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

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

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

ALTE website
CoE LIAM website
Survey Report
Survey Leaflet
23 language versions!!
• 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
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
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?
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<th>A2</th>
<th>A2+</th>
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**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?
  - Witch 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)
Structure: 3 sessions + panel

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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

Overall Language Competence

- Technical literacy
- Communicative language activities
- Digital competence
Overall Language Competence

- Technical literacy
- Communicative language activities
- Digital competence

Second level

Third level
Digital competence

- Technical
- Safety
- Communication
- Content management
Communicative language activities

Written
- Reception
- Production
- Interaction

Spoken
- Reception
- Production
- Interaction

Mediation
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)

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**Small grant from the CoE: €1,500**
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
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
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)
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!