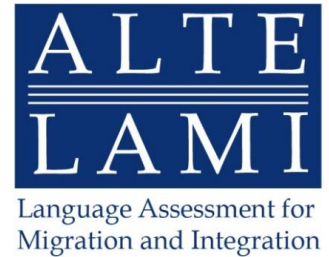


ALTE 57th MEETING & CONFERENCE – Paris

LAMI meeting



21st April 2022

11:50 – 12:50 (CET time)

10:50 - 11:50 (UK time)



Cecilie: chca@hvl.no

Lorenzo: l.rocca@dante.global

Agenda

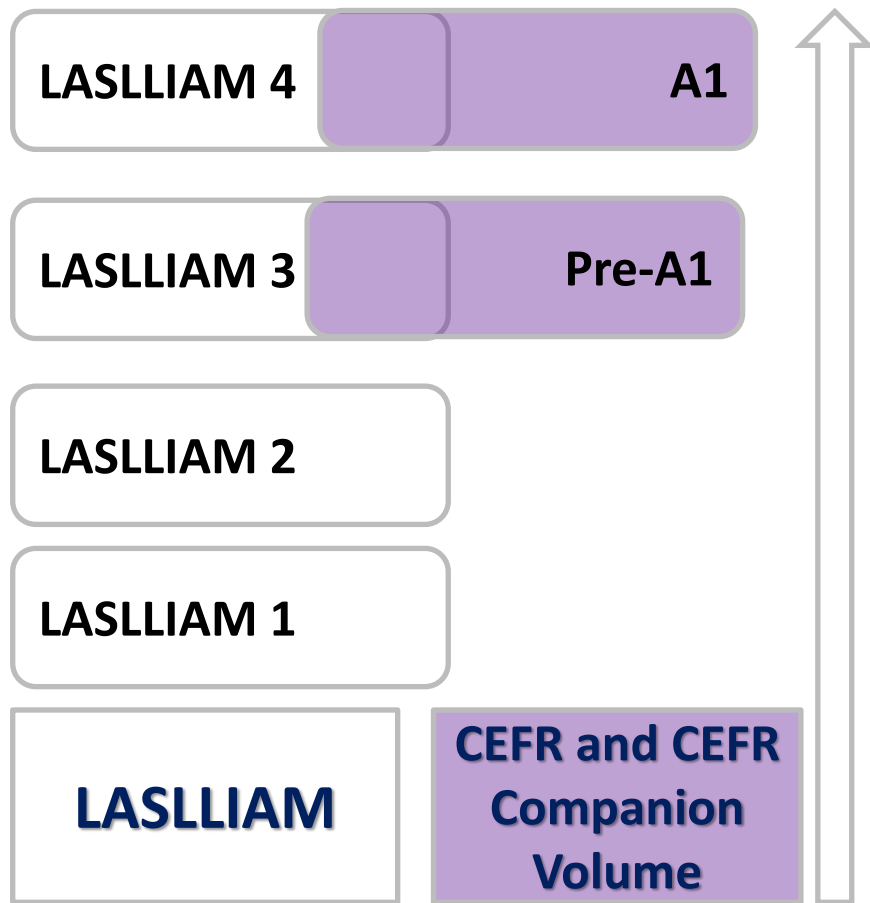
- LAMI action plan 1B – involvement within the Council of Europe
LASLLIAM reference guide: presentation of 4 proposed tools (aimed at assessing low literate adult migrants):
 1. Needs' analysis
 2. Placement
 3. End-of-course “horizontal” exam
 4. End-of-course “adaptive and transversal” exam
- Next steps and LASLLIAM launching conference
- Date/place for the next LAMI meeting
- AOB



LITERACY AND SECOND LANGUAGE LEARNING FOR THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS (LASLLIAM)

LASLLIAM is a tool describing the simultaneous, interrelated and not linear process of acquiring literacy and a second language

Levels and (uneven) profiles



- LASLLIAM assumes the concept of uneven profiles, which implies learning goals independently of each other
- Therefore, the descriptors are not co-dependent, in the sense that a learner might be at level 1 in a certain 'can-do' and level 2 or 3 in another



Chapter 1: Aims, Users and Learners



Chapter 2: Sources and Rationale



Chapter 3: Teaching Literacy in a Second Language



Chapter 4: LASLLIAM scales



Chapter 5: Using LASLLIAM for curriculum design



Chapter 6: Assessment within the learning environment



Chapter 7: Validation and Piloting



References



Glossary



Three Appendixes: Resources, Scenario, Checklist

Scales and Descriptors

	n. Scales	n. Descriptors
Technical Literacy (TL)	3	59
Communicative Language Activities (CLA)	28	184
Language Use Strategies (LUS)	18	119
Digital Skills (DS)	3	63
Total	52	425



Chapter 1: Aims, Users and Learners



Chapter 2: Sources and Rationale



Chapter 3: Teaching Literacy in a Second Language



Chapter 4: LASLLIAM scales



Chapter 5: Using LASLLIAM for curriculum design



Chapter 6: Assessment within the learning environment



Chapter 7: Research plan



References



Glossary



Three Appendixes: Resources, Scenario, Checklist

A fundamental premise

- The shifting of the target learner (from the CEFR literate social agent to the non/low-literate migrant involved in a formative path) implies that LASLLIAM descriptors are learning goals that can only be achieved –and thus assessed- within a learning environment (educational or vocational)
- The learning goals expected cannot be seen as benchmarks to be achieved in designing high-stakes and large-scale standardized tests

“Literacy is a necessary prerequisite for any kind of written test. [...] Policy makers need to provide training courses that support the acquisition of literacy skills, instead of providing writing or reading tests” (ALTE-LAMI, Position paper, 2016)

Assessment tools

- Needs' analysis
- Placement test
- Diagnostic procedures
- Scenario based assessment
- End-of-course exam
- Checklist for self-assessment

**LAMI
action plan
1B**

Teachers are supported by LASLLIAM
to guide their learners

in the compilation of a **portfolio**
that can be supportive also for reflective learning

Expected outcomes

- **SG 1 - Needs' analysis + placement oral dimension** (from level 1 to level 4): interview within the welcome phase by using LASLLIAM scales (3 Overall and 1 Specific)
- **SG 2 - Placement written dimension** (from level 1 to level 4) by using LASLLIAM scales (3 Overall)
- **SG 3 - End-of-course (horizontal) exam**, example related to level 2 by using LASLLIAM scales (all the 6 Overall)
- **SG 4 - End-of-course adaptive and transversal exam**, example related to level 3/ reading by using LASLLIAM scales (1 Overall and all the 5 Specific for written reception)

Adaptive in the sense that the exam is tailored to allow the differentiation of results (referring to the Written Reception 5 Specific scales/categories)

Transversal in the sense that the exam considers different tasks related to the 4 domains

Next steps

	2021		2022 – first semester					
	May	Dec	Feb	Mid- April	End of April	End of May	Mid-June	June
<ul style="list-style-type: none"> • Presentation of the 4 tasks • Formation of the 4 SGs • Tasks distribution 	LAMI meeting							
Sending of the validated LASLLIAM scales (English version)								
Sharing of drafts/template/issues			LAMI meeting					
Each SG sends the proposed tool								
Presentation and sharing comments on the proposed tools					21 st LAMI meeting			
Revision and finalization in the light of the April meeting								
CoE LASLLIAM - Final approval of the tools								
Presentation of the tools								30 th Strasburg LASLLIAM conference

Thursday 30 June – Strasbourg

Launching conference

(1 day, hybrid event)

A **conference** aimed

- to present LASLLIAM:
 - ✓ Rationale and contents
 - ✓ Outcomes of the piloting phase (including the LAMI tools)
 - ✓ Process and results of the validation process
- to start a dissemination campaign involving teachers and educational institutions

LASLLIAM as a continuous process

- Second semester: 3 actions
 1. Dissemination of the Reference Guide
 2. Development of other teaching materials
 3. Piloting (in terms of concrete use in learning environments) of the tools already developed

Potential further steps for LAMI action plan 1B?

LAMI 1B – Potential further steps

- a) Translation and adaptation of the developed tools in different languages
- b) Piloting of the translated versions within learning environments (data collection)
- c) ALTE-LAMI-CoE publication (multilingual tools and results of the piloting), hopefully ready to be presented within the LAMI Forum in Madrid, April 2023

In parallel or later on – Development of other assessment tools, e.g. end-of-course (horizontal) exam for L1, L3, L4

- **Date/place for the next LAMI meeting**

ALTE 58TH MEETING AND CONFERENCE

10th November 2022, Charles University, Prague, Czech Republic



Thank You!

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Lorenzo: l.rocca@dante.global