## **LASLLIAM**

## **(Literacy And Second Language for the Linguistic Integration of Adult Migrants)**

***Invitation for the validation workshops***

## **What is LASLLIAM**

In 2016, a group of experts proposed to the Council of Europe (CoE) the development of a European reference guide for literacy and second language learning of non-literate and low- literate adult migrants. This proposal was accepted by the CoE in 2018, as a project of the Education Policy Division, allowing the launch of LASLLIAM in 2021.

The LASLLIAM Reference Guide complements the Common European Framework for Languages(CEFR) and the CEFR Companion Volume below and up to the A1 level for adult migrants, with special attention to literacy learners. The Guide is meant for designers of curricula, teaching materials, and assessment tools as well as teachers in their service of literacy-and-second language learners. It is to help the users by defining and scaling potential teaching objectives targeted to sustain the migrants' autonomy in communicating in the social tasks that they want or need to perform, and the competence needed to accomplish these tasks.

The authoring team (Jeanne Kurvers, Fernanda Minuz, Rola Naeb, Lorenzo Rocca, and Karen Schramm) has completed the second draft that is now ready for the validation process.

## **LASLLIAM Validation process**

The descriptors and scales will be validated following the protocols used for the new sections of the CEFR Companion Volume. A mixed method approach will be followed that will include qualitative and quantitative measures to corroborate the findings. Rationale on the design and analysis will be provided and detailed report on the methodology will be included in the Reference Guide.

More in details, the validation process is divided into two stages (A and B).

1. **The qualitative stage: face to face (if possible) and/or online workshops (October-December 2020)**

The focus of the qualitative stage is to collect feedback on a representative corpus of descriptors taken from the LASLLIAM scales.

This feedback will be given according to the following three criteria:

1. Clarity
2. Pedagogic usefulness and
3. Relevance to real life use
4. **The quantitative stage: an online survey (around from January to March 2021)**

The focus of the quantitative stage is to corroborate the feedback by using five criteria: the same three above mentioned, plus

1. Sorting descriptors into levels and
2. Assigning to categories/ specific scales

## **LASLLIAM Piloting process (Spring 2021)**

The aim is to pilot the validated descriptors, as translated and adapted in the language of the partners involved. The focus will be on:

* Design the structure of a curriculum
* Design and develop learning resources (like communicative scenarios)
* Design the structure and develop (parts of) a portfolio
* Design and develop assessing tools (like placement, diagnostic tests and checklists)

## **The qualitative stage – Request of availability in organizing a workshop (WS)**

The purpose and structure of face to face or online WS is the same to maintain credibility of data. The difference is in the mode of delivery and time[[1]](#footnote-1).

Every WS lasts 4 hours (including pauses), involving around 20-25 participants (to form four working groups).

The WS prompts will be in English, the WS can be held in the national/regional language. Reports are expected in English or French.

**WS participants**’ **profile**

* At least 2-year experience working with non-literate and low literate adult migrants within any learning environment (formal or non-formal; educational or vocational).
* Appropriate competence in English (at least related to reading, as all the descriptors will be provided in English)[[2]](#footnote-2).

**Tasks of the WS participants**

* *Before*the WS, participants receive an introduction to LASLLIAM (slides with voiceover or video) with:
  1. General information about the Reference Guide
  2. Rationale and more detailed information about the scales and descriptors to be validated[[3]](#footnote-3)
* *During* the WS:
* Small working groups carry out three 30-45 minutes tasks focused on three clusters of LASLLIAM descriptors
  + Each group rates the descriptors for Clarity, Pedagogical usefulness and Relation to real world language use. They are also asked to provide comments and to suggest improvements to the wording if needed. The responses will be collected through a common document and the link to it will be shared with the groups
* 5 minute-round of questions after the first two is foreseen
* 20-minutes roundtable discussion of the tasks

**Tasks of the WS facilitator(s)**

*Before* the WS, facilitator(s):

* will recruit about 20-25 participants who meet the afore mentioned profile
* will attend an online training session
* will consult the WS materials

*During* the WS, facilitator(s):

* lead the WS according to the common format
* collect the documents produced by the working groups

*After* the WS, facilitator(s):

* will collect the filled out forms by the working groups
* will write a report summarizing the responses and the session and share it with the LASLLIAM team along with all the documents produced during the WS.

**In order to organize a WS, please:**

* **fill the table in the next page and**
* **sent it by 10 of October to the following Council of Europe contact persons:**

[**Eva.PIU@coe.int**](mailto:Eva.PIU@coe.int)[**Marta.MEDLINSKA@coe.int**](mailto:Marta.MEDLINSKA@coe.int)

**Please put in copy email** [**fernandaminuz@gmail.com**](mailto:fernandaminuz@gmail.com) **and lorenzo\_rocca@libero.it**

**Information needed to formalize the agreement between available WS partners (public or private institutions, associations, etc.) and the CoE**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Name of the WS partner |  | |
| 2 | City, country |  | |
| 3 | Face to face WS | * YES   please, specify the venue  (box on the right)   * NO |  |
| 4 | On line WS | * YES   please, specify the  platform (box on the right)   * NO |  |
| 5 | Supposed WS scheduling (within the range from 20 October to 20 December) |  | |
| 6 | WS participants’ mother tongue(s) |  | |
| 7 | Supposed number of WS participants |  | |
| 8 | General and brief description of the WS participants profiles (e.g. state teachers, volunteers, etc.) |  | |
| 9 | Eventual costs to be covered by the CoE | * YES, please fill the lines 10 and/or 11 * NO | |
| 10 | Consultant’s fees (organizers and WS facilitator(s)[[4]](#footnote-4) | * YES,   please provide an estimation and a brief justification (box on the right)   * NO |  |
| 11 | Other costs[[5]](#footnote-5) | * YES,   please provide an estimation and a brief justification (box on the right) [[6]](#footnote-6)   * NO |  |

1. For online workshops one assistant to deal with the technical issues and one to monitor the chat are recommended. [↑](#footnote-ref-1)
2. In addition, only in case of online WS: need to register beforehand to attend the session and obtain a password. [↑](#footnote-ref-2)
3. In addition, only in case of online WS: introduction to the platform and technical issues. [↑](#footnote-ref-3)
4. In this case the CoE can sign a consultant’s contract with the organization or directly with the facilitator. Preferred option as it entails less administrative tasks for the contracted party. [↑](#footnote-ref-4)
5. In this case a grant agreement needs to be signed, the organization providing the workshop needs also to contribute either financially or in-kind. The grantee will need to submit a financial and a narrative report at the end. [↑](#footnote-ref-5)
6. E.g. “a face to face in presence meeting with a group of 20/25 participants: rental of a room, snacks and drinks, markers and flipchart paper, fees, travel and subsistence for the consultants”; or “online session using zoom: fee for a facilitator and a technical support person, zoom subscription, buying a camera with an integrated microphone” etc. [↑](#footnote-ref-6)