

LAMI Forum

LANGUAGE TESTERS' ADVOCACY WITHIN THE MIGRATION CONTEXT

<p>Opening: (10')</p> <p>Welcome & introducing the topic and the speakers</p>	<p>LR /CHC (in English and Spanish)</p>
<p>Keynote speaker: (20')</p> <p><i>The proliferation of border regimes and language testing for migrants</i></p>	<p>Kamran Khan</p>
<p>Presentation: (30')</p> <p><i>Consequences of migration tests on low-literate adult learners: outcomes from the IMPECT project</i></p>	<p>Participants of the IMPECT research team</p>
<p>1. Preventing language test misuse (50')</p> <p>Introducing the topic: <i>Preventing test misuse through language test activism¹</i></p> <p>Presentation: <i>MS18 - a new minimum standard on preventing test misuse: practical examples</i></p> <p>Presentation: <i>LAMI project on uneven profiles</i></p>	<p>Cecilie H. Carlsen</p> <p>Cathy Taylor and Tony Green</p> <p>Sabrina Machetti</p>
<p><i>Coffee break (20')</i></p>	
<p>2. Advocacy and vulnerable people: refugees, LESLLA learners and migrant children (50')</p> <p>Introducing the topic: <i>Teaching-assessment according to a broader view: human rights, social justice and quality education</i></p> <p>Keynote speaker: <i>Using assessment for successful language learning: issues to address</i></p>	<p>Lorenzo Rocca</p> <p>Neus Figueras</p>

¹ In Spanish if preferred

<p>Presentation: <i>Connecting teaching & assessment for low-literate migrants: LLAT, the LAMI tools for LASLLIAM</i></p>	<p>Round table with the 4 coordinators involved in LLAT</p>
<p>Debate (participants divided into groups) (20') How to prevent language test misuse/foster appropriate test use in the areas of:</p> <ul style="list-style-type: none"> - access to education/schooling/higher education - access to the labor market - in the migration context (as requirements for residency and citizenship) 	
<p>Closing remarks (10')</p>	<p>CHC - LR</p>

Tot 3 hours and 30' (including the break)

Abstracts

Keynote speaker, Kamran Kham

The proliferation of border regimes and language testing for migrants

Over the last twenty years or so, there has been an increased focus on borders and containment in relation to greater mobility. Quite often this focus has drawn on wider discourses of security and xenophobia to justify border controls and surveillance. Language tests fit within this wider sociopolitical framework.

In this talk, I will outline three particular forms of borders. First, I will demonstrate the increased role of citizenship testing as a means of settlement and sign of integration. Second, I will focus on more ad-hoc forms of assessment through post-citizenship tests assessments through interactions with officials for example. Finally, I will examine the role of extra-territorial forms of testing that take place in other countries prior to the arrival of migrants in their desired location.

Overall, I will argue that it is important to chart the expansion of language testing and assessment in relation to the broader sociopolitical apparatus and to the varying forms of border proliferation taking place.

Keynote speaker, Neus Figueras

Using assessment for successful language learning: issues to address

Assessment specialists have worked for decades on the development of learner-relevant assessment approaches that can contribute to successful language learning. It seems, however, that the potential of classroom assessment is yet not fully taken advantage of.

This session will briefly address the reasons for this continuing challenge in the field and discuss the issues to address to make learning-oriented language assessment work. The issues facing the construction of a possible road map for using assessment for successful language learning imply untying the Gordian knot binding formative and summative assessments and can be grouped into three main strands: conceptual, methodological and practical, but these need to take into consideration, first of all, the role of different contexts and different stakeholders, as they play an important role in the choice of available options and in how they are implemented.