

# LAMI meeting

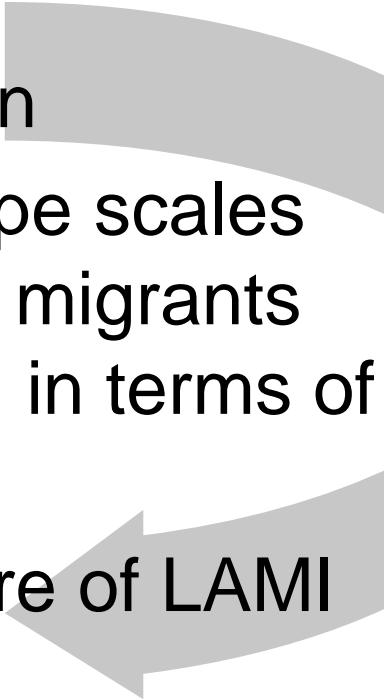


**Munich, 7 February 2020**

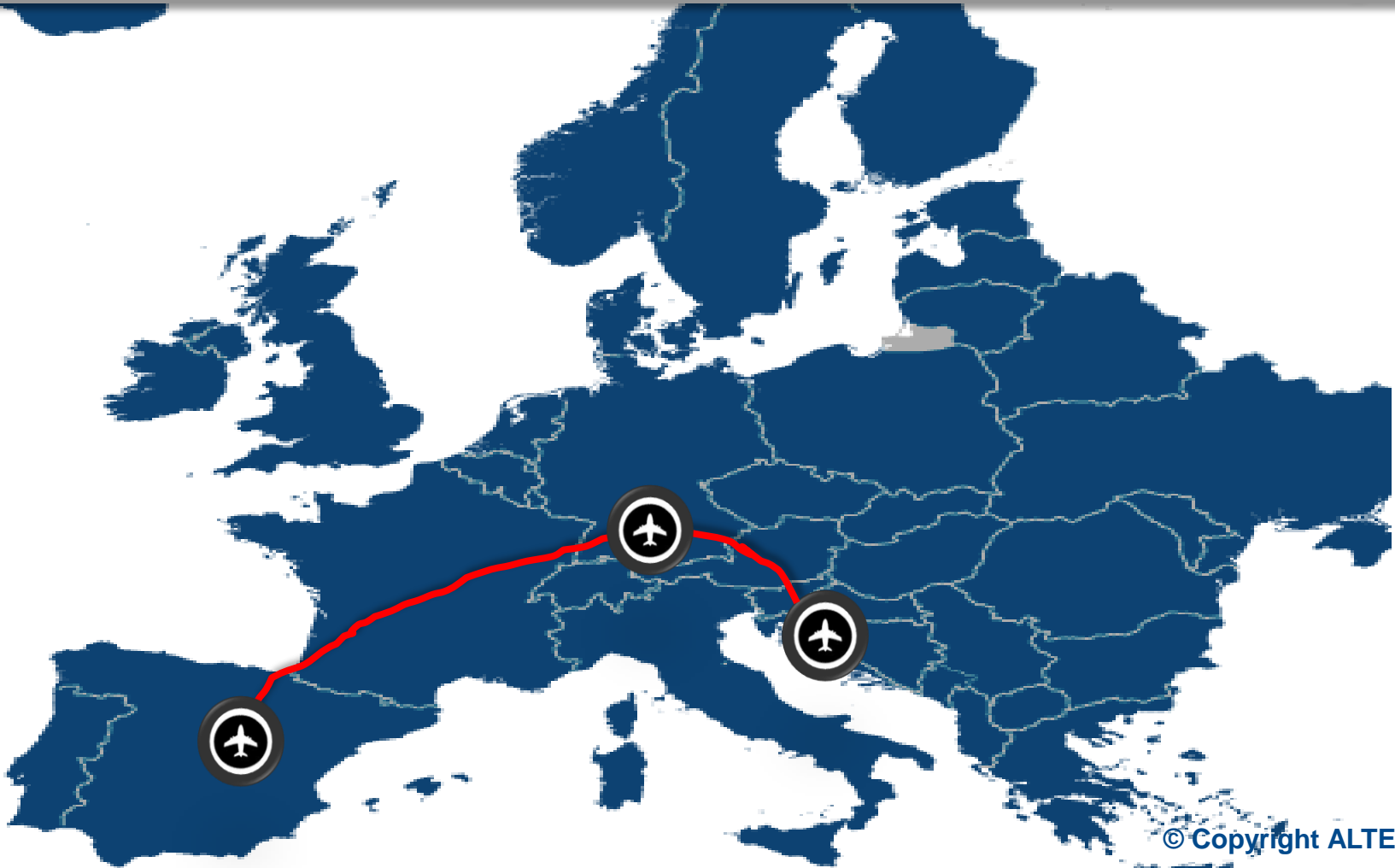


Language Assessment for  
Migration and Integration

# Agenda

- LAMI Forum in Madrid:
    - ✓ final program
    - ✓ issues for the panel discussion
  - Validation of the Council of Europe scales for illiterate and low literate adult migrants (LASLLAM Project): role of LAMI in terms of potential involvement
  - Looking beyond Madrid: the future of LAMI
  - AOB
- 

# From Ljubljana to Madrid (via Munich)





**LAMI Forum Programme,  
Friday 24th April 2020**

Foro de ELMI, viernes 24 de abril 2020

***Mediation: from theoretical concepts to evaluation  
practices within the migration context***

**A Forum opens to: teachers, language testers, academics,  
NGOs, volunteers, policymakers**

**Contributions from: Austria, France, Germany, Italy,  
Netherlands, Norway, Russia, Spain, UK**

# Structure: 3 sessions + panel

- **Session 1: Concepts and Scenario**

Brian North, Cecilie Hamnes Carlsen, Adolfo Sánchez Cuadrado and Dimitrinka Nikleva

- **Session 2: Mediation in Practice**

Jeanne Kurvers and Karen Schramm, Marina Kunovski, Sybille Plassman

- **Session 3: Monitoring Mediation**

Vincent Folny, Lorenzo Rocca and Sabrina Machetti

- **Panel Discussion**

Moderator: Nick Saville

# LINGUISTIC INTEGRATION OF ADULT MIGRANTS: REQUIREMENTS AND LEARNING OPPORTUNITIES FOR MIGRANTS

Provisional version



Report on the 2018  
Council of Europe and ALTE  
survey on language and knowledge  
of society policies for migrants

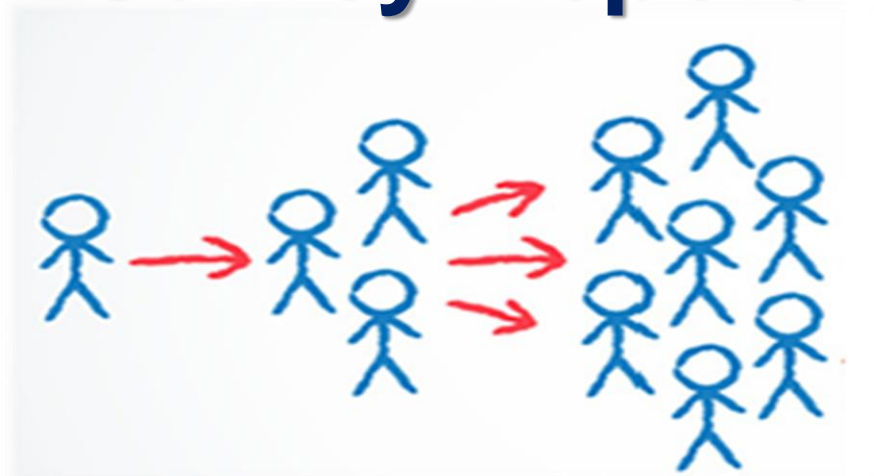


## ALTE website CoE LIAM website





# Survey Report







Europarådet & ALTEs undersøgelse af krav om sprog og samfunnskunnskaper for innvandrere 2018

Проучване на Съвета на Европа и АЛТЕ - 2018 относно политиките за мигранти за владовете на езика и политиките

Encuesta 2018 del Consejo de Europa y ALTE sobre requisitos de conocimientos lingüísticos y socioculturales para migrantes

Требования к владению языком и знанию культуры при иммиграции

el Consell d'Europa sobre els requisits lingüístics i socioculturals per a migrants

Prüfung der Sprach- und Kulturkenntnisse von Migranten

2018 – Έρευνα του Συμβουλίου της Ευρώπης και του ALTE: Μεταναστευτικές πολιτικές για τη γλώσσα και την κοινωνία
























2018 Avrupa Konseyi & ALTEs Göçmenlere Yönelik Dil ve Kültür Bilgi Gereksinimleri Araştırması

Europarådet & ALTEs undersøgelse af krav til indvandrere om sprogfærdigheder og viden om samfundsforhold 2018

O Conselho da Europa de 2018 e o inquérito da ALTE sobre línguas e conhecimentos socioculturais para migrantes

Europarat & ALTE: Studie zu Sprach- und Wissenstests für Migrantinnen und Migranten 2018



-  LIAM Leaflet Final\_AZERBAIJANI
-  LIAM Leaflet Final\_BULGARIAN
-  LIAM Leaflet Final\_CATALAN
-  LIAM Leaflet Final\_CZECH
-  LIAM Leaflet Final\_DANISH
-  LIAM Leaflet Final\_DUTCH
-  LIAM Leaflet Final\_FINNISH
-  LIAM Leaflet Final\_GAELIC
-  LIAM Leaflet Final\_GERMAN
-  LIAM Leaflet Final\_HUNGARIAN
-  LIAM Leaflet Final\_ITALIAN
-  LIAM Leaflet Final\_LUXEMBOURGISH
-  LIAM Leaflet Final\_NORWEGIAN
-  LIAM Leaflet final\_POLISH
-  LIAM Leaflet Final\_ROMANIAN
-  LIAM Leaflet Final\_RUSSIAN
-  LIAM Leaflet Final\_SPANISH
-  LIAM Leaflet Final\_TURKISH
-  LIAM Leaflet Final\_WELSH
-  LIAM leaflet\_ESPERANTO
-  LIAM Leaflet\_Final\_GREEK
-  LIAM Leaflet\_final\_SWEDISH
-  LIAM\_Leaflet\_Final\_PORTUGUESE

# 23 language versions!!



**End of Feb  
on line CoE LIAM website**

- Methodology of the 2018 survey
- Language and KoS requirements
- Learning opportunities for migrants
- Trends in language and KoS requirements from 2007 onwards
- Policy recommendations based on the 2018 survey results
- The impact of language and KoS requirements on migrants' integration
- Language and KoS requirements and human rights

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- **Session 3: Monitoring and Assessment**

Vincent Folny, Lorenzo Bertoldi, and Paola Machetti



- **Panel Discussion**

Moderator: Nick Saville

1. *What are we doing/can we do* as LAMI members
2. *What is happening/ should happen* in our “LAMI countries”  
in order to give concreteness and value to the 6 recommendations?



- 1. Provide learning opportunities**
- 2. Promote integration**
- 3. Pay attention to vulnerable groups**
- 4. Ensure test quality**
- 5. Use tests with care and responsibility**

**Focus on:**

- ✓ Tailored courses and assessment
- ✓ Connection learning - assessment
- ✓ High-stakes test should hold high quality
- ✓ Investigate impact and consequences



## 6. Use the CEFR/CEFR-levels carefully

- ✓ well-informed and responsible use
- ✓ consult language test experts
- ✓ **differentiated requirements**



“[...] so few member states set differentiated language requirements when the CEFR document so strongly encourages profiles over uniform levels.

If the language requirements are intended to represent real language needs, one would expect more differentiated requirements in terms of an uneven **modular profile**, as opposed to a simplified global level” (CoE/ALTE Report, p. 48)

**"Modular approach is a key concept also for certification"** (CEFR, p.176)

- Not all job profiles and not all roles in society presuppose the same competence in reception, production, interaction and mediation. As a logical consequence, the expectations should be diversified. It doesn't seem necessary to establish a uniform level in reading, writing, oral and listening:
  - ✓ no learner can be drawn according to a homogeneous profile (Krumm: 2007)
  - ✓ due to the daily interaction in the personal, public, occupational and educational domains, linguistic needs are clearly differentiated

# CV, p. 35, Fig. 8

## Utopia?

■ German ■ French ■ Spanish ■ Italian



# CV, p. 35, Fig. 9

## Is it realistic? Is it a duty for us?

SPANISH	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Listening comprehension									
Reading comprehension									
Spoken interaction									
Written interaction									
Spoken production									
Written production									
Mediation									

Figure 9 – A proficiency profile – overall proficiency in one language

# Modular approach: why (general context)

- In order to increase fairness according to a more authentic representation of the not homogeneous profile of the candidate (the «real» spectrum of competence –also including mediation- as result of the certification)
  
- In line with:
  - ✓ Hypothesis of partial audit to increase flexibility  
(“The future of ALTE”, Oct 2019)
  - ✓ What already happens with (some) CB tests
  - ✓ What is already provided by the Euro pass format of CV



# Modular approach: why (migration context)

- How to deal with the compulsory tests and candidates who can't:
  - ✓ achieve all the main skills (implications with Special Circumstances SIG)
  - ✓ read and write because of their literacy gap  
(no exemptions – ALTE CoE Survey, 2018)
- Toward the “jagged profile” related to the 4 domains  
(LAMI Position paper, 4.2 «From levels to profiles»)

# Modular approach: what LAMI can do (in concrete)

- Produce a concrete deliverable on behalf of ALTE:
  - ✓ A new Position paper? Guidelines?
    - ✓ Which target readers? (Policymakers? Language testers?)
    - ✓ Need to collect information within ALTE members:
      - more details about national policies
      - negative impact of the national policies on vulnerable groups: number of candidates involved

**Next step for the deliverable:  
contents and index proposal in agenda  
for the next LAMI meeting (Istanbul)**



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**HUMAN RIGHTS,  
DEMOCRACY  
AND THE RULE OF LAW**

**COUNCIL OF EUROPE**



**CONSEIL DE L'EUROPE**

**DROITS DE L'HOMME,  
DÉMOCRATIE  
ET ÉTAT DE DROIT**

# LITERACY AND SECOND LANGUAGE LEARNING BY ADULT MIGRANTS: A REFERENCE GUIDE FROM INITIAL CONTACT TO A1 (LASLLAM)



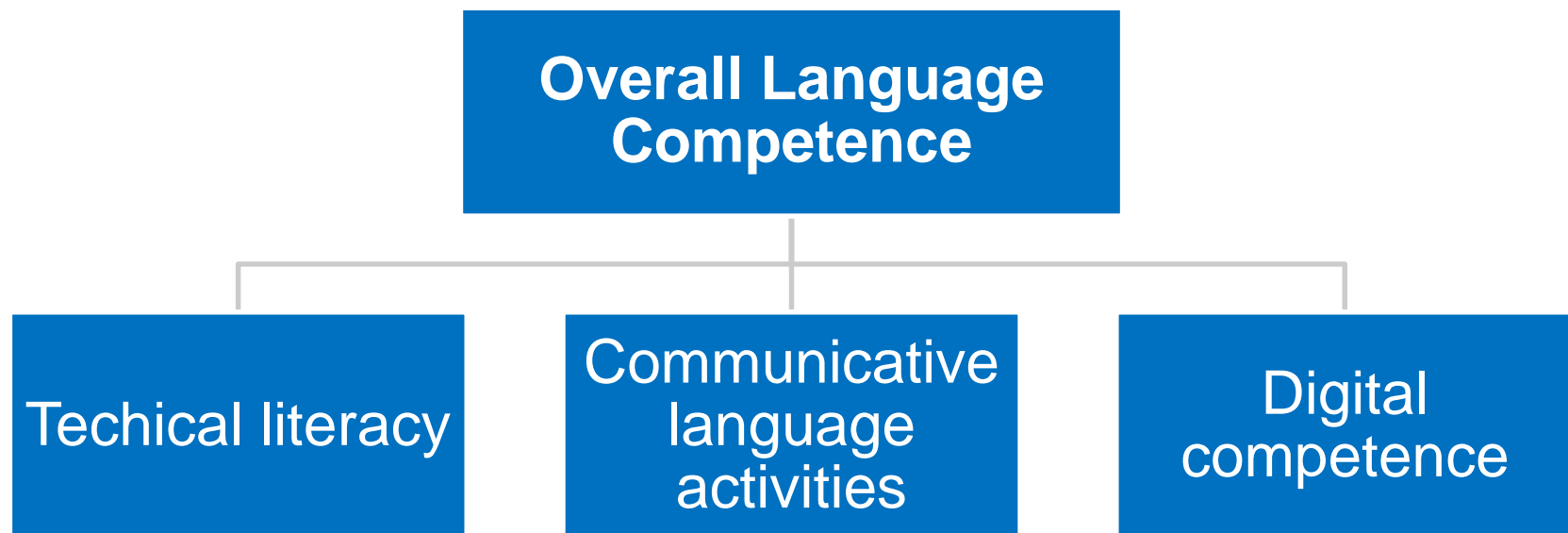
# LASLLAM

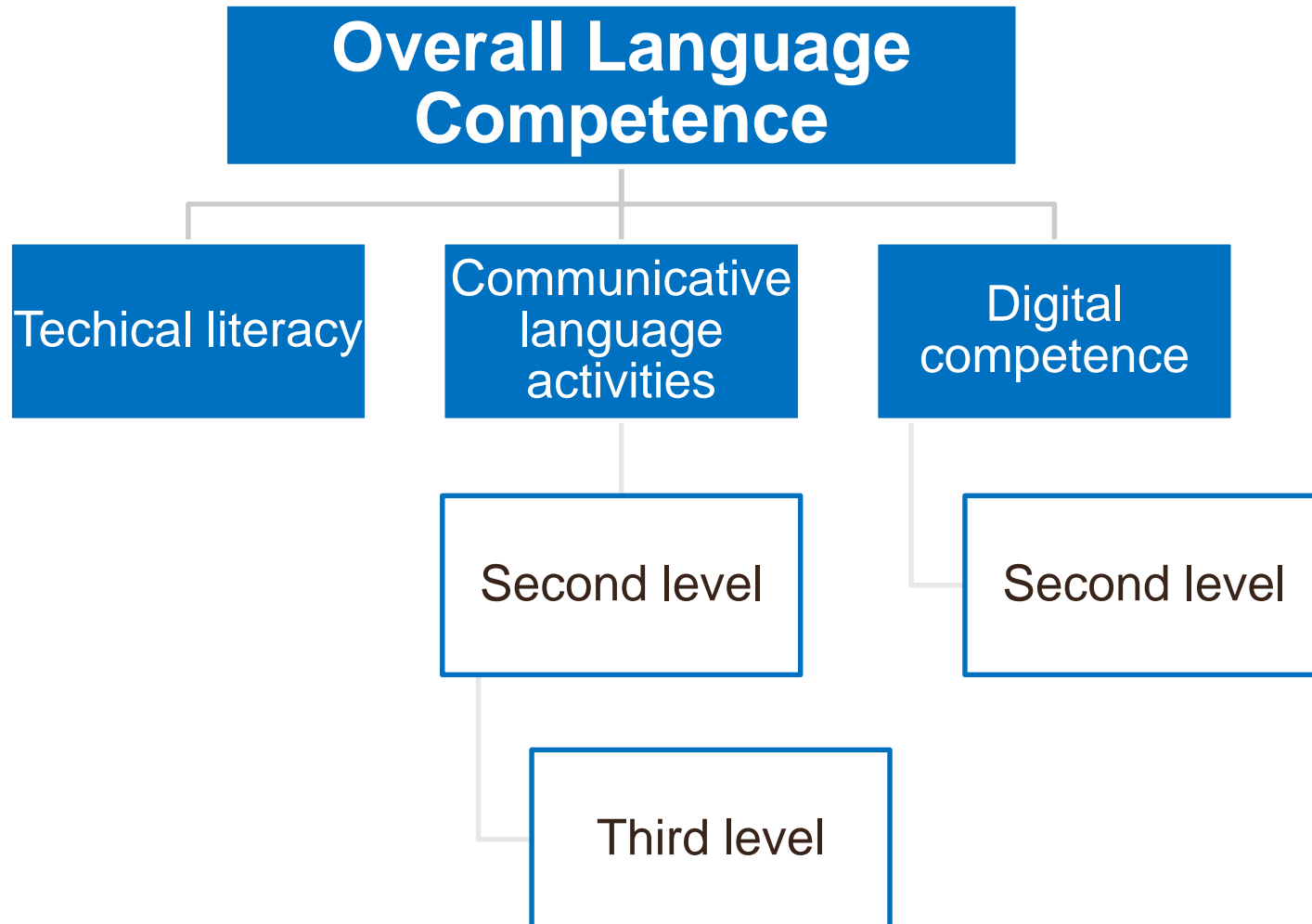
- **Tool** to plan courses, design curricula, create teaching materials and prepare diagnostic (non formal) tests at levels below A1
- Related to the **CEFR** (and its **CV**), but:
  - ✓ From a **generic literate social agent**, to an **illiterate migrant social agent within a learning environment**
  - ✓ From ***can do*** in terms of proficiency, to ***learning goals***



# LASLLAM

## Structure of the scales





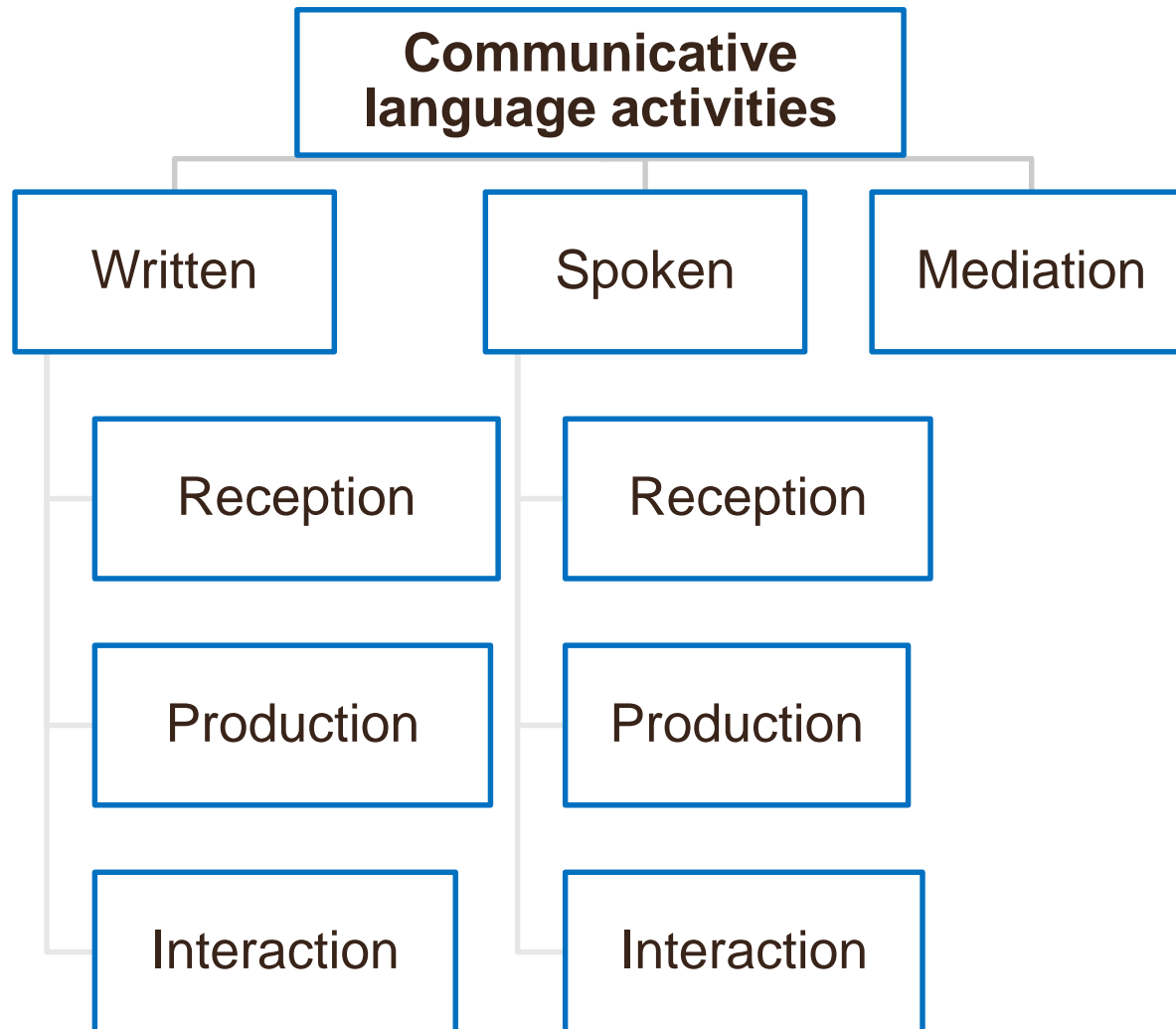
**Digital competence**

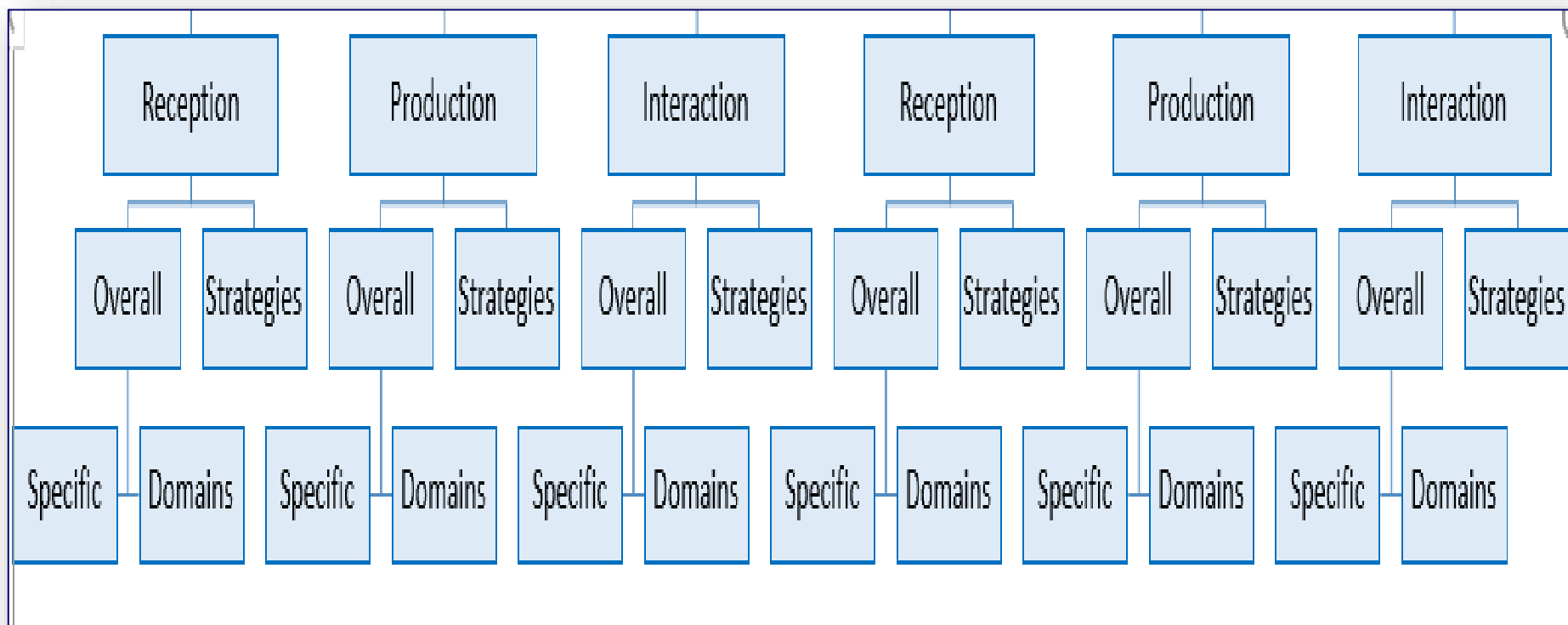
Technical

Safety

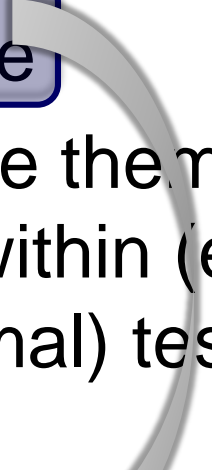
Communication

Content  
management





# LASLLAM & LAMI?

1. Involvement in the validation phase
  2. Once validated the descriptors, use them as learning goals to be investigated within (e.g.) a placement (formative and non formal) test (second half of 2021)
- 

**2 options (as not alternatives):  
A and B**



## Option A - Organization of 1 day WS of behalf of the CoE

- When: Aug -Oct (in your country, in your working language, you will conduct after a Webinar with the CoE)
- Who: 20/30 teachers involved in the field (thus, teachers with large experience in teaching L2 & literacy to illiterate adult migrants)
- What: format and materials provided in English by the CoE
- Aims: present LASLLAM and collect feedback related to the descriptors, according to the same 4 aspects considered in the validation of the CV:
  - ✓ Clarity
  - ✓ Assigning to levels (from tier 1 to 4)
  - ✓ Sorting to categories
  - ✓ Relevance (real word use and pedagogical)



## Option B – Participation to the Online Survey

- When: Jan – Feb 2021
- Who: you personally (and/or your Institution)
- What: Survey Monkey
- Aims: collect feedback related to the descriptors (around 500), according to the same 3 aspects considered in the validation of the Companion Volume
  - ✓ Assigning to levels (from tier 1 to tier 4)
  - ✓ Comments
  - ✓ Suggestions of reformulation





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**A Forum opens to: teachers, language testers, academics,  
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# Assessing mediation within the migration context

- How to investigate?
- As a separate component?
- Which tasks?
- How to evaluate?
- Any CV scales to be considered in particular?

**Next step:  
Sharing the answers  
in the next LAMI meeting (Istanbul)**



**LAMI-CEFR SIGs**

# Agenda

- LAMI Forum in Madrid:
  - ✓ final program
  - ✓ issues for the panel discussion
- Piloting and validation of the Council of Europe scales for illiterate and low literate adult migrants (LASLLAM Project): role of LAMI in terms of potential involvement
- Looking beyond Madrid: the future of LAMI
- **AOB**



# LAMI co-chair wanted (just after Madrid)



**Next LAMI meeting:  
Istanbul, 4 (or 5) November, 2020**

Thank You!