

ALTE – Association of Language Testers in Europe

LAMI meeting



Ljubljana, 7 November 2019



Language Assessment for Migration and Integration



Agenda

LAMI Forum in Madrid: final program

Council of Europe and ALTE Survey 2018: from the recommendations to further actions for LAMI

Council of Europe Intergovernmental program and ECML projects within the migration context: role of LAMI in terms of potential involvement



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LAMI Forum Programme, Friday 24th April 2020

Foro de ELMI, viernes 24 de abril 2020

Mediation: from theoretical concepts to evaluation practices within the migration context

A Forum opens to: teachers, language testers, academics, NGOs, volunteers, policymakers

Contributions from: Austria, France, Germany, Italy, Netherlands, Norway, Russia, Spain, UK



Aims

Mediation as:

- ✓ part of our daily life, in building bridges, constructing meanings, creating space for communicating and allowing conditions for sharing
- issue in social and cultural processes: supporting integration, sustaining diversity
- The LAMI forum aims to address these values, rethinking the role of mediation within environments related to language learning and language testing for migrants



Structure: 3 sessions + panel

Session 1: Concepts and Scenario

Brian North, Cecilie Hamnes Carlsen, Adolfo Sánchez Cuadrado and Dimitrinka Nikleva

Session 2: Mediation in Practice

Jeanne Kurvers and Karen Schramm, Marina Kunovski, Sybille Plassman

Session 3: Monitoring Mediation

Vincent Folny, Lorenzo Rocca and Sabrina Machetti

Panel Discussion

Moderator: Nick Saville



First session

- The first session will introduce the concept of mediation according to the Council of Europe's perspective, from the CEFR and its Second edition
- Then, the concept will be related both to European and local scenarios:
 - critical reflections concerning the misuse of CEFR will be presented with an overview of language requirements for migrants
 - the role of mediation in testing Spanish language creates the link from the first to the second session



Second session

The second session aims to offer concrete examples of mediation in practice as applied to different learner profiles (low-literate users, children and adult migrants), different kinds of assessments (diagnostic, formative and standardized exams) as well as different contexts (Russia and Germany)



Third session

The need to monitor mediation in practice will be the core of the last session, based on the results of two case studies conducted at national level (France and Italy)







First session

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 <u>for migrants</u>
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VENUE: COUNCIL OF EUROPE HEADQUARTERS - ROOM 1 - 16TH OCTOBER 2019

4th Intergovernmental Conference "Achieving Equal Opportunities for All Migrants Through Learning and Assessment: Language and knowledge of society requirements for migrants in Council of Europe member states"



To map the language and KoS-requirements as well as the learning opportunities provided for migrants in its member states, the Council of Europe in co-operation with the Association of Language Testers in Europe (ALTE) has conducted a survey in 2018. The *Council of Europe and ALTE Survey on Language and Knowledge of Society Policies for Migrants: requirements and learning opportunities* was a follow-up to the previous surveys conducted in 2007, 2009 and 2013, with an extended focus on vulnerable groups, such as minors, low-literate migrants, and refugees.

Scope

- Methodology of the 2018 survey
- Language and KoS requirements
- Learning opportunities for migrants
- Trends in language and KoS requirements from 2007 onwards
- Policy recommendations based on the 2018 survey results
- The impact of language and Ko[§] requirements on migrants' integration
- Language and KoS requirements and human rights

120 participants: language testers, academics, NGO, CDPPE members (Steering Committee for Education Policy and Practice)



Conference documents and publications

- Information note for meetings in Strasbourg
- Draft agenda/ bios of the speakers & panelist/draft list of participants
- Publications
 - Excecutive summary of the survey report
 - Provisional report

Presentations

Bart Deygers, Lorenzo Rocca, Cecilie Hamnes Carlsen - Presentation of the 2018 Council of Europe / ALTE report by the authors

Dr. Ricky van Oers - The impact of language and knowledge of society requirements on integration

Elana Shohamy - Language and 'Knowledge of Society' requirements, and human rights

Piet Van Avermaet - Social participation is a shared responsibility



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

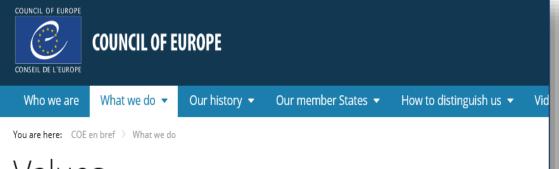




ALTE website CoE LIAM website

6 Recommendations





Values

Human rights, Democracy, Rule of Law



The Council of Europe advocates freedom of expression and of t freedom of assembly, equality, and the protection of minorities. campaigns on issues such as child protection, online hate speec of the Roma, Europe's largest minority. The Council of Europe he states fight corruption and terrorism and undertake necessary ju Its group of constitutional experts, known as the Venice Commis advice to countries throughout the world.

The Council of Europe promotes human rights through internati conventions, such as the Convention on Preventing and Combat against Women and Domestic Violence and the Convention on C monitors member states' progress in these areas and makes rec

through independent expert monitoring bodies. Council of Europe member states no longer apply the death

Language tests for access, integration and citizenship: An outline for policy makers











1. Provide learning opportunities



✓ Tailored to learners ✓ Sufficient & affordable High quality material ✓ Qualified teachers ✓ Use of learners' L1



2. Promote integration, not segregation

- ✓ Language courses rather than language tests (or tests at the end of a training path)
- ✓ KoS courses rather than KoS tests





3. Pay attention to vulnerable groups



- Tailored courses and assessment
- Exemptions from requirements
- ✓ Levels above A1 in writing may be unattainable
- ✓ "Refugees and those eligible for subsidiary protection should not be required to meet conditions that may put their current and future safety at risk" (CoE/ALTEreport, 2019)



4. Ensure test quality and fairness

- High-stakes test should hold high quality
- ✓ Quality control (e.g. ALTE audit/ALTE Q mark)
- ✓ If tests are computerized, provide computer training
- Compulsory tests should be free of charge
- ✓ If KoS tests are used, they should be in a familiar language
- ✓ Needs analyses should be carried out





5. Use tests with care and responsibility



- ✓ "The use of pre-entry tests in the context of family reunification is strongly discouraged" (CoE/ALTE-report, 2019)
- Consideration for human rights of test takers
- Investigate impact and consequences
- Consult language test experts

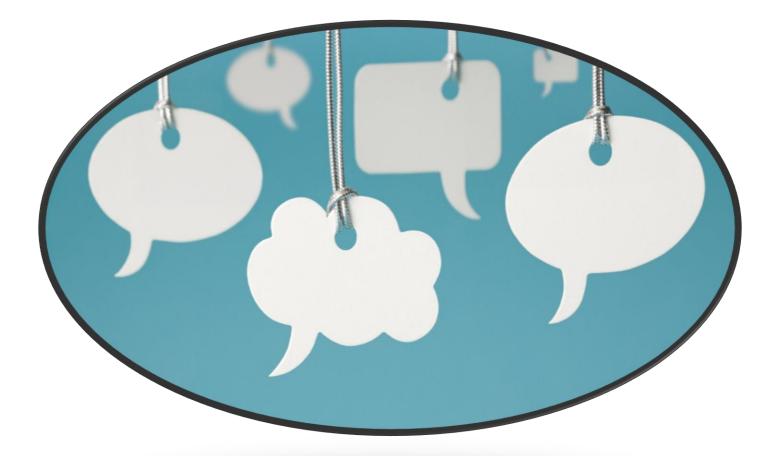


6. Use the CEFR/CEFR-levels carefully

- ✓ Well-informed and responsible use
- ✓ Attainable levels
- Consult language test experts
- ✓ Differentiated requirements









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Survey Report









Ideas, projects, experiences, activism...



1.What are we doing/can we do as LAMI members 2.What is happening/ should happen in our "LAMI countries" in order to give concreteness and value to the 6 recommendations?

ALTE Make the 6 in practice!

Language Assessment for Migration and Integration







6. Use the CEFR/CEFR-levels carefully

- ✓ well-informed and responsible use
- ✓ attainable levels
- consult language test experts
- ✓ differentiated requirements





- Not all job profiles and not all roles in society presuppose the same competence in reception, production, interaction and mediation. As a logical consequence, the expectations should be diversified. It doesn't seem necessary to establish a uniform level in reading, writing, oral and listening:
 - ✓ no learner can be drawn according to a homogeneous profile (Krumm: 2007)
 - due to the daily interaction in the personal, public, occupational and educational domains, linguistic needs are clearly differentiated



"[...] 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" (CoE/ALTE Report, p. 48)

"Modular approach is a key concept also for certification" (CEFR, p.176)



Toward a new LAMI & LIAM cooperation: the MAE Project?

Ethical framework and technical specifications for a Modular Approach to Evaluation within the migration context

The new MAE project within the CoE 2020-21 program



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4 actions

1. The MAE Project **TBC end of Nov.**

- LIAM and ALTE could work together in the second project presented by Sarah Breslin (Executive director ECML), the "Pass Languages": practices and criteria to assess learner competence in home/heritage languages (particularly for migrant/refugee pupils)" Already confirmed
- **3.** LASLLAM **Already confirmed**
- **4.** Working on the LIAM Toolkit **TBC end of Nov.**



1. The MAE Project Planning of the kick-off meeting (also on behalf of CoE)?

 LIAM and ALTE could work together in the second project presented by Sarah Breslin (Executive director ECML), the "Pass Languages": practices and criteria to assess learner competence in home/heritage languages (particularly for migrant/refugee pupils)" Inviting Sarah Breslin

3. LASLLAM

4. Working on the LIAM Toolkit



4 actions

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2. LIAM and ALTE could work together in the second project presented by Sarah Breslin (Executive director ECML), the "Pass Languages": practices and criteria to assess learner competence in home/heritage languages (particularly for migrant/refugee pupils)"

3. LASLLAM4. Working on the LIAM Toolkit



LASLLAM

- Literacy And Second Language Learning of Adult Migrants aims to represent a CoE answer in the path of elaboration of tools for inclusive and tailored learning for specific target groups: the LASLLAM social agent is an <u>illiterate migrant</u> user involved within a learning environment
- This implies that:
 - ✓ the LASLLAM descriptors don't represent can do related to language proficiency, but <u>learning goals</u> achievable only at the end of a language and literacy course
 - the working group is defining a <u>Guide</u>, particularly addressing teachers and curricula designers



Working on the Toolkit

- Additional language activities for:
 - ✓ learners at higher level (A2/B1)
 - ✓ illiterate learners
 - ✓ adolescent migrants (unaccompanied minors)
 - children accompanying parents
- Tools providing background on more especially African languages
- Editing and updating some existing tools









Next LAMI meeting: Munich, 6 (or 7) Feb. 2020

