

LAMI meeting



ALTE 55th Meeting and Conference

Thursday 5th November 2020,

10.15 - 10.55 (Cambridge) - 11.15 - 11.55 (Central Europe) - 12.15 - 12.55 (Istanbul)



Language Assessment for
Migration and Integration



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Agenda

- LAMI as Project Group: meaning and implications
- LAMI action: planning proposal Nov. 2020 – Apr. 2023:
 1. LAMI-LIAM: LASLLIAM validation phase and piloting phase
 2. Working on the data of the last ALTE-CoE Survey
 3. LAMI outcome: publication on a profiled approach to language assessment
- Next LAMI meeting
- AOB

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Project groups should have

- A **clear idea** of what they want to achieve, in terms of **concrete goals**
- A set **purpose**, which might be to create and publish a specific documentations or set of materials, videos, webpage, webinar or academic paper
- An appropriate **time limit**, e.g. to run for 2-3 years in order to complete a particular piece of work
- An appropriate **cost limit** approved by ALTE's Board of Trustees

(ALTE, May 2020)



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Literacy And Second Language Learning for the Linguistic Integration of Adult Migrants (LASLLIAM)

LASLLIAM is a tool to plan courses, design curricula, create teaching materials and develop tests aimed at non-literate/low-literate adult migrants

CEFR descriptors
not specific enough
for literacy-and-
second-language
learning

Companion Volume
adds Pre-A1
descriptors

LASLLIAM describes
four levels of literacy
and oral acquisition

LASLLIAM 4

A1

LASLLIAM 3

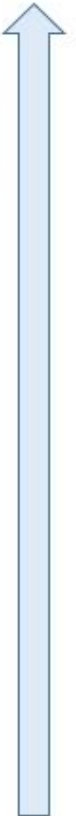
Pre-A1

LASLLIAM 2

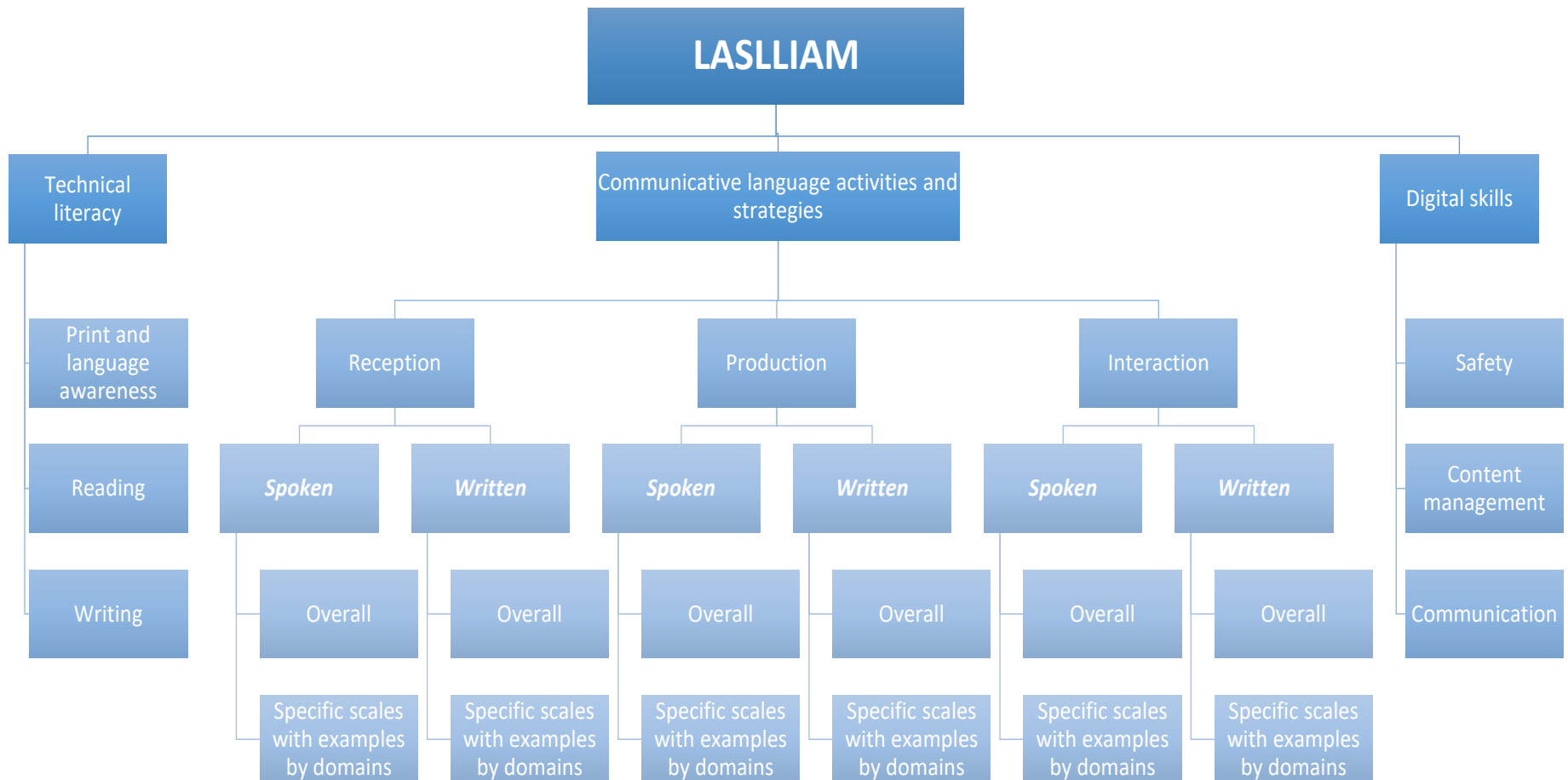
LASLLIAM 1

LASLLIAM

**CEFR -
Companion**



Scales and Tables



Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-01/2021)

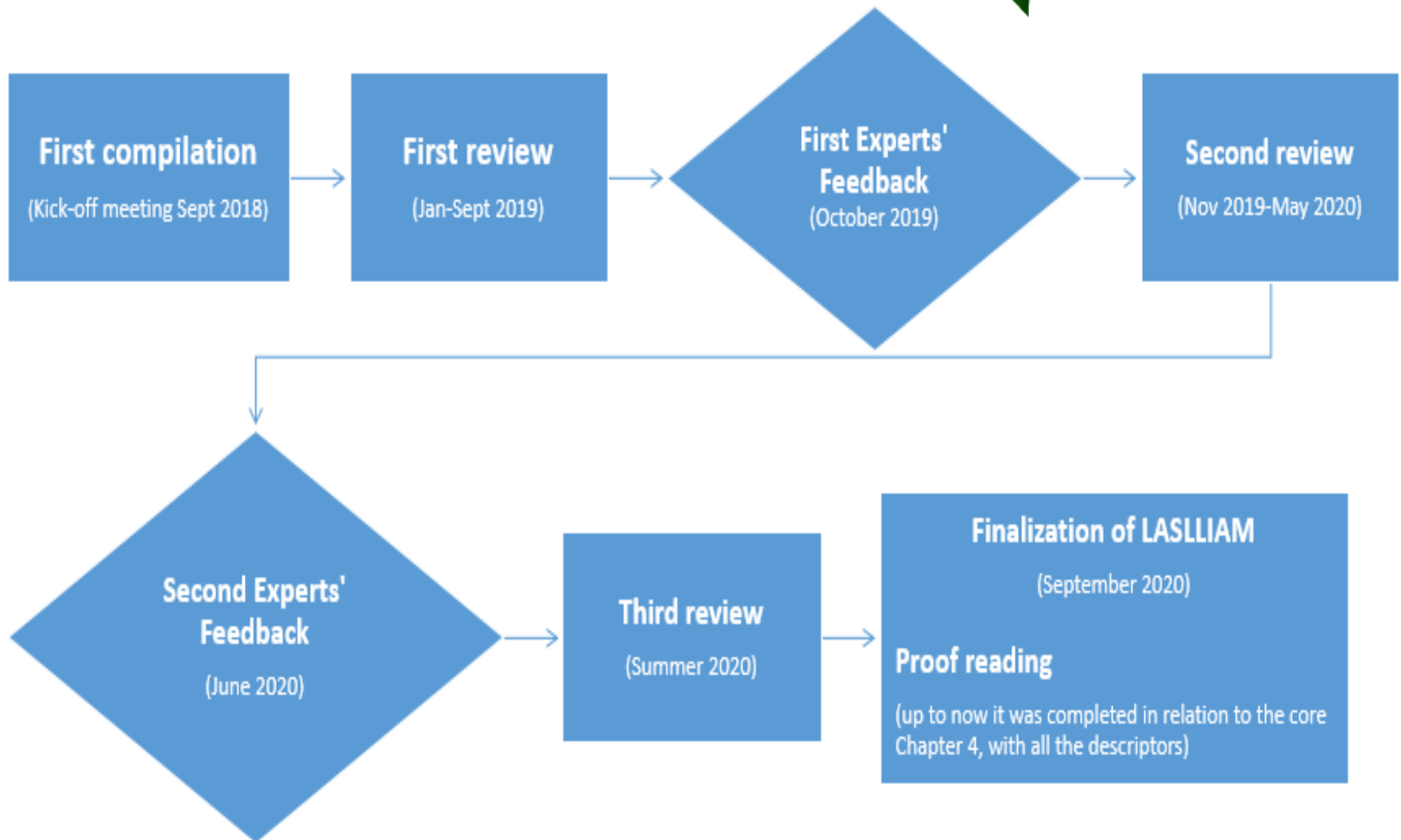
Quantitative validation (01/2021-02/2021)

Revision and translation of the descriptors (02/2021-04/2021)

Piloting of the translated versions (04/2021-09/2021)

Launch and dissemination (11/2021)

Conceptual development



Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-01/2021)

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Qualitative validation

1-day workshop of behalf of the CoE

- Aims:
 1. Present LASLLIAM as a whole
 2. Collect feedback related to selected descriptors/scales

- Where: in your country (face-to-face or online)
- Who: 20/30 LESLLA teachers
- What: format and materials provided by the CoE

5 ALTE members involved (as WS organizers/moderators)

Full members

- University for foreigners of Perugia - CVCL

Affiliate members

- KCE - Kultura Centro Esperantista
- University for Foreigners of Siena – CILS
- St. Petersburg State University
- Western Norway University of Applied Sciences

Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-01/2021)

Quantitative validation (01/2021-02/2021)

Revision and translation of the descriptors (02/2021-04/2021)

Piloting of the translated versions (04/2021-09/2021)

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Quantitative validation

Individual participation to the online Survey

- Aim: collect feedback related to each descriptor
- Who: you personally
- What: Survey Monkey
- When: Jan – Feb 2021

Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-01/2021)

Quantitative validation (01/2021-02/2021)

Revision and translation of the descriptors (02/2021-04/2021)

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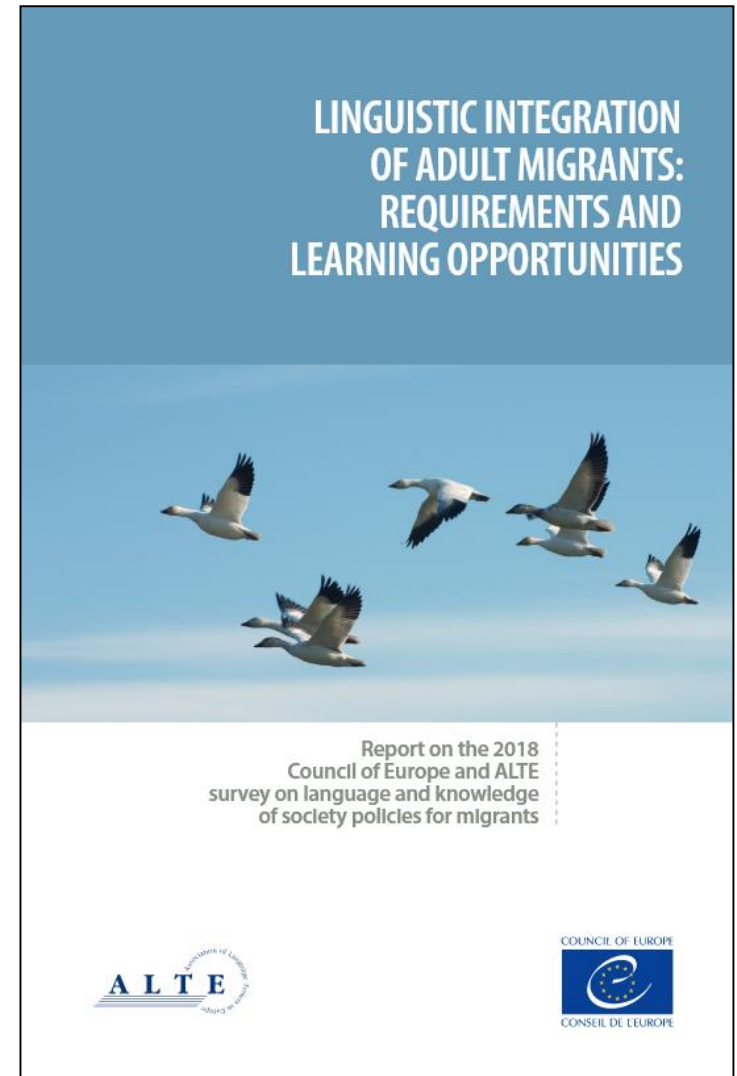
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- Chapter 1: Aims, users and learners
 - Chapter 2: Sources and rationale
 - Chapter 3: Teaching literacy in a second language
 - Chapter 4: LASLLIAM scales and tables
 - Chapter 5: Using LASLLIAM for curriculum design
 - Chapter 6: Assessment within the learning environment
 - Appendix

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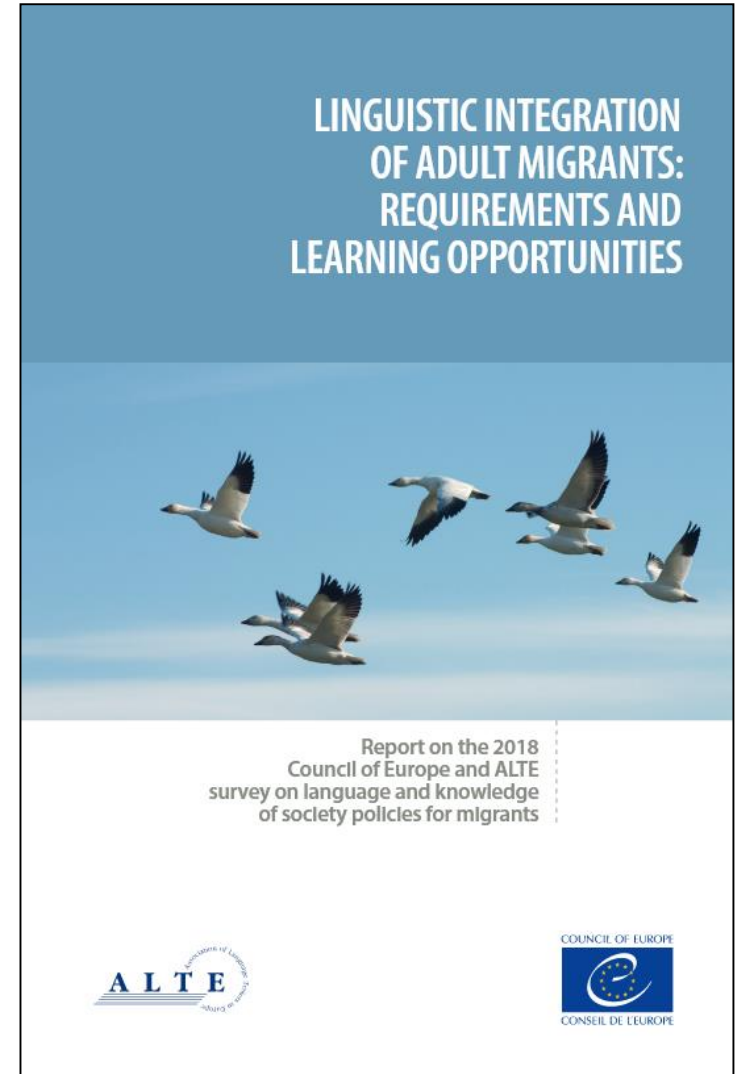
Working on the data of the last CoE/ALTE survey

- Language and KoS-requirements in 40 CoE member states
- State-of-the-art 2018
- Constant changes in policy; new/stricter requirements are being introduced



Working on the data of the last CoE/ALTE survey

- AIM: confirm/update the information about country specific requirements
- WHO:
 - We will contact an ALTE representative for each country to ask for participation
- HOW:
 - check your country in the report
 - update where necessary
- WHEN: September 2021



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Profiled approach

| 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

Profiled approach

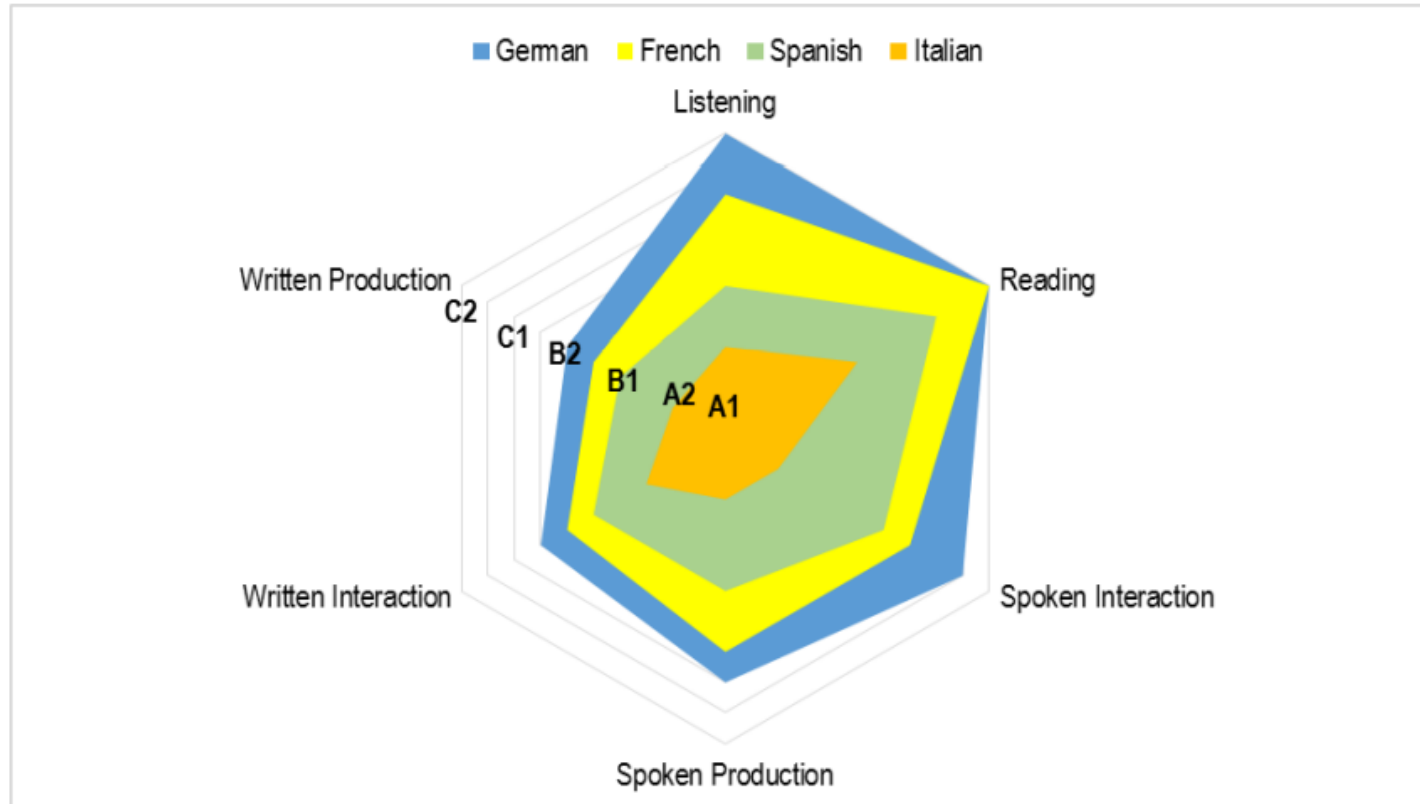


Figure 8 – A plurilingual proficiency profile with fewer categories

Profiled approach

“Modular approach is a key concept also for certification ”
(CEFR, 2001)



“Towards a jagged profile”
(LAMI booklet, 2016)



Table 8 – Language requirements for citizenship

| Country | Listening | Reading | Speaking | Writing |
|--------------------|-------------|---------|----------|---------|
| Albania | Unspecified | | | |
| Armenia | Unspecified | | | |
| Austria | B2 | B2 | B2 | B2 |
| Belgium (Fl.) | A2 | A2 | A2 | A2 |
| Belgium (Fr.) | A2 | A2 | A2 | A2 |
| Croatia | Unspecified | | | |
| Czech Republic | B1 | B1 | B1 | B1 |
| Denmark | B2 | B2 | B2 | B2 |
| Finland | B1 | B1 | B1 | B1 |
| France | B1 | B1 | B1 | B1 |
| Germany | B1 | B1 | B1 | B1 |
| Greece | B2 | B2 | B2 | B2 |
| Hungary | Unspecified | | | |
| Iceland | B1 | B1 | B1 | B1 |
| Italy | B1 | B1 | B1 | B1 |
| Latvia | Unspecified | | | |
| Lithuania | Unspecified | | | |
| Luxembourg | B1 | | A2 | |
| Malta | Unspecified | | | |
| Moldova | B2 | B2 | B2 | B2 |
| Netherlands | A2 | A2 | A2 | A2 |
| North Macedonia | Unspecified | | | |
| Norway | | | A2 | |
| Poland | B1 | B1 | B1 | B1 |
| Portugal | A2 | A2 | A2 | A2 |
| Romania | A1 | A1 | A1 | A1 |
| Russian Federation | A2 | A2 | A2 | A2 |
| Slovak Republic | Unspecified | | | |
| Spain | A2 | A2 | A2 | A2 |
| Switzerland | B1 | A2 | B1 | A2 |
| Turkey | Unspecified | | | |
| UK | B1 | B1 | B1 | B1 |

Recently changed to B1 oral



Profiled approach

It is particularly striking that so few member states set differentiated language requirements (i.e. different CEFR levels in reading, writing, listening and speaking) 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, 2020: 65)



Profiled approach

- AIM: ALTE/LAMI publication on a profiled approach to language assessment
 - Build an argument in favor of profiled approach
 - Empirical data from institutions who offer language tests measuring skills separately (separate scores)
 - Outcome: Scientific paper + ALTE LAMI report
- WHO: ALTE/LAMI members with profiled test and relevant data
- HOW:
 - set down an ALTE/LAMI project group
 - plan research design
 - author group
- WHEN: Long term project
 - February 2021 – April 2023

LAMI action: planning proposal (2021 – 2023)



Summing up the three (+1) LAMI actions:

1) Validation of LASLLIAM descriptors (and further suggested use in the field of assessment)

- March-April 2021
- *Your involvement:* take part in the validation through Survey Monkey

1.1) Elaboration of a resource aimed to give concrete examples (tests specifications for e.g. placement or end-of-course exam) of how to use LASLLIAM validated descriptors to develop assessment tools within the learning environment

- April-August 2021
- *Your involvement:* take part in the elaboration of such resource as authors

2) Checking/updating information in the ALTE-CoE Survey

- September 2021
- *Your involvement:* we will contact representatives for each country

3) Profiled approach publication

- February 2021- April 2023
- *Your involvement:* If you make profiled tests/have relevant test data and want to be part of this project group - **please get in touch!**

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Thank You!

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