LAMI (2nd online) meeting

12th February 2021

14:30 – 16:00 (CET time)
13:30- 15:00 (UK time)
Agenda (part A)

- **LAMI Project Group**: summary of **Action Plan** till April 2023 (activities 1, 2 and 3)

- Updating of **LAMI website** page: [https://www.alte.org/LAMI-SIG](https://www.alte.org/LAMI-SIG)

- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)
Agenda (part B)

- **Activity 1** - LASLLIAM validation (1A) and piloting (1B)
  - 1A) Validation – participating to the online survey
  - 1B) Piloting - using LASLLIAM for assessment purposes

- **Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
  - Brief policy update from participants’ countries
  - Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*
Agenda (part c)

- **Activity 3** - Uneven profiles
  - ✓ 3A) Report - suggested outline
  - ✓ 3B) Scientific paper – suggested outline

- **Invited presentation by Stefanie Dengler:**
  *The modular tests developed by the Goethe-Institute*

- Date/place (virtual?) for the **next LAMI meeting**

- AOB
Agenda (part A)

- **LAMI Project Group**: summary of **Action Plan** till April 2023 (activities 1, 2 and 3)

- Updating of **LAMI website** page: https://www.alte.org/LAMI-SIG

- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)
LAMI, as Project Group

- A clear idea of what we want to achieve, in terms of concrete goals
- A set purpose: take part in researches (also in collaboration with the Council of Europe), create tools, publish documentations and academic paper, update the website, give contribution within ALTE events
- An appropriate time limit (3 years – 2021/2023)
- An appropriate cost limit (approved by ALTE’s Board of Trustees)

1. ALTE, May 2020 - decisions
2. LAMI, November 2020 – proposal
3. ALTE-LAMI, December 2020-approval
Action plan: January 2021-April 2023

1. Involving within the LASLLIAM validation phase and piloting phase
   1.A Replying to online survey
   1.B Developing ALTE-LAMI Guidelines for the use of LASLLIAM for assessment purposes
2. Confirming/updating the data of the last ALTE-Council of Europe Survey
3. Authoring of two publications focusing on the topic “uneven profiles”:
   3.A ALTE-LAMI report
   3.B ALTE-LAMI scientific paper

...for more details...

PDF already present in the updated ALTE-LAMI webpage
Agenda (part A)

- **LAMI Project Group**: summary of Action Plan till April 2023 (activities 1, 2 and 3)

- Updating of **LAMI website** page: [https://www.alte.org/LAMI-SIG](https://www.alte.org/LAMI-SIG)

- **LAMI contribution** to the **ALTE 1st International Digital Symposium** (28-30 April 2021)
The LAMI group was formed in Salamanca in 2002 with the hope of representing a platform for language testers in supporting their attempts to ensure issues of test fairness and social justice within the migration context, according to ALTE’s mission of sustaining diversity and maximising impact.

LAMI means Language Assessment for Migrants’ Integration: it is a Special Interest Group that has been central to the discussion ALTE has been engaged in to consider the growing prominence of language testing in migration policy.

**Chairs:**
Lorenzo Rocca (Chair) and Cecilie Hamnes Carlsen (Co-Chair).

**Open to:**
Anyone with an interest in teaching and assessment within the migration context.

**Next Meeting:**
Thursday 11th February 2021, online
Check the Events page for more information on this event.

**LAMI Members are currently working on:**
Assessment of uneven profiles, particularly in relation to non-literate and low literate migrants.
Our Publications:

Report on the 2018 Council of Europe and ALTE survey on language and knowledge of society policies for migrants (published in 2020 by the Council of Europe).

Our 'LAMI Booklet' (Language Tests for access, integration and citizenship: An outline for policy makers) was produced on behalf of the Council of Europe and presented at a Symposium hosted by the Council of Europe in 2016.

A leaflet containing key information related to the survey is available in 25 languages:

Azerbaijani, Bulgarian, Catalan, Czech, Danish, Dutch, English, Esperanto, Finnish, French, German, Greek, Hungarian, Irish, Italian, Luxembourgish, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Turkish, Welsh

It is available in full in English, Suomi, Italiano.
**Our News:**

LAMI Project Group approved its action plan 2021-2023:

1. Involvement in the LASLLIAM validation phase and piloting phase:
   a) Replying to the online survey
   b) Developing ALTE-LAMI Guidelines for the use of LASLLIAM for assessment purposes

2. Confirming/updating the data of the last ALTE-CoE Survey

3. Authoring of two publications focusing on the topic "uneven profiles":
   a) ALTE-LAMI report
   b) ALTE-LAMI scientific paper

**Presentations from Previous Meetings:**

- November 2020
- February 2020
- November 2019
- April 2019

**Results and Events (2014-2020)**
Agenda (part A)

- LAMI Project Group: summary of Action Plan till April 2023 (activities 1, 2 and 3)

- Updating of LAMI website page: https://www.alte.org/LAMI-SIG

- LAMI contribution to the ALTE 1st International Digital Symposium (28-30 April 2021)
LAMI Workshop: UNEVEN PROFILES

Wednesday 28th April 16:30-18:30

Program

- Opening by chairs
- Invited presentation by Brian North:
  *An introduction to the theme “uneven profiles”*
- Activities: division of the participants in 2 groups, according to their interest in addressing the specific subtopic
LAMI Workshop: UNEVEN PROFILES

- Group 1: uneven profiles and low literate migrants
  
  *Practical task* - Development of two adaptive tasks from LASSLIAM level 1 to 4 (one for spoken; one for written interaction)

- Group 2: uneven profiles and language requirements within the migration context
  
  *Practical task* - Development of two listening tasks (one for A2 and one for B1) aimed to avoid the influence of other construct-irrelevant skills

- Plenary - round table related to the feedback on the activities (rapporteurs from Group 1 and Group 2)

- Summary of outcomes by chairs
Action plan: January 2021-April 2023

1. Involving within the LASLLIAM validation phase and piloting phase
   1.A Replying to online survey
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2. Confirming/updating the data of the last ALTE-Council of Europe Survey
3. Authoring of two publications focusing on the topic “uneven profiles”:
   3.A ALTE-LAMI report
   3.B ALTE-LAMI scientific paper

LAMI working group(s)
1 Lorenzo Rocca
2 Cecilie Hamnes Carlsen
3 Stefanie Dengler
4 Ina Ferbezar
5 Jane Lloyd
6 Joe Sheils
7 Ivan Brave
8 Mari Honko
9 Beate Zeidler
10 Sabrina Machetti
11 Dina Vîlcu
12 Bart Deygers
13 Anna Mouti
Agenda (part B)

**Activity 1** - LASLLIAM validation (1A) and piloting (1B)
- 1A) Validation – participating to the online survey
- 1B) Piloting - using LASLLIAM for assessment purposes

**Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
- Policy news from participants’ countries
- Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*
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

Need for LASLLIAM

- LASLLIAM 4
- LASLLIAM 3
- LASLLIAM 2
- LASLLIAM 1
- Pre-A1
- A1

CEFR - Companion
Project Stages

Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-02/2021)

Quantitative validation (02/2021-04/2021)

Piloting (04/2021-10/2021)

Launch and dissemination (11/2021)
Project Stages

- **Conceptual development** (09/2018-10/2020)
- **Qualitative validation** (10/2020-02/2021)
- **Quantitative validation** (02/2021-04/2021)
- **Piloting** (04/2021-10/2021)
- **Launch and dissemination** (11/2021)
LAMI 1A

Online SurveyMonkey:

- Individual participation
- Spread the link within your network*

Timetable: March 2021

*Language testers, as well as teachers/volunteers with experience in teaching second language to low literate learners
LAMI 1A – aims of the survey

1. Corroborate the results of the qualitative validation
2. Check again in particular those descriptors that were revised based on the qualitative validation
3. Calibrate those descriptors related to the standard setting, by finalizing their scaling progression
LAMI 1A – expected work

- Access to the survey and read the introductory texts to LASLLIHAM
- Then, do the task - 60 descriptors* to be rated:
  1. Clarity (yes/no)
  2. Assigning to levels (from 1 to 4)

*The descriptors are taken from LASLLIHAM scales (all the categories: technical literacy, overall and specific language, strategies, digital)
Conceptual development (09/2018-10/2020)

Qualitative validation (10/2020-02/2021)

Quantitative validation (02/2021-04/2021)

Piloting (04/2021-10/2021)

Launch and dissemination (11/2021)
LAMI 1B

- Four small groups (SG1, SG2, SG3, SG4) of LAMI members will work on the development of concrete (samples) of assessment tools, with the related guidelines, by using the LASLLIAM scales in their just validated English version.

- Timetable: May/ mid-October
LAMI 1B – expected outcomes

- **SG1** – *needs’ analysis tool* (outline of an interview to be provided within the welcome phase)
- **SG2** – *tool for placement assessment* of literacy and SL profile (from level 1 to level 4)
- **SG3** – *tool for end-of-course assessment* in relation to level 2 (example of horizontal exam)
- **SG4** – *tool for end-of-course adaptive assessment* in relation to reading (example of transversal exam)
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LAMI 1B – tasks division

- SG1 needs’ analysis
- SG2 placement
- SG3 end-of-course assessment (horizontal exam)
- SG4 end-of-course adaptive assessment (transversal exam)
Agenda (part B)

**Activity 1** - LASLLIAM validation (1A) and piloting (1B)
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**Activity 2** - Updating of the ALTE-CoE Survey Report (2020)
- ✓ Policy update from participants’ countries
- ✓ Brief introduction to research project: IMPECT - *Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests*
Activity 2: Updating 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
Activity 2: Updating 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
Brief policy update from participants
Brief policy update from participants

- Have new requirements for entry/residency/citizenship been introduced?
- Have requirements changed?
  - Stricter?
  - More lenient?
- Other relevant news?
- Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests

- Western Norway University of Applied Sciences
- August 2021- August 2025
- Norwegian Research Council
- Formal support from the Council of Europe
- International collaboration; the Netherlands, Belgium, Italy

https://www.hvl.no/en/research/prosjekt/impect/
Main research question:

*How are low-literate adult migrants affected by language and KoS-requirements for residency and citizenship?*
Edit Bugge  
Project leader

Cecilie H. Carlsen 
WP-leader

Ricky van Oers  
Professor II

Marte Nordanger  
Post.doc.

Lorenzo Rocca  
WP-leader

Bart Deygers  
Researcher

Live Grinden (PhD)  
To be hired (2 PhDs)

Tim McNamara  
Elana Shohamy  
Jeanne Kurvers  
Sara W. Goodman

Scientific Advisory Board

Reference group
- Norwegian LESLLA teachers
- Skills Norway
Big data
Test scores + background variables \((n = 30\,000)\)

European survey
Teachers of LESLLA-learners in 40 CoE states \((n = 2000)\)

Interviews
- 5 teachers in 5 CoE-states
- 12 LESLLA-learners in Norway

Linked to relative harshness of language and KoS-requirements in CoE-member states
Big data
Test scores + background variables
\((n = 30,000)\)

European survey
Teachers of LESLLA-learners in 40 CoE states
\((n = 2000)\)

Interviews
-5 teachers in 5 CoE-states
-12 LESLLA-learners in Norway

Linked to relative harshness of language and KoS-requirements in CoE-member states

Updated information about requirement policies necessary (LAMI activity 2)
Agenda (part c)

- **Activity 3** - Uneven profiles
  - 3A) Report - suggested outline
  - 3B) Scientific paper – suggested outline

- **Invited presentation by Stefanie Dengler:**
  The modular tests developed by the Goethe-Institute

- Date/place (virtual?) for the **next LAMI meeting**

- AOB
### Activity 3: Uneven profiles

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**Figure 9** – A proficiency profile – overall proficiency in one language
Activity 3: Uneven profiles

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

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

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Recently changed to B1 oral
Activity 3: Uneven profiles

- **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: ALTE LAMI report > Scientific paper

- **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
Activity 3: Uneven profiles

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  - plan research design
  - author group

- **WHEN**: Long term project
  - February 2021 – April 2023
Proposed time-frame

- **February**: Confirmation from participants (ALTE/LAMI project group)
  - Stefanie Dengler/ Beate Zeidler (Germany)
  - Jane Lloyd (UK)
  - Ivan Brave/Dina Vîlcu (Romania)
  - Mari Honko (Finland)
  - Bart Deygers (Belgium, Fl)
  - Anna Mouti (Greece)
  - Lorenzo Rocca (Italy)
  - Cecilie H. Calrsen (Norway)

- **March**: Sharing of example text from Norwegian context
- **March – October**: Participants draft a 1 - 1,5 page about uneven profiles in their countries
- **By October 15th**: Participants to submit their contributions
- **November 2021**: ALTE-meeting in Perugia

Anyone else? Get in touch!
chca@hvl.no
lorenzo_rocca@libero.it
1. Uneven profile – the normal case
2. The CEFR Companion Volume on uneven profiles
3. ALTE/LAMI on uneven profiles – Overview of ALTE members’ tests
4. Uneven profiles – a poorly exploited opportunity?
5. Examples of good practice (1-2 pages per country)
   5.1 The test – structure and reason for measuring the skills separately
   5.2 Test results on the different parts of the test
   5.3 To what extent is the profiled approach used in society (integration policy, labour market, higher education, a.o.)
Agenda (part c)

- **Activity 3** - Uneven profiles
  - 3A) Report - suggested outline
  - 3B) Scientific paper – suggested outline

- **Invited presentation by Stefanie Dengler:**
  *The modular tests developed by the Goethe-Institute*

- Date/place (virtual?) for the **next LAMI meeting**

- AOB
MODULAR EXAMS

• OVERVIEW AND DEVELOPMENT
• CONTENT
• ADMINISTRATION
• CERTIFICATION
• RECOGNITION
MODULAR EXAMS 
OVERVIEW

All general language examinations for adults are reviewed by ALTE and are rewarded by the „Q“-mark of quality.
MODULAR EXAMS DEVELOPMENT

- GOETHE-ZERTIFIKAT C2 2012
- GOETHE-ZERTIFIKAT B1 2013
- GOETHE-ZERTIFIKAT B2 2018
- GOETHE-ZERTIFIKAT C1 2023
# MODULAR EXAMS CONTENT

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ 65-75 min</td>
<td>~ 40 min</td>
<td>~ 60-75 min</td>
<td>~ 15 min</td>
</tr>
<tr>
<td>4-5 tasks</td>
<td>3-4 tasks</td>
<td>2-3 tasks</td>
<td>2-3 tasks</td>
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<tr>
<td>30 items</td>
<td>30 items</td>
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<tr>
<td>100 points</td>
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<td>&gt; 60 points</td>
<td>&gt; 60 points</td>
<td>&gt; 60 points</td>
<td>&gt; 60 points</td>
</tr>
</tbody>
</table>
MODULAR EXAMS ADMINISTRATION

• Modules may be taken individually or in conjunction with one another
  => most candidates book all four modules

• Modules may be taken and repeated any number of times

• Different number of candidates for each session

• A break of at least 15 minutes is to be provided between each of these modules
  => identification is necessary for each session

• 89-119,-€ single module,
  229-319,-€ all modules
MODULAR EXAMS CERTIFICATES

1. one single certificate that shows all four modules (within a year)
2. one certificate for each module
MODULAR EXAMS CERTIFICATES

1. one single certificate that shows all four modules (within a year)
2. one certificate for each module
+ explanation of the modular system
MODULAR EXAMS RECOGNITION

• Participants?
  + Advantage of re-taking only necessary module
  + cheaper and less stress
  -/+ each module has to be passed

• Teachers?
  + all competences have to be trained
  - after the implementation results are „worse“

• Stakeholders?
  + Recognition of four modules, usually one level
  + examples of recognition of combined levels
MODULAR EXAMS RECOGNITION

STANDARDS OF TEST DEVELOPMENT

FAIRNESS ✓
VALIDITY ✓
RELIABILITY ✓
PRACTICALITY ✓
THANK YOU!

CONTACT: stefanie.dengler@goethe.de
Agenda (part c)

- **Activity 3** - Uneven profiles
  - ✓ 3A) Report - suggested outline
  - ✓ 3B) Scientific paper – suggested outline

- **Invited presentation by Stefanie Dengler**: The modular tests developed by the Goethe-Institute

- **Date for the next LAMI meeting (online)**
  - May - 2 hours within 4th and 14th
Thank You!

Cecilie: chca@hvl.no
Lorenzo: lorenzo_rocca@libero.it