral research fellow at the CILS Centre of the University for Foreigners of Siena, where she is currently working in the technical-scientific and data processing area.

Stefanie Dengler is an employee of the Goethe-Institut, the Federal Republic of Germany's cultural institute. She works in the department of examinations and is responsible for test development. In ALTE she is an elected member of the Board of Trustees and the Standing Committee.

José Pascoal joined ALTE in 1991 as the University of Lisbon representative. He has been involved in many ALTE projects and publications, namely within the ALTE LAMI and YL SIGs. He co-founded CAPLE-ULisboa, where he designed and developed the CEFR six-level examination system, its adaptation to schools, the A1-B1 diagnostic test TEJO for 9-11 pupils, and the A2 oral examination for illiterate migrants applying for Portuguese citizenship. He designed and wrote the content for the Online Portuguese Platform (High Commission for Migrations). Currently based at the University of Macau, he has provided consultancy to international language organizations as well as to the Portuguese and the Macau Education Departments.

Lorena Bellotti is Vice-President of KCE (the Kultura Centro Esperantista), and represents in ALTE the Esperanto culture and language. She has dedicated her whole life to the world of languages, by attaining a degree in languages, and building huge experience as second language teacher and language tester.

Debate: How to foster appropriate test use in the areas of access to education/schooling/higher education, access to the labor market, as requirements for residency and citizenship_ (Moderator: Waldemar Martyniuk)

Waldemar Martyniuk is Professor at the Institute of Polish Language and Culture for Foreigners of the Jagiellonian University in Krakow, Poland. He holds a PhD in Applied Linguistics and is a teacher trainer, author of several textbooks, curricula, and testing materials for Polish as a foreign language. He is Visiting Professor and lecturer at several universities in Germany, Switzerland (Basel), and in the USA (Stanford University). He was also seconded to the Council of Europe, Language Policy Division in 2005-2006, and in 2008-2013 as Executive Director of the European Centre for Modern Languages in Graz, Austria, and is Chair of the Board of Trustees at the Association of Language Testers in Europe (ALTE).