

LAMI meeting

9th February 2022

15:00 – 16:30 (CET time)

14:00- 15:30 (UK time)

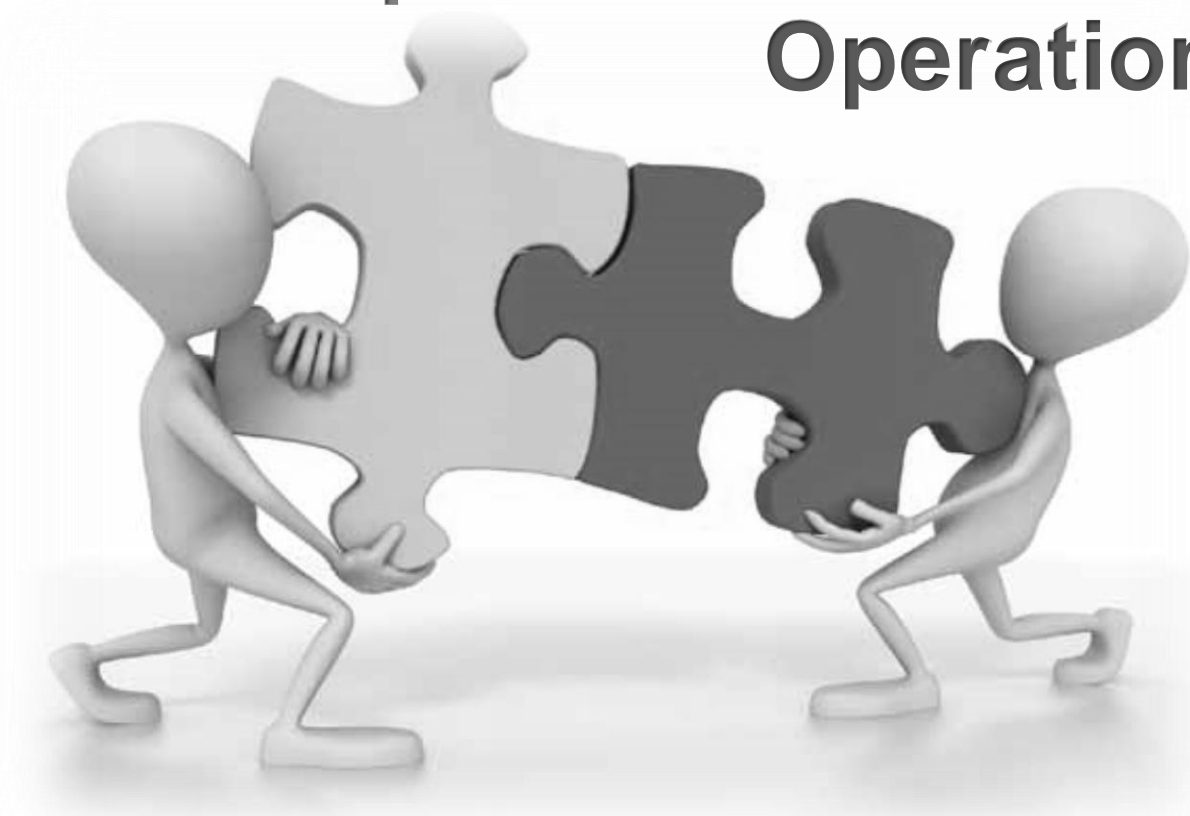


Language Assessment for
Migration and Integration

Agenda: 2 parts

Informative part

Operational part



Informative part



- LAMI action plan: update in connection with parallel projects
 - ✓ Council of Europe LASLLIAM (ref. LAMI action plan 1B)
 - ✓ **IMPECT** (ref. LAMI action plan 2)
 - ✓ **Uneven profiles** (ref. LAMI action plan 3A and 3B)

- Towards the new ALTE Minimum Standard *Responsible test use & preventing test misuse*: next steps

- LAMI Forum - ALTE International conference of Madrid (2023): first sharing



Operational part

- Discussion around LAMI action plan 1B
(LAMI & LASLLIAM: development of assessing tools)
 - ✓ Feedback from the working groups: *outcomes and issues*
 - ✓ Planning the further phases: *finalization of the task*

Informative part



CoE LASLLIAM



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

LASLLIAM as a European instrument

- to trace and foster the development of non- and low-literate adult migrants
- to design, implement and improve **learning environments** offered to literacy-and-second-language learners
- to define and scale potential **teaching goals** targeted to support migrants communication in the social tasks that they want or need to perform



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: approaches, purposes, tools

Taking into account this fundamental premise, LASLLIAM offers reflections and practical examples in relation to:

1. The **approaches** to be adopted in assessing procedures
2. The different **purposes** of assessment and the related **assessment tools** that can be developed by using the LASLLIAM scales

Piloting

diagnosis
materials

tasks and mini-
projects

communicative
scenarios

strategy
instruction and
language
counseling

training in the
use of digital
devices

portfolios

needs' analysis
test
(ALTE-LAMI)

placement test
(ALTE-LAMI)

end of course
exam
(ALTE-LAMI)

Informative part



Informative part



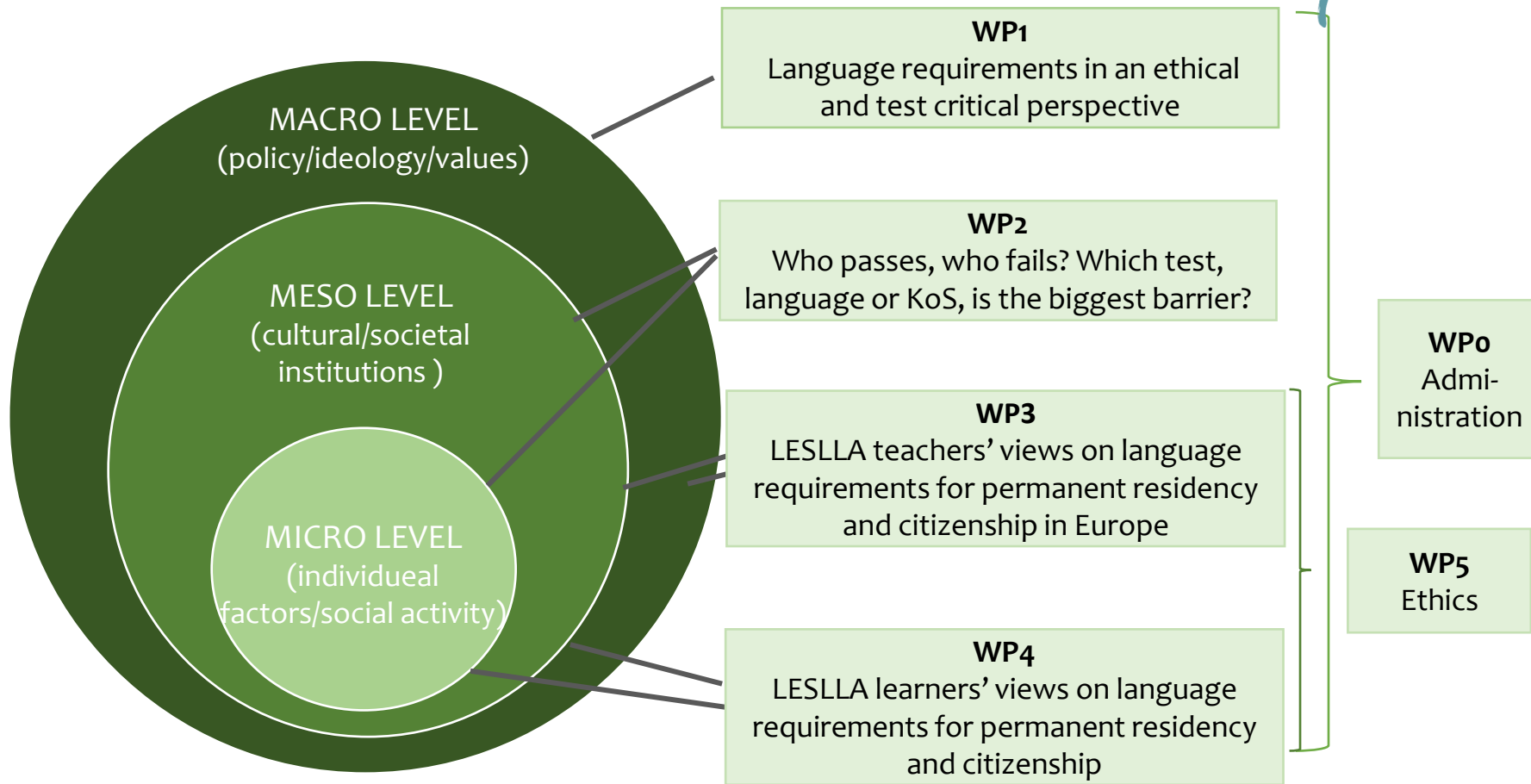
Purpose:

To map the language and knowledge of society requirements in CoE member states (2018)

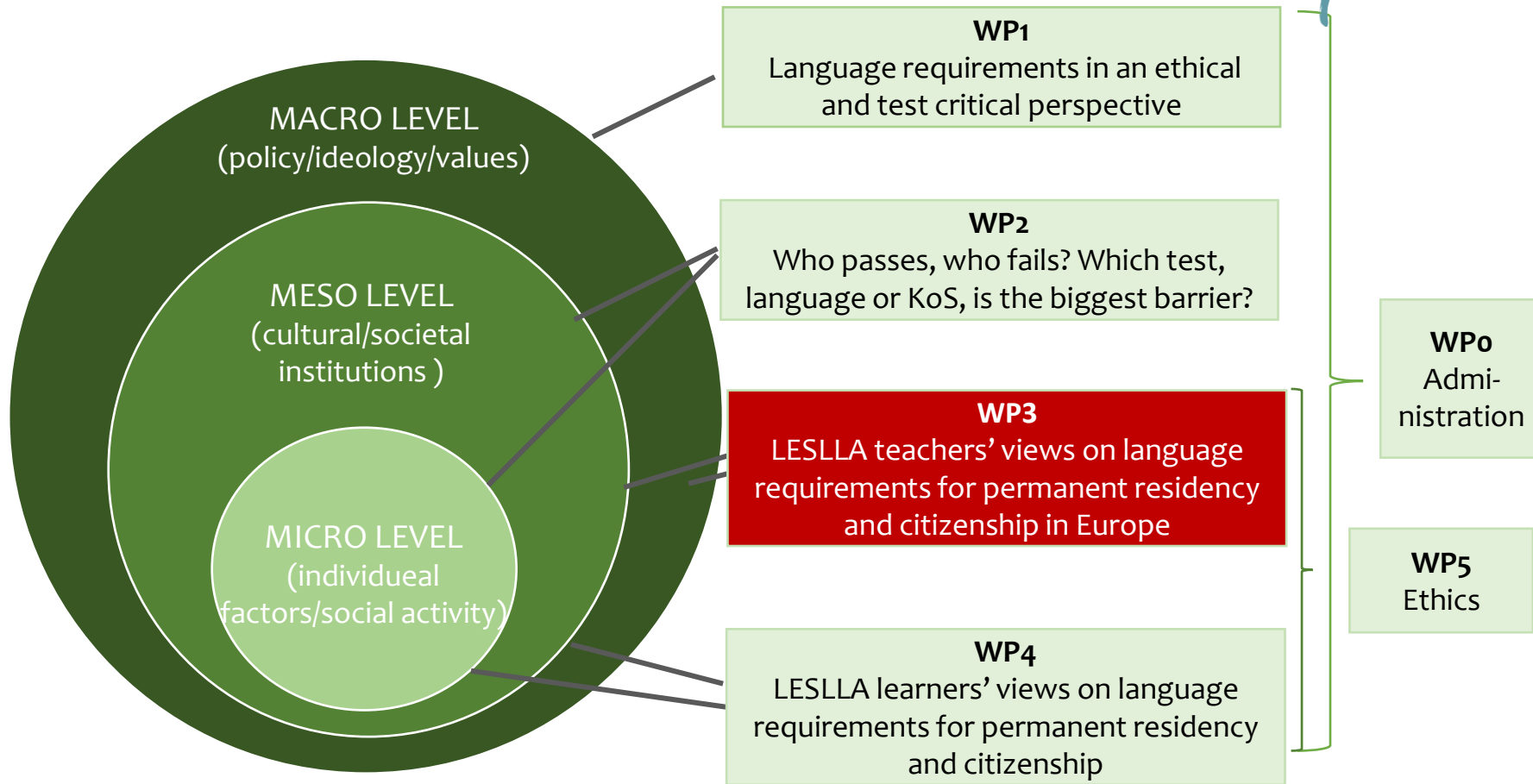


Purpose:

To map the **consequences** of language and knowledge of society requirements for **low-literate adult migrants** in CoE member states



Douglas Fir Group Framework (2016)



Douglas Fir Group Framework (2016)

WP3 - LESLLA teachers' views on language requirements for permanent residency and citizenship in Europe



Research questions

- How do language and KoS-requirements affect LESLLA learners, according to their teachers?
- How do language and KoS-requirements affect teachers' roles?
- How do teachers' perceptions correlate with the relative strictness of requirements in different countries?

Data

- Electronic survey among LESLLA teachers in 20 European countries (N ~ 1000)
- Interview with 5 teachers in 5 countries
- Updated version of Rocca et al. 2020 (CoE/ALTE-report)
- Language requirement index

Participants

- WP-leaders: Cecilie Hamnes Carlsen & Lorenzo Rocca
- PhD. student Terje Hellesen
- Postdoc. Marte Nordanger
- Ricky van Oers
- Bart Deygers
- Sara Goodman

WP3 - LESLLA teachers' views on language requirements for permanent residency and citizenship in Europe



Where are we now – aim for spring 2022

- Electronic questionnaire (1st draft)
- Translated into English, Italian, Norwegian
- Piloted in Norway and Italy (N=65 LESLLA teachers)
- Analysed (Principal Component Analysis, Rasch Analysis)
- Revise (delete poor questions, add some new)
- Translate into Spanish, French, Greek, Russian
- Recruit LESLLA teachers from 20 CoE countries

Anyone?

WP3 - LESLLA teachers' views on language requirements for permanent residency and citizenship in Europe



Austria	Belgium (Fr)	Belgium (Fl)	Bulgaria	Czech Republic
Denmark	Finland	France	Germany	Greece
Ireland	Italy	The Netherlands	Norway	Poland
Romania	Russia	Slovenia	Spain	Sweden
The UK				

WP3 - LESLLA teachers' views on language requirements for permanent residency and citizenship in Europe



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The UK				

Do you have contacts in some of the light blue countries?
Please get in touch chca@hvl.no or l.rocca@ladante.it



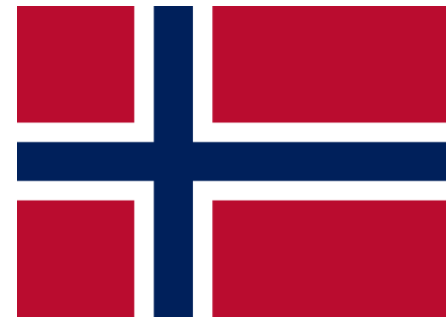
LAMI project 3A: Uneven profiles

- How common is it that ALTE members construct language tests yielding profiled scores?
- How common is it that the profiled scores are reflected in language requirements in society e.g. for
 - residency and citizenship
 - labour
 - higher education

Hypothesis that many test developers provide uneven profile scores, but that society fail to set differentiated language requirements

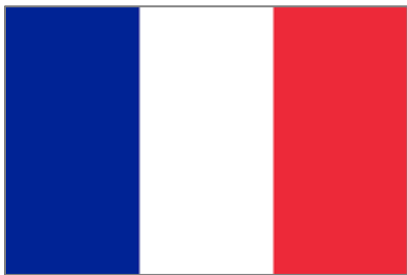
LAMI project 3A: Uneven profiles

- AIM: ALTE/LAMI Report (2022-2023)
 - More countries added



LAMI project 3A: Uneven profiles

- AIM: ALTE/LAMI Report (2022-2023)
 - More countries added
 - 1st meeting in the authoring group held 25th Jan. (Sabrina, Lorenzo & Cecilie)
- Survey to ALTE LAMI members
 - **To be sent out shortly after the ALTE meeting!**





MS18

RESPONSIBLE TEST USE & PREVENTING TEST MISUSE



ALTE meeting in November 2021

Joint LAMI & QMS-meeting:

- Why do we need a new minimum standard related to preventing test misuse?
- The content of the new minimum standard (MS 18)
- Discussion in breakout rooms
- Plenary discussion



UPDATE

Next step - piloting of MS18

- At QMS meeting February 22:
 - discussion of relevant questions to include in an interview guide to auditees and auditors related to MS18
- Upcoming auditees will have MS18 as an addition for trial
- Interviews with auditees and auditors after the audit
 - How did MS18 work in practice?
 - What worked well/less well?
- Revise if necessary
- Include in ALTE minimum standards

Informative part



LAMI Forum in Madrid

Macro theme:

**LANGUAGE TESTERS' ADVOCACY
WITHIN THE MIGRATION CONTEXT**

LFF: 3 h (+ 1) X 7 ■

- Opening
- Key note speaker (broader contribution)
- First slot: *Preventing LT misuse*
 - ✓ intro + 3 presentations (IMPECT, MS 18, Uneven profiles)
- Second slot: *Advocacy as connections teaching-assessment*
 - ✓ intro + 2 presentations (GP beyond the test, LAMI tools for LASLLIAM)
- Workshop: How to foster appropriate test use in 3 areas
(education, job market, requirements for migrants)
- Panel discussion
- Closing remarks

Operational part

- Discussion around LAMI action plan 1B
(LAMI & LASLLIAM: development of assessing tools)
 - ✓ Feedback from the working groups: *outcomes and issues*
 - ✓ Planning the further phases: *finalization of the task*

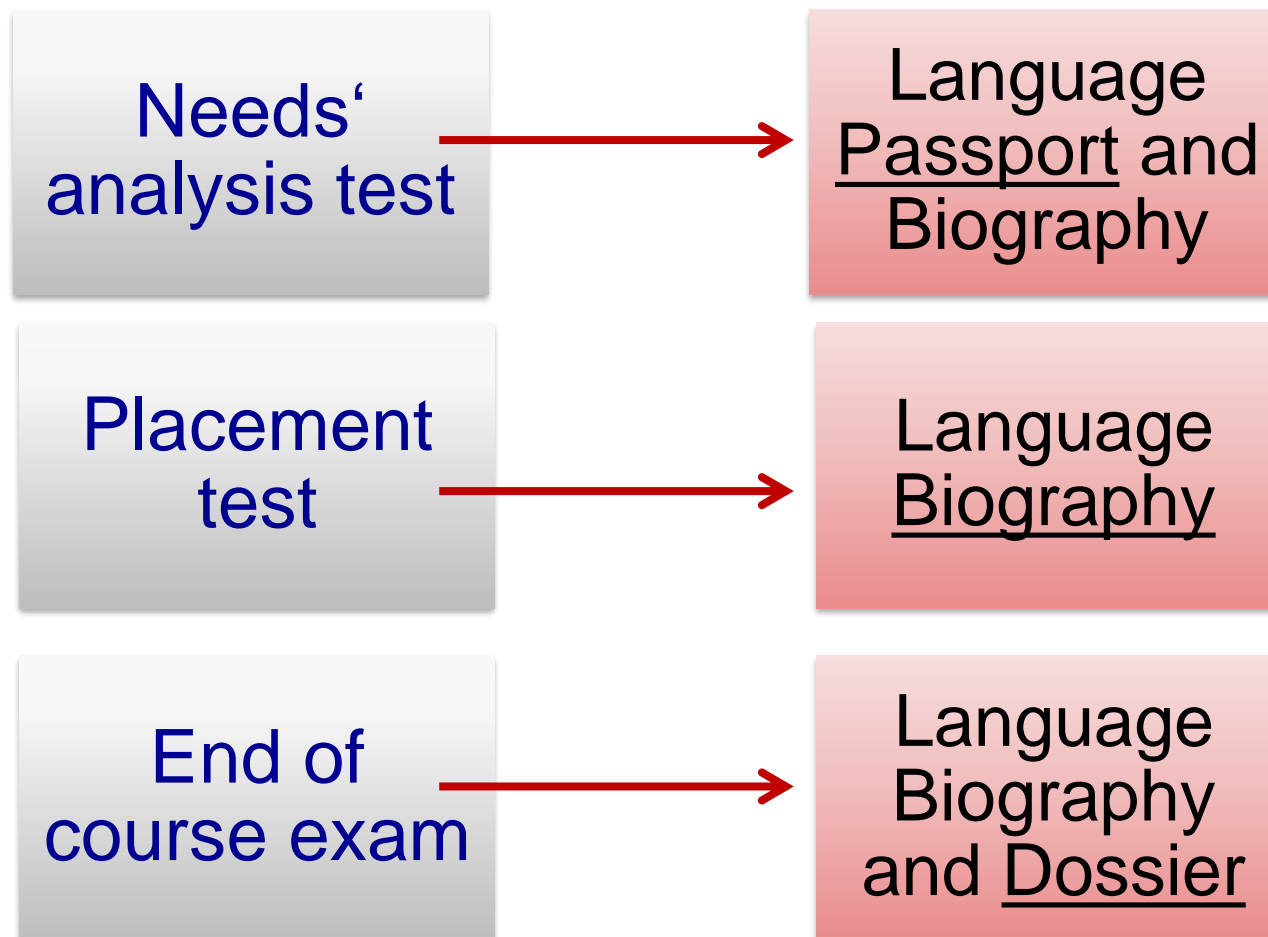
Assessment tools

- Needs' analysis and 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

LAMI-LASLLIAM & ELP



	2021		2022 – first semester					
	May	Dec	Feb	Mid-April	End of April	Mid-May	End of May	June
<ul style="list-style-type: none"> • Presentation of the tasks • Formation of the 4 SGs • Tasks distribution 	11 th LAMI m. online							
Sending of the validated LASLLIAM scales (English version)		LR by email						
<ul style="list-style-type: none"> • Sharing of first ideas/drafts/proposals and issues • Possibility for other LAMI members to be added 			Today					
Each SG sends the developed tool to the other SGs								
Sharing comments on the developed tools					21st LAMI m. in Paris			
Revision and finalization in the light of the meeting								
LASLLIAM - Final revision and approval of the tools								
ALTE Secretariat and Council of Europe – uploading of the work both in ALTE website (within the section LAMI resources) and in LASLLIAM website								22 nd Launching conference

SG 1 – expected outcome

- ***Needs' analysis tool (and not only):*** outline of an interview within the welcome phase in a learning environment
- 2 kinds of questions within the interview
 - A. Questions aimed to make the need emerged (in whatever language of communication, so highlighting the importance to give value to the learner plurilingual repertoire)
 - B. Questions in second language, as placement among the 4 LASLLIAM levels (oral dimension)

SG 1 – LASLLIAM scales to be used (only for question - kind B)

- 4 scales, 3 Overall scales and 1 Specific scale (all the 4 levels):
 - ✓ Overall Oral Reception
 - ✓ Overall Oral Production
 - ✓ Overall Oral Interaction
 - ✓ Interview and being interviewed as Specific scale within Oral Interaction

SG 2 – expected outcome

- ***Tool for placement assessment*** (from level 1 to level 4)
of second language profile only in reading and writing
- Considered CLA LASLLIAM scales (all the 4 levels)
 - 3 Overall scales:
 - ✓ Overall Written Reception
 - ✓ Overall Written Production
 - ✓ Overall Written Interaction

SG 2 – LASLLIAM scales to be used

- 3 Overall scales (all the 4 levels):
 - ✓ Overall Written Reception
 - ✓ Overall Written Production
 - ✓ Overall Written Interaction

e.g. 3 progressive tasks (so, with a progression of difficulty),
one for each Overall scale

SG 3 – expected outcome

- *Tool for end-of-course exam,*
taking into account only level 2 (example of horizontal exam)

SG 3 – LASLLIAM scales to be used

- 6 Overall scales (only in relation to level 2)
 - ✓ (Written and Oral) Reception
 - ✓ (Written and Oral) Production
 - ✓ (Written and Oral) Interaction

e.g. 6 tasks, one for each Overall scale

SG 4 – expected outcome

Tool for end-of-course adaptive and transversal exam

taking into account only level 3/ only reading (example of test results related to the particular needs of the learner)

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

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

SG 4 – LASLLIAM scales to be used

- 6 scales, 1 Overall scale and 5 Specific scales (only in relation to level 3)
 - ✓ Written Reception Overall scale
 - ✓ Reading correspondence Specific scale
 - ✓ Reading for orientation Specific scale
 - ✓ Reading for information Specific scale
 - ✓ Reading instructions Specific scale
 - ✓ Reading as a leisure activity Specific scale

e.g. 1 task for each Specific scale, by covering the 4 domains

Outcomes: shared structure

- Each tool 3-4 pages
- The first page:
 - Title
 - Aim
 - Introduction
 - ✓ Description
 - ✓ How to use (instructions for the teacher)
- The second page: the tool itself with the provided tasks
(maybe only one page could be not sufficient)
- The last page: examples of documents as outcome of the use of the tool (e.g. needs' analysis grid/ test results, representations of uneven profiles, etc.)

Thank You!

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