

LAMI Project Group

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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-CoE Survey

3. Authoring of two publications focusing on the topic “uneven profiles”:

3.A ALTE-LAMI report

3.B ALTE-LAMI scientific paper

1. Involving within the LASLLIAM (*Literacy And Second Language for the Linguistic Integration of Adult Migrants*)¹ validation phase (1A) and piloting phase (1B).

Participation in the online survey on behalf of the Council of Europe for the LASLLIAM quantitative validation (1.A). The aim is to collect feedback related to each LASLLIAM descriptor, according to criteria such as clarity, pedagogical usefulness, sorting to levels and sorting to categories.

- Timeframe: Feb-March 2021
- Type of commitment: involvement as individual member
- Costs: no cost for ALTE

Development of the ALTE-LAMI Guidelines (1.B) related to how to develop assessment tools (e.g. placement, diagnostic, end-of course exams, self-assessment materials), by using the LASLLIAM validated descriptors, as well by adopting the LASLLIAM approaches to assessment intended within the learning environment.

- Timeframe: April-September 2021
- Type of commitment: involvement as member of a LAMI *ad hoc* working group
- Outcome: production of Guidelines to be published as resource both in the ALTE website and in the CoE-LASLLIAM website
- Costs: no cost for ALTE

¹ LASLLIAM is a Council of Europe Reference guide aimed to support in particular the so called LESLLA teachers in developing materials for no-literate and low literate migrants involved within a learning environment. LASLLIAM provides descriptors for technical literacy and communicative language activities (plus related strategies); a specific chapter is dedicated to assessment.

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

The purpose of the survey was to get an overview of the language requirement and knowledge of society requirements that different Council of Europe member states set for migrants and refugees applying for citizenship, permanent and temporary residency, and even for entrance to a country in cases of family reunification. The study was carried out in 2018, and the final report was published online in 2020 (<https://rm.coe.int/linguistic-integration-of-adult-migrants-requirements-and-learning-opp/16809b93cb>). Since there are constant changes in migration policies in Europe, the information at least for some of the countries, might already need to be updated to incorporate changes in policy over the past two years.

Thus, the aim of this second LAMI action, is to recruit ALTE members who are willing to check the information for their particular countries in the 2020 report and update information where needed.

The updated information will be added as an appendix to the existing report. Yet, the main reason why we want to update the survey data, is that we want to use this in follow-up study focusing on of the consequences of citizenship testing on one group that we know from prior studies is facing particular challenges in passing the requirements, which is the group of migrants and refugees with little prior schooling and low levels of literacy.

- Timeframe: September 2021
 - Type of commitment: involvement as individual member
 - Costs: no cost for ALTE
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3. Authoring of two publications: ALTE-LAMI report (3.A) and an ALTE-LAMI scientific paper (3.B), both focused on the topic “uneven profiles”

This is a longer-term project working on investigating and promoting the use of uneven profiles in the construction and use of tests.

More in details, this third action has to do with the importance of recognizing learners’ jagged profile, or uneven profiles, across the different language skills (see for instance *CEFR Companion volume*, Figure 9, p. 42). It is underlined both in the CEFR and in the Companion Volume that it is quite natural for language learners, and actually for all language users, to perform better in some skills than others. This is even more so for adult migrants with little prior schooling and low levels of literacy. For these learners, it is of particular importance that their limited reading and writing skills do not affect their scores when their oral abilities, listening and speaking/interacting, are measured. It is stressed in the CEFR that the typically uneven profiles of language users should also be taken into account when developing tests. And to our knowledge, quite a few ALTE members do indeed develop tests that yield separate scores in the separate language skills.

The ALTE LAMI booklet published in 2016, points to many important advantages of testing reading, writing, listening and speaking in separate parts of the test yielding separate scores. Firstly, and as mentioned above, low-literate migrants’ lack of proficiency in reading and writing will to a less agree affect their scores on listening and speaking tests if measured separately. Secondly, it allows candidates to sit for only some parts of the test, it allows them to sit again for only the parts of the tests that they need, which may be more motivating for them. And thirdly, uneven profiles may also reflect different needs in the different language components. In order to set the right requirements

for labour and other contexts, then, conducting a needs analysis to map what is actually necessary in each of the different language skills to carry out a certain job or in the context of requirements for migration purposes, is recommended.

A related question, is to what extent those who use the language tests we construct, like policy makers and employers, take full advantage of the possibilities inherent in at least some of the tests to set differentiated language requirements in the different language skills.

The afore mentioned (see action 2) ALTE/CoE survey report highlights as “It is particularly striking that 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”.

We would like to propose as a long term ALTE LAMI action to continue our work on promoting the construction and use of tests measuring language skills in separate tests. We need to continue promoting the use of needs analyses and stressing the importance that employers and policy makers set differentiated language requirements.

We would like to write an ALTE LAMI report (3.A) focusing on this point backing our arguments with examples from countries where this is done. In addition, we want to write a scientific paper (3.B) based on empirical data from countries using uneven profiles in different contexts.

- Timeframe: Feb 2021- April 2023
- Type of commitment: involvement as member of a LAMI *ad hoc* working group
- Outcome: co-authoring of one or two publications: an ALTE-LAMI report (3.A) and a scientific paper (3.B).
- Costs: no cost for ALTE