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)
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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

LASLLIAM 1

LASLLIAM 2

LASLLIAM 3

LASLLIAM 4

Pre-A1

A1

CEFR - Companion

Need for LASLLIAM
Project Stages

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

First compilation
(Kick-off meeting Sept 2018)

First review
(Jan-Sept 2019)

First Experts' Feedback
(October 2019)

Second review
(Nov 2019-May 2020)

Second Experts' Feedback
(June 2020)

Third review
(Summer 2020)

Finalization of LASLLIAM
(September 2020)

Proof reading
(up to now it was completed in relation to the core Chapter 4, with all the descriptors)
Project Stages

- 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)
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
Project Stages

- 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)
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)

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

Launch and dissemination (11/2021)
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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- LAMI as Project Group: meaning and implications

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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

https://rm.coe.int/linguistic-integration-of-adult-migrants-requirements-and-learning-opp/16809b93cb

© Copyright ALTE 2018
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**

<table>
<thead>
<tr>
<th>SPANISH</th>
<th>Pre-A1</th>
<th>A1</th>
<th>A2</th>
<th>A2+</th>
<th>B1</th>
<th>B1+</th>
<th>B2</th>
<th>B2+</th>
<th>C1</th>
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</table>

*Figure 9 – A proficiency profile – overall proficiency in one language*
Profiled approach

Figure 8 – A plurilingual proficiency profile with fewer categories

(CEFR Companion Volume, 2020)
“Modular approach is a key concept also for certification”
(CEFR, 2001)

“Towards a jagged profile”
(LAMI booklet, 2016)
Table 8 – Language requirements for citizenship

<table>
<thead>
<tr>
<th>Country</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
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<td>Belgium (Fl.)</td>
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<td>Belgium (Fr.)</td>
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<td>Croatia</td>
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<td>Czech Republic</td>
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<td>Finland</td>
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<td>France</td>
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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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