LAMI meeting

9th November 2023
11:30 – 13:00 (CET time)

ALTE
LAMI
Language Assessment for
Migration and Integration

Lorenzo Rocca
Cecilie Hamnes Carlsen

Our agenda for today

- Presentation of the Report on "Uneven profiles"
- Presentation of the LAMI three years' project plan (2024-2026)
  - Introduction and general overview
  - Focus on WPs
- Discussion around the new LAMI project plan
- Next steps
- Date/place for the next LAMI meeting

What we have done so far (2021-2023)

- ***LASLLIAM***

Involvement within the validation phase and piloting phase

- ***Uneven profiles***

Conducting a survey, collecting examples, publishing a report

- ***ALTE-CoE Survey*** *on language/KoS requirements and learning opportunities among Member States*

Confirming/updating the data

A new ALTE publication: LLAT
In collaboration with the Council of Europe

Available in 12 languages:

Czech Dutch English Esperanto German Greek

Italian Norwegian Romanian Slovenian Spanish

LAMI – LASLLIAM Assessment Tools

Language Policy Programme
Strasbourg
COUNCIL OF EUROPE
CONSEIL DE L'EUROPE
LASLLIAM
ALTE LAMI
Language Assessment for Migration and Integration

LAMI-LASLLIAM Assessment Tools (LLAT)

- Is a collection of 4 tools for using the LASLLIAM Reference guide for assessment purposes within learning environments
- Is part of the broader work relating to piloting of the LASLLIAM scales used for teachers involved in literacy and second language courses in the migration context

On line since 2 weeks

https://www.alte.org/LAMI-SIG

The uneven profile report

- 2021-2023
- Purpose: More socially just use of tests

  - To map what ALTE members develop tests yielding different scores in different skills
  - To map in which countries there are differentiated language requirements for employment, access to higher education, residency and citizenship
  - ➤ *Outome of online survey among ALTE members*

  - To provide policy recommendations
  - To provide examples of good practice
  - ➤ *Outcome of examples from specific ALTE members (Finland, Germany, Norway, Romania, the UK)*

Uneven language profiles & differentiated language requirements
- recommendations for test developers, policy makers and employers

ALTE LAMI report, 2023

Cecilie Hamnes Carlsen, Western Norway University of Applied Sciences
Lorenzo Rocca, Società Dante Alighieri
Sabrina Machetti, University for Foreigners of Siena

- Draft version of report (Carlsen, Rocca & Machetti)

- Proof-reading (Jane Lloyd)

Next and final step:

➢ Feedback from LAMI members on draft report

➢ Publish online as ALTE LAMI outcome/resource in December 2023

Content

Summary of main findings

- data from different countries confirm that most learners have uneven language profiles
- writing is the most difficult skills for language learners
- uneven profiles is a poorly exploited opportunity in Europe today

> even though test developers do indeed measure skills separately, this is often not used by stakeholders setting requirements

- when differentiated requirements are set, writing/reading are typically required at a lower level
- still much to be done in terms of awareness raising and information about the possibility of setting differentiated requirements.

Way forward

"It is our hope that this report […] can contribute to a more socially just use of language tests and language requirements in European society following the recommendations of the ALTE Code of Practice and in line with the values of the Council of Europe of human rights, equal opportunities and inclusion for all" (Carlsen, Rocca & Machetti, 2023).

Uneven language profiles & differentiated language requirements
- recommendations for test developers, policy makers and employers

	Pre-A1	A1	A2	B1	B2	C1	C2
Listening	■	■	■	■	■		
Speaking	■	■	■				
Reading	■	■	■	■			
Writing	■	■	■				

ALTE LAMI report, 2023

Cecilie Hamnes Carlsen, Western Norway University of Applied Sciences
Lorenzo Rocca, Società Dante Alighieri
Sabrina Machetti, University for Foreigners of Siena

Next and final step:

➢ Feedback from LAMI members on draft report

How?

➢ Publish online as ALTE LAMI outcome/resource in December 2023

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Uneven language profiles & differentiated language requirements

- *recommendations for test developers, policy makers and employers*

	Pre-A1	A1	A2	B1	B2	C1	C2
Listening							
Speaking							
Reading							
Writing							

ALTE LAMI report, 2023

Cecilie Hamnes Carlsen, Western Norway University of Applied Sciences
Lorenzo Rocca, Società Dante Alighieri
Sabrina Machetti, University for Foreigners of Siena

Next and final step:

➢ Feedback from LAMI members on draft report

- a working group (5-7)
- a group leader
-read, discuss, comment
- feedback meeting with author group beg. December

➢ Publish online as ALTE LAMI outcome/resource in December 2023

Toward the new project plan (first phase)

- **March, LAMI meeting** - Sharing ideas, views and suggestions

- **March, Survey ALTE, EALTA, & ILTA** (n=235 respondents) – particularly important those answers addressing the migration context to the Question – *Can you suggest a topic or activity /project you would like the LT community to focus special attention to in the future?*

- **April, Feedback from the LAMI Forum** in Madrid (n=55 answers collected by the ALTE Secretariat of people who attened the Forum)

Toward the new project plan (second phase)

- **May-June, LAMI chairs** – Drafting of a proposal

- **July, LAMI meeting**
  - ✓ Discussion and comments on the proposal
  - ✓ Agreement on the need to share the proposal among all the ALTE community, giving everybody the possibility to be engaged in

A proposal with …

A (partially) changed format, in line with the times

- Overall coordination by the 2 chairs
- **Actions** divided in **Work Packages** (WPs)
  - ✓ The most complex WPs divided in different **tasks**
  - ✓ For each task – (at least) **1 responsible**

Two AIMS
1. to allow a diverse level of engagement/commitment among members
2. to provide and to spread more actions, taking into account the different input received during the development process of the new project plan

Toward the new project plan (third phase)

- **July, LAMI chairs** (*and ALTE Secretariat*) – Development (*and circulation among all the ALTE community*) of a grid aimed to collect availability in taking part (as responsible and/or as participant) to the new LAMI Project plan

- **September, LAMI chairs** - Analysis of the results from the grid

- **October, LAMI meeting with the Responsibles** – Finalization of the **Project plan 2024-2026**

A Project plan inspired by…

- All the input received:

identified priorities, perceived needs

- The experience of the last project plan 2021-2023

(the new plan built *in continuity* with the previous one)

- Of course, the ALTE-LAMI mission since 2002

(the new plan built *in coherence* with consolidated general aims)

The LAMI group was formed 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 https://www.alte.org/LAMI-SIG

Priorities and needs

- Working around **key topics and fil rouge**: language policies for migrants (requirements, exemptions, learning opportunities), LT Advocacy, KoS, Workplace, Uneven profile- within the framework of connections T-A

- **Taking actions** aimed at preserving:
  - ✓ vulnerable groups: LESLLA, minor migrants
  - ✓ language diversity within the migration context

- **Providing tasks** considering also the LT "ordinary work", e.g. procedures, exams regulations, etc.

Priorities and needs

- Founded on **common Principles and related References**: **CEFR Cv, LASLLIAM, ELP, RFCDC, ALTE Principles of GP**

- Based on the assumption to be **part of broader community:**

  - ✓ **Connections with other ALTE SIGs**: Social Justice (the macro view), CEFR (uneven profiles), YAL (minor migrants), LWTL (migrants languages), QMS (MS 18)

  - ✓ **Collaboration with the Council of Europe (LIAM/LSM)/ECML**

LAMI new Project plan (2024-2026) *in numbers*

ALTE LAMI
Language Assessment for Migration and Integration

- 7 WPs/ 15 Tasks
- 20 ALTE Delegates
- 16 ALTE Institutions

- For each Task: 1 responsible (or 2 co-responsible)
- For each WP (up to now):   4/8 participants

4/8 Participants in each WP

- Of course, this range can change
  - ✓ In the years 2024-2026
  - ✓ Right now, by welcoming additional members who would like to be engaged in

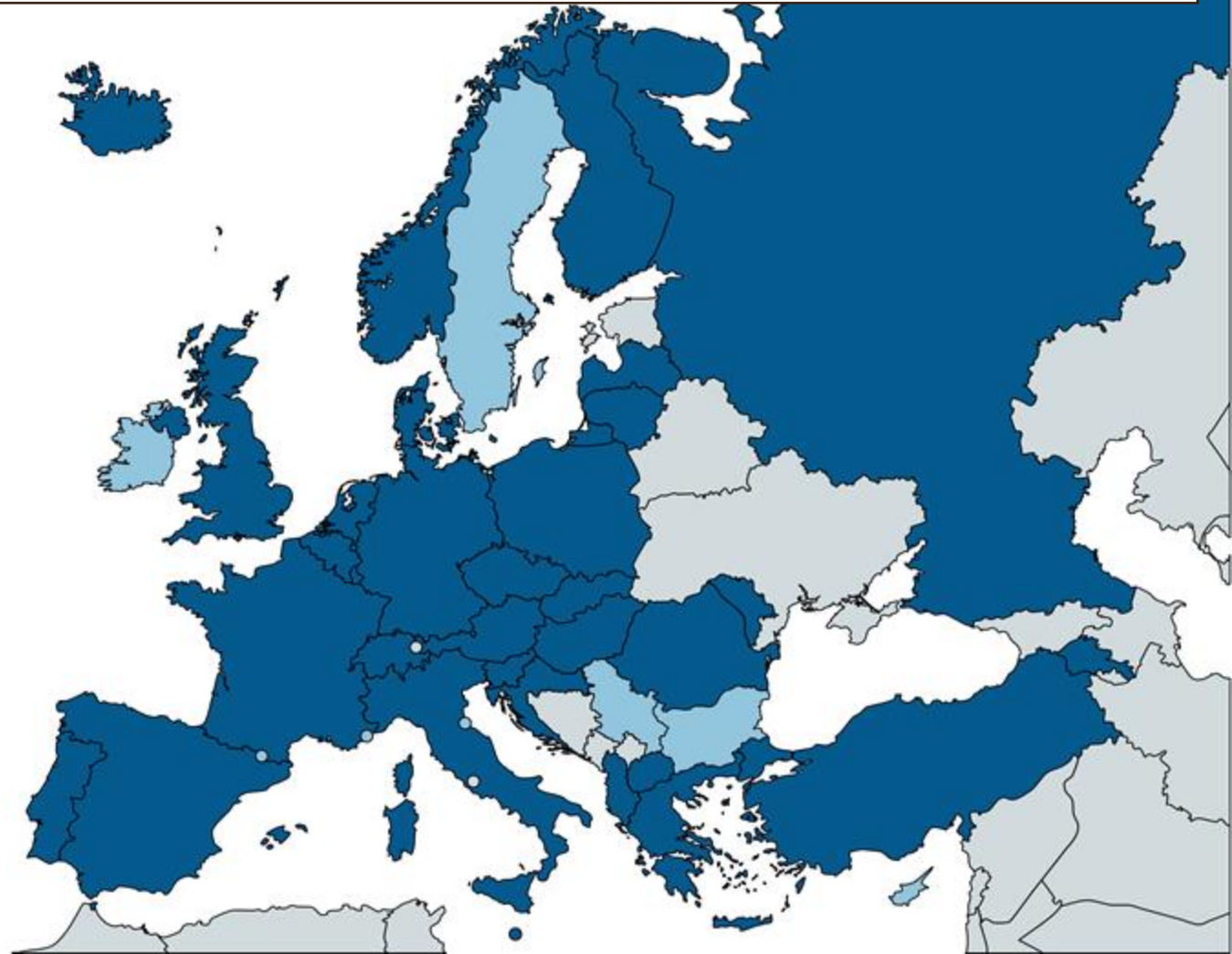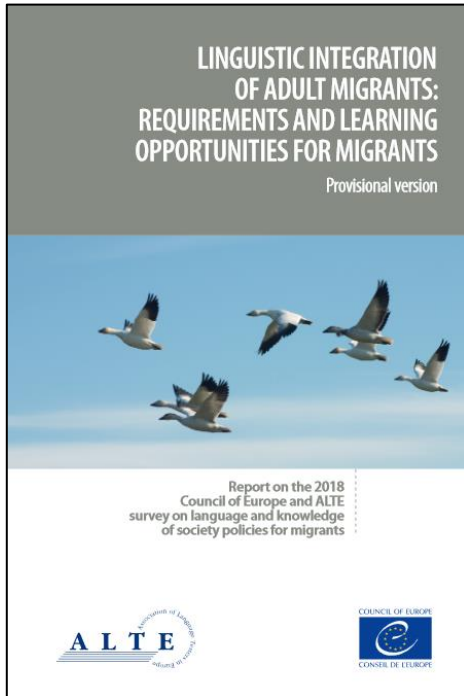| WP 1 - Language policies |
|---|
| WP 2 - Further steps around LLAT |
| WP 3 - Exploring KoS tests |
| WP 4 - Exams for migrants: GPs |
| WP 5 - Raising awareness in employers |
| WP 6 - Preserving language diversity |
| WP 7 - Addressing pupils with a migrant background |

The WPs more in details

WP1 Language policies (1 task)	Confirming/updating data from the ALTE-CoE Survey **In connection with LAPIM (Language Policy Index for Migrants)** Responsible - Cecilie

LINGUISTIC INTEGRATION OF ADULT MIGRANTS: REQUIREMENTS AND LEARNING OPPORTUNITIES FOR MIGRANTS

Provisional version

Report on the 2018 Council of Europe and ALTE survey on language and knowledge of society policies for migrants

ALTE

COUNCIL OF EUROPE CONSEIL DE L'EUROPE
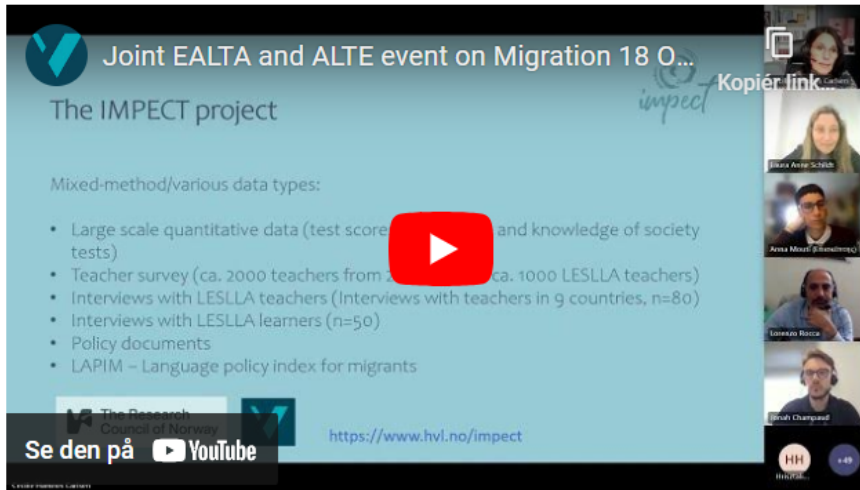
Country	Listening	Reading	Speaking	Writing	Data update 2022
Andorra, Bulgaria, Ireland, Monaco, San Marino, Serbia, Sweden	No formal language requirements for citizenship				Sweden has proposed to introduce language requirements
Romania	A1	A1	A1	A1	
Norway			A2		B1 (speaking)
Luxembourg	B1		A2		
Switzerland	B1	A2	B1	A2	
Belgium (Fl.)	A2	A2	A2	A2	No change
Belgium (Fr.)	A2	A2	A2	A2	
Netherlands	A2	A2	A2	A2	No change
Portugal	A2	A2	A2	A2	
Russian Federation[3]	A2	A2	A2	A2	
Slovenia	A2	A2	A2	A2	No change
Spain	A2	A2	A2	A2	No change
Czech Republic	B1	B1	B1	B1	
Finland	B1	B1	B1	B1	No change
France	B1	B1	B1	B1	No change
Germany	B1	B1	B1	B1	No change
Iceland	B1	B1	B1	B1	
Italy	B1	B1	B1	B1	No change
Poland	B1	B1	B1	B1	
UK	B1	B1	B1	B1	No change
Greece	B2	B2	B2	B2	B1
Austria	B2	B2	B2	B2	No change
Denmark	B2	B2	B2	B2	No change
Moldova	B2	B2	B2	B2	
Albania, Armenia, Croatia, Hungary, Latvia, Lithuania, Malta, North Macedonia, Slovak Republic, Turkey	Unspecified (requirements not linked to the CEFR)				

IMPECT - Western Norway University of Applied Sciences (hvl.no)

Table 1: Language requirements for citizenship, 2018 CoE/ALTE survey (Rocca et al., 2020), updated by ALTE LAMI in 2022[4] (Rocca & Carlsen, 2022b).

Joint EALTA and ALTE event on Migration

Link to online presentation of LAPIM:

[News and events - Western Norway University of Applied Sciences (hvl.no)](#)

On October 18th, the EALTA and ALTE Special Interest Groups on Migration and Integration co-organised an online event taking place on **the Language Policy Index for Migrants (LAPIM)**.

The **Language Policy Index for Migrants (LAPIM)** measures the linguistic requirements in integration and citizenship policy as well as learning opportunities for migrants across Europe. It is the first index of its kind to be designed specifically for this purpose. It was designed within the IMPECT Research Project at the Western Norway University of Applied Sciences with the purpose of ranking countries according to their relative strictness in language policy. LAPIM has been piloted in 6 European countries and data have been collected from 20 countries to date. The index describes both explicit language requirements for migrants (such as language tests) as well as implicit language requirements (e.g., knowledge of society tests) and existing language learning opportunities in each country.

| WP 2 **Further steps around LLAT (7 tasks)**	2.1 - Collection of learners' products/samples (spoken and written interaction) at the 4 LASLLIAM levels and for different languages, according to the use of LLAT in learning environments **In collaboration with the Council of Europe** **Responsible - Lorenzo**
	2.2 – Tool 3 - Development of a complete end-of-course exam based on the specifications provided **Responsible - José**
	2.3 –Webinar template for LLAT dissemination **In collaboration with the Council of Europe** **Responsible - Lorenzo**
	2.4 –Webinars on the use of LLAT in different languages/contexts **Also on behalf of the Council of Europe** **One responsible for each country**
	2.5 –Tracing the LLAT impact in the local contexts: feedback collection at different levels (local authorities, heads of schools, teachers, volunteers) **One responsible for each country**
	2.6 – New languages/ new translations of LLAT **In collaboration with the Council of Europe** **One responsible for each language**
	2.7 – Integrating/updating the language versions already existing **In collaboration with the Council of Europe** **One responsible for each language**

WP 3 Exploring KoS tests (2 tasks) *In connection with SJForum SIG*	3.1 – Survey of the nature of national KoS tests; their scope, contents, language demands, test format, assessment criteria etc. **Co-responsibles – Anna and Cecilie**
	3.2 - Awareness raising paper highlighting the relevant issues related to KoS tests **References to the Council of Europe RFCDC** **Co-responsibles – Anna and Cecilie**

Purpose: To examine national KoS tests among the CoE member states

Stages (**3.1**):

- The creation of the instrument for survey (open-ended questionnaire) to systematically collect the data
- The administration of the questionnaire and collection of responses

KoS requirements for different purposes

Rocca, Carlsen & Deygers, 2020
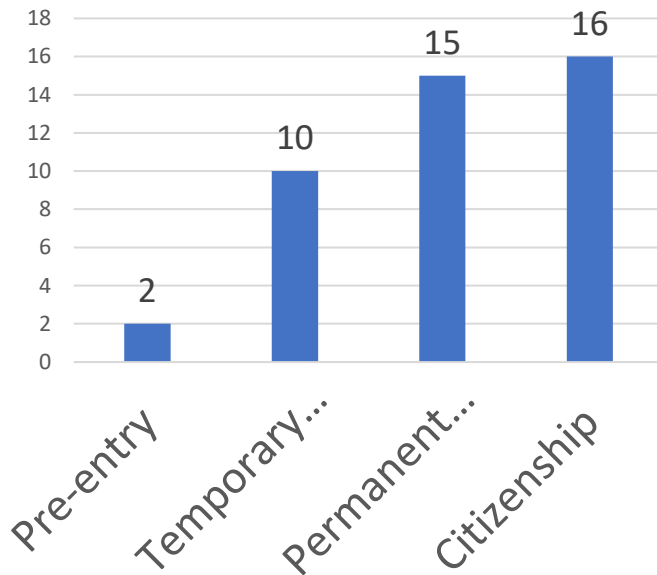
KNOWLEDGE OF SOCIETY TESTS CAN BE COVERT LANGUAGE TESTS

Nearly half of the member states surveyed require migrants to pass a KoS test prior to entry, to gain residency or citizenship status. Most often these tests focus on history and geography, constitution and law, or customs and traditions of the host country.

In 9 out of 10 cases KoS tests are in an official language of the host country, and they typically require reading skills. As such, KoS tests function as implicit language and literacy tests. In quite a few cases it is likely that the language proficiency level needed to pass the KoS test exceeds the CEFR level of the language test.

3.2 - An awareness raising paper highlighting the issues related to KoS tests

On the basis data collected in task 3.1

- Presentation of the KoS Tests in various CoE member states and probably a comparative approach in the way that the LAPIM has already done for the entire process of Linguistic Integration
- Issues and Challenges raised

Also in connection with the Social Justice Discussion Forum

WP 4 Exams for migrants: GPs (1 task)	Survey and collection of GPs, in terms of procedures and exams regulations / formal agreement with policymakers about assessing uneven profiles/ the theme of the exemptions/ the topic of the special needs, etc. **Linked to ALTE MS 18** **Responsible – José**

WP 5 Raising awareness in employers (1 task)	Practical tool meant for employers to support them in setting adequate language requirements for the labour context **Linked to the Uneven profile report** **Co-responsibles – José and Cecilie**

This tool should not be too technical, it should include focus on the value of needs analysis, the content of the CEFR Cv proficiency levels, the normal case of language users' uneven profiles

WP 6 Preserving language diversity *In connection with LWTL SIG* **(2 tasks + a potential further step as 6.3)**	6.1 - Survey aimed at discovering to what extent the use of migrants' languages is present within the compulsory KoS courses and KoS tests among member states **Co-responsibles – Dina and Lorena**
	6.2 - Survey aimed at discovering to what extent the use of migrants' languages is present in formal and non-formal learning environments in member states **Responsible – Dina**

LAMI – LWTL common projects

WP 6 – Task 6.1 - *The use of the migrants' languages in compulsory KoS courses and tests among the CoE member states (in connection with WP3 - Exploring Knowledge of Society (KoS) tests for migrants)*

Q: To what extent are the migrants' languages used in compulsory KoS courses and tests among the CoE member states?

e.g. which languages are more used? In which way are they used (e.g., in prerecorded videos, in activities in which a cultural mediator is present)?

Purposes:
- to identify and disseminate good practices
- to collect possible evidence of unsuccessful test due to misinterpretation of cultural indicators
- to implement material already in use in the languages more present in EU, in the learning environment most involved in the migrants' flow

Overarching goal: to help preserve the migrants' language and culture

LAMI – LWTL common projects

WP 6 – Task 6.1 - *The use of the migrants' languages in compulsory KoS courses and tests among the CoE member states (in connection with WP3 - Exploring Knowledge of Society (KoS) tests for migrants)*

Stages:
1) The creation of the instrument for survey (questionnaire)
2) The administration of the questionnaire and collection of responses
3) Data processing and formulation of conclusions;
4) Data dissemination
   - ✓ at the level of the linguistic organisations (ALTE, CoE – Education department, Language Policy Programme)
   - ✓ at the level of the state agencies involved in migration and refugee acceptance and course providers (a document with recommendations)

LAMI – LWTL common projects

WP 6 – Task 6.2 - *Migrants' languages in formal and non-formal language environments*

Q: To what extent are the migrants' languages used in formal and non-formal learning environments in CoE member states?

Purposes:

- to identify and disseminate good practices (highlight the learners' plurilingual repertoire)
- to produce a 2 page sheet for teachers, in the language of the country – main features of migrants' language and culture – more languages

Overarching goal: to sustain multilingualism and linguistic diversity by developing instruments in less widely taught and tested languages

LAMI – LWTL common projects

WP 6 – Task 6.2 - *Migrants' languages in formal and non-formal language environments*

Stages:

1) The creation of the instrument for survey (questionnaire)
2) The administration of the questionnaire and collection of responses
3) Data processing and formulation of conclusions
4) Creation of a document with recommendations based on identified good practices
5) Producing 2 page sheets for teachers in the language of the country – main features of migrants' language and culture – more languages

LAMI – LWTL common projects

WP 6 – Task 6.3 (as potential further step, according to the results of the two previous tasks) - *A two-day seminar on the problems of the migrants in border towns of Switzerland*

Stages:

- Contact the CoE Education department, Language Policy Programme

- Present the problems of the migrants in border towns of Switzerland

- Organise a two-day seminar to address these problems

WP 7 **Addressing pupils with a migrant background (2 tasks)** *In connection with YAL SIG* **(TBD)**	7.1 GPs collection related to bi- and plurilingual assessment in schools with pupils with a migrant background 7.2 Awareness raising paper highlighting the relevant issues related to CEFR levels and language of schooling in different subject matters for pupils with a migrant background **Linked to ECML projects and to Council of Europe LSM tools for children and adolescents** **Responsible – José**

Next steps

- Planning **small groups (SGs) meetings per WP/Task** to be scheduled in <u>January</u>: LAMI chairs and Tasks' Resposibles will share an agenda in this sense by the end of November

- <u>February</u>, **LAMI meeting** (online):
  - ✓ to share the state of the art of the different WPs/tasks
  - ✓ to sustain overall coordination, monitoring of the activities and cross connections (within SGs and possibly within SIGs)
  - ✓ … and maybe to welcome new entries, as well!

Thank You! :)

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