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

<table>
<thead>
<tr>
<th>Category</th>
<th>n. Scales</th>
<th>n. Descriptors</th>
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<tbody>
<tr>
<td>Technical Literacy (TL)</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>Communicative Language Activities (CLA)</td>
<td>28</td>
<td>184</td>
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<tr>
<td>Language Use Strategies (LUS)</td>
<td>18</td>
<td>119</td>
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<tr>
<td>Digital Skills (DS)</td>
<td>3</td>
<td>63</td>
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<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>425</strong></td>
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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

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

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<tr>
<th></th>
<th>2021</th>
<th>2022 – first semester</th>
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<tbody>
<tr>
<td></td>
<td>May</td>
<td>Dec</td>
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<tr>
<td>Presentation of the 4 tasks</td>
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<td>Formation of the 4 SGs</td>
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<td>Tasks distribution</td>
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<td>Sending of the validated LASLLIAM scales (English version)</td>
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<td>Sharing of drafts/template/issues</td>
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<td>LAMI meeting</td>
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<td>Each SG sends the proposed tool</td>
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<td>Presentation and sharing comments on the proposed tools</td>
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<td>Revision and finalization in the light of the April meeting</td>
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<td>CoE LASLLIAM - Final approval of the tools</td>
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<td>Presentation of the tools</td>
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30th Strasbourg 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