



Università
per Stranieri
di Perugia



Società
Dante Alighieri
Lingua e Cultura Italiane



**The impact of CLIQ on language policies
at cross-national and national level:
*toward a learning-oriented approach to teaching and assessment***

ALTE 59th Conference Day

Rome, 10th November 2023

Letizia Cinganotto, Sabrina Machetti,
Lorenzo Rocca and Diego Cortés Velásquez

4 official Italian certifying bodies
recognised by the Ministry of Foreign Affairs:

1. University for Foreigners of Perugia (CELI)
2. University for Foreigners of Siena (CILS)
3. Roma Tre University (Cert-IT)
4. Dante Alighieri Society (PLIDA)

Certification of Italian as a foreign language as a quality label

The story of



- 2011 Memorandum of Association.
- 2013 Agreement with the Ministry of Foreign Affairs and International Cooperation recognising the role and work of CLIQ.
- Praise from the other ministries, assigning CLIQ specific initiatives and projects.
- 2022 Associate Member of ALTE, category A.
- Aim: sharing professional standards more and more with the scientific community of reference, to continuously improve the quality of certification exams.
- Now CLIQ logo on certificates means Quality, as a starting point for the strategic projection and spread of Italy, through its language and culture, on the global stage.





The importance of certification



The certification of European languages, according to the principles of the Council of Europe, the European Parliament and the European Council of Ministers, is part of the European Language Portfolio and aims to develop learner competence, fostering communication, mobility and intercultural relations.

The Association aims at promoting a culture of certification assessment for Italian as L2 and at ensuring a quality system for the certification of language skills, in line with the scientific standards set by ALTE and in alignment with the Council of Europe Common European Framework of Reference for Languages Companion Volume.

Main areas



- CERTIFICATION FOR PERMANENT RESIDENCE PERMITS AND CITIZENSHIP
- CERTIFICATION FOR INTERNATIONAL STUDENTS (non-EU)
- IMPLICIT RECOGNITION OF THE LEVEL OF COMPETENCE IN ITALIAN THROUGH CERTIFICATES
- LEARNING, TEACHING, ASSESSMENT
- TEACHER TRAINING
- RESEARCH
- SPECIFIC PROJECTS AND INITIATIVES





Plurality



'PLURALITY':
OPEN SYSTEM,
GUIDED BY THE PRINCIPLE OF
CONSTRUCTIVE SHARING AND
FEEDBACK AMONG THE DIFFERENT
INSTITUTIONS.

Alignment with the CoE and the ECML



THE IMPORTANCE OF PLURILINGUAL AND INTERCULTURAL EDUCATION FOR DEMOCRATIC CULTURE

Legal instruments

Recommendation CM/Rec(2022)1 and explanatory memorandum

COUNCIL OF EUROPE

Home Overview Plurilingual education Migrants National / regional policies Resources Milestones

You are here: Democracy and Human Dignity > Language policy > Home

Council of Europe Language Policy Portal

The Council of Europe is committed to the preservation and promotion of Europe's linguistic and cultural diversity as a precondition for peaceful, cohesive and democratic societies.

Since the early 1960s, the Council has played a key role in bringing about positive change in the field of language education across Europe and beyond, broadening the early aims from a focus on modern foreign languages to the more holistic concept of [plurilingual and intercultural education](#).

EUROPEAN CENTRE FOR MODERN LANGUAGES / COUNCIL OF EUROPE

Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

HOME > THEMES > PLURILINGUAL AND INTERCULTURAL EDUCATION > COUNCIL OF EUROPE RESOURCES

Plurilingual and intercultural education

Developing every individual's language repertoire and cultural identities and highlighting the social value of linguistic and cultural diversity lie at the core of ECML work. Plurilingual education embraces all language learning, e.g. home language/s, language/s of schooling, foreign languages, and regional and minority languages. Intercultural learning supports the personal growth of learners and enhances social cohesion.

Photo: Jeremy Wilburn CC BY-NC-ND 2.

Looking at CLIQ Projects

<https://www.associazionecliq.it/sillabi/>



In cooperation with the Ministry of the Interior (2010 - 2011)



Syllabi for the assessment of A1-B2 levels for immigrant workers in Italy



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ROMA TRE UNIVERSITÀ DEGLI STUDI

DA

Sillabo di riferimento per i livelli di competenza in italiano L2:

Livello A1

A cura degli Enti certificatori dell'italiano L2



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ROMA TRE UNIVERSITÀ DEGLI STUDI

DA

Sillabo di riferimento per i livelli di competenza in italiano L2:

Livello A2

A cura degli Enti certificatori dell'italiano L2



Università per Stranieri di Perugia

ROMA TRE UNIVERSITÀ DEGLI STUDI

DA

Sillabo di riferimento per i livelli di competenza in italiano L2:

Livello B1

A cura degli Enti certificatori dell'italiano L2



Università per Stranieri di Perugia

ROMA TRE UNIVERSITÀ DEGLI STUDI

DA

Sillabo di riferimento per i livelli di competenza in italiano L2:

Livello B2

A cura degli Enti certificatori dell'italiano L2

Looking at CLIQ Projects

<https://www.associazionecliq.it/protocolli/>



In cooperation with the Ministry of the Interior (2015 - 2016)



Syllabi for the design of Italian language learning paths at *pre-A1* and *B1 level*



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Stranieri
Siena



Sillabo per la progettazione di percorsi sperimentali di
alfabetizzazione e apprendimento della lingua italiana a livello Pre A1

Indicazioni per l'articolazione del livello Pre A1
antecedente l'A1 del Quadro Comune Europeo di Riferimento per le lingue

A cura degli Enti certificatori dell'italiano L2



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Stranieri
Siena



Sillabo per la progettazione di percorsi sperimentali
di apprendimento della lingua italiana a livello B1

Indicazioni per l'articolazione del livello B1
del Quadro Comune Europeo di Riferimento per le lingue

A cura degli Enti certificatori dell'italiano L2

Study of the impact of training and assessment practices at CPIAs (November 2017 - June 2021)

Aim: validation of the assessment procedures of the Provincial Centres for Adult Education - CPIA (Ministerial Decree 4/6/2010)

Sample: no. 27 CPIAs

Instruments: interviews (no. 25), on-line/paper questionnaires (no. 1283)

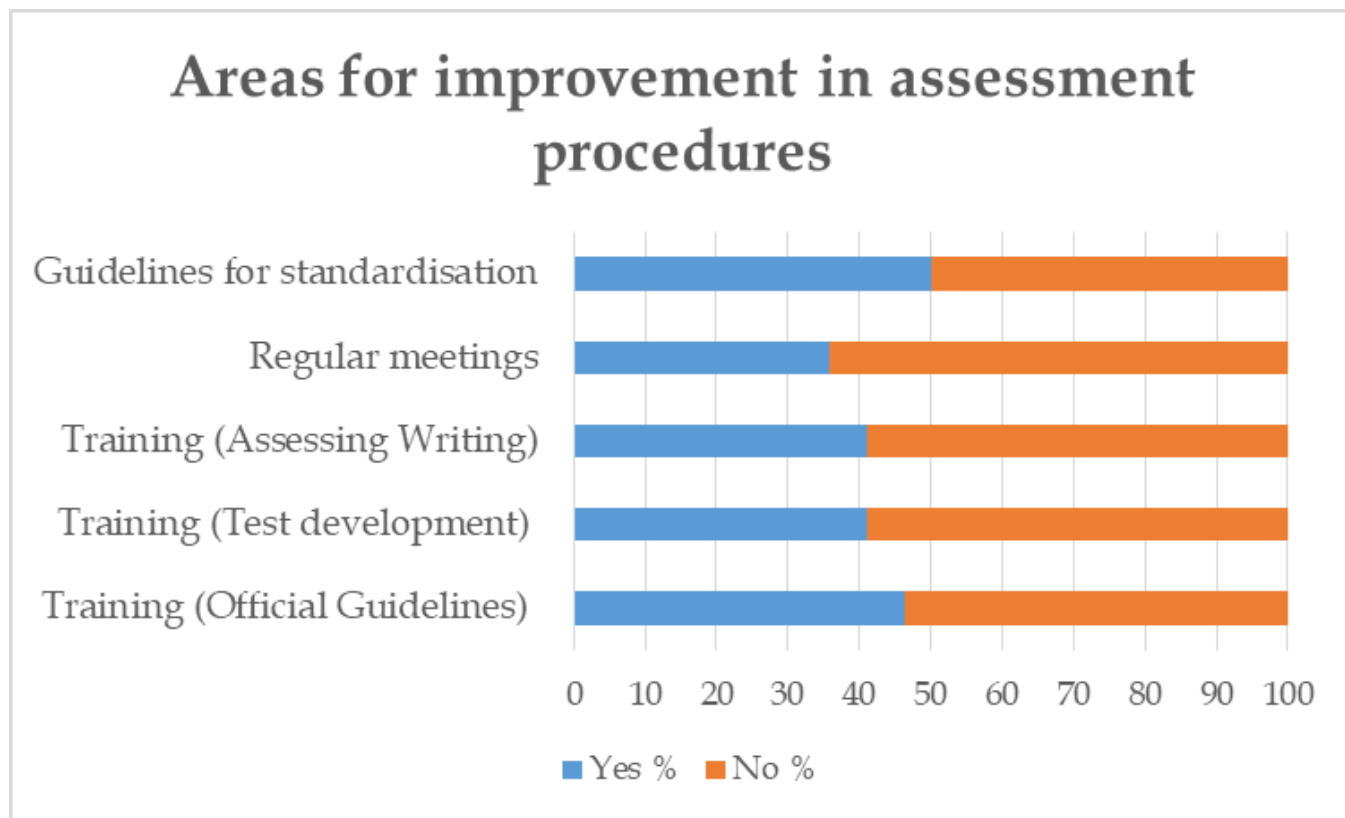
feedback from school principals

post-test feedback from the candidates

feedback from teachers involved in the assessment procedures

Findings (AMIF 1603) - Impact and teachers training (1)

Figure 1



Findings (AMIF 1603) - Impact and teachers training (2)

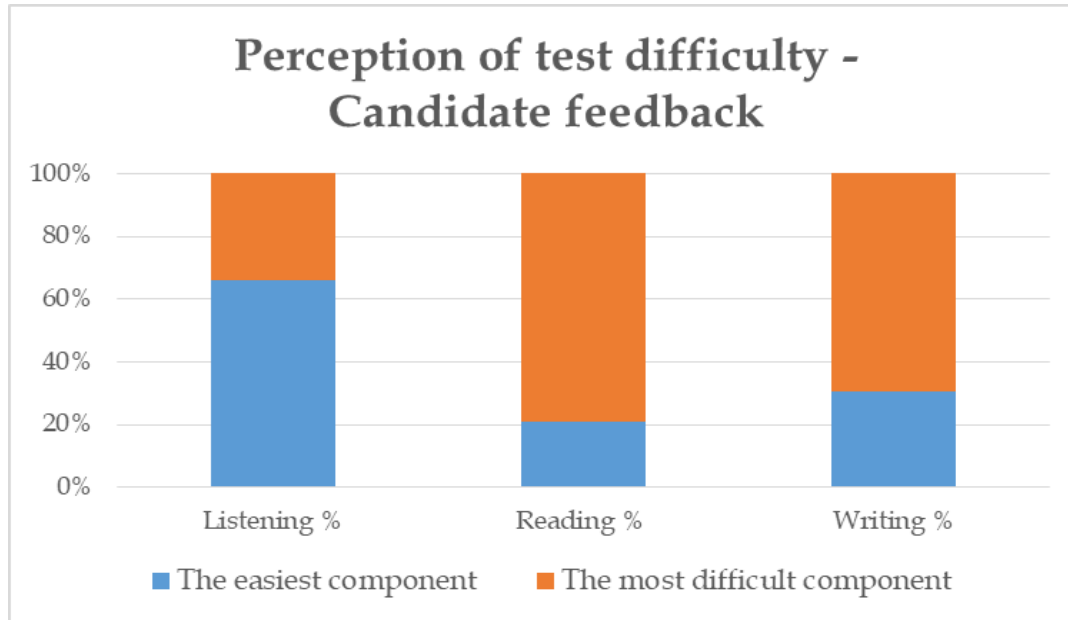
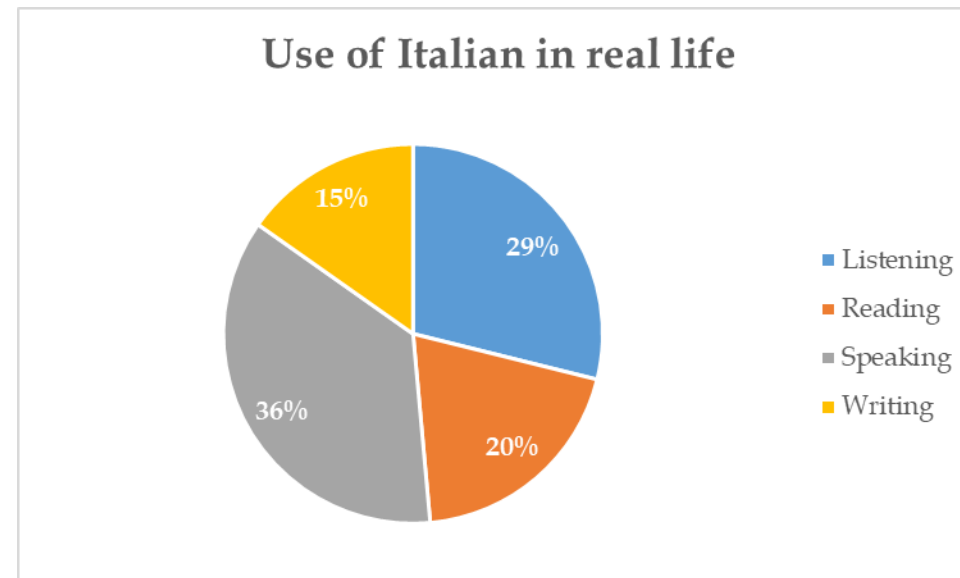


Figure 2

Figure 3



4 main Recommendations from AMIF 1603 (June 2021)



RFI in the perspective of the new FAMI Program (till 2027)

RFI 1 - Provide Guidelines and common tools to increase homogeneity in assessment, especially within the welcome phase

RFI 2 - Review the learning path for LESLLA

RFI 3 - Extend learning opportunities up to B2

RFI 4 - Insist on modularity

(https://www.associazionecliq.it/wp-content/uploads/2021/06/Documento_conclusivo.pdf)

New guidelines (April, 2023)

Issued by Ministry of Interior,
once shared Ministry of Education and Regions

RFI 1 - Provide Guidelines and common tools to increase homogeneity in assessment, especially within the welcome phase

RFI 2 - Review the learning path for LESLLA

RFI 3 – Extend learning opportunities up to B2

RFI 4 - Insist on modularity

CLIQ impact of language policy – the first step

- Sustainability and continuity - Project 1603
- Constructive dialogue - LT and decision makers



DIPARTIMENTO PER LE LIBERTÀ CIVILI E L'IMMIGRAZIONE

Direzione Centrale per le Politiche migratorie
Autorità Fondo Asilo, Migrazione e Integrazione



Linee guida per la progettazione dei
*Piani regionali per la formazione civico
linguistica dei cittadini di Paesi terzi*

RFI 1 - Guidelines and common tools to increase homogeneity in assessment, especially within the welcome phase



Needs analysis and placement (literacy and language profile)

Tools developed by the **Council of Europe and ALTE** will be used for the management of this phase

These tools are functional to ensure standardization in procedures, behaviors and evaluation practices

Yes, LLAT!
<https://www.alte.org/LAMI-SIG/>

RFI 2 - Review the learning path for LESLLA

RFI 3 - Extend learning opportunities up to B2



- **Low Alpha, High Alpha and Pre A1 courses**, based on the **Council of Europe LASLLIAM Reference guide** and its levels
- **B2 courses**, as response to State's duty to enable migrants to be independent users, by achieving the **CEFR Companion volume** Vantage level

RFI 4 - Insist on modularity



- Modular courses are provided in order to integrate and to complete learning opportunities articulated by LASLLIAM and CEFR Companion volume levels
- Targeted, shorter, more sustainable modules, focused on:
 - ✓ gaps to be filled (in terms of skills)
 - ✓ CEFR Companion volume categories, in order to meet users' language needs, according to their **uneven profiles** (ALTE-LAMI, 2023)
 - ✓ specific topics, in order to meet users' needs (according to their daily life)

“Learning programs can be:

- modular, improving the learner’s proficiency in a restricted area for a particular purpose
- weighted, emphasizing learning in certain directions and producing a ‘profile’ in which a higher level is attained in some areas of knowledge and skill than others” (CEFR, 2001: 6)

4 RFI: their application and beyond



“Initial, ongoing and final actions are developed, preparatory to the quantitative and qualitative evaluation of the learning plans. These actions are coordinated by a dedicated **Permanent Observatory**”

Osservatorio permanente per il monitoraggio dei percorsi formativi

3-years national intervention: 11/2023-10/2026

Working group - **CLIQ leading** 10 different WPs, with a constant engagement at:

- Macro level - Ministry of Interior, Ministry of Education
- Meso level - Regions and UUSSRR
- Micro level - CPIAs, Third sector

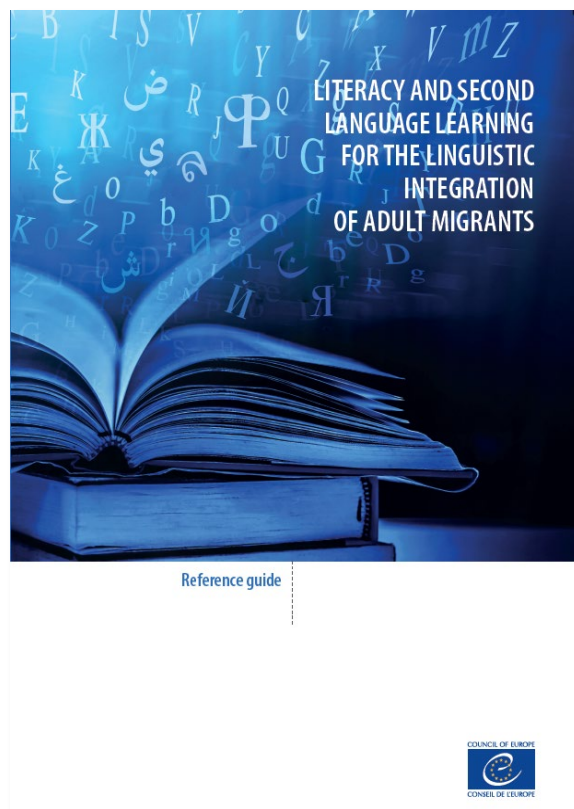
Permanent Observatory: aims

Meetings (authorities, head of schools), focus groups (operators), teachers' training
Repository, surveys, checklist, indicators, case studies, etc.

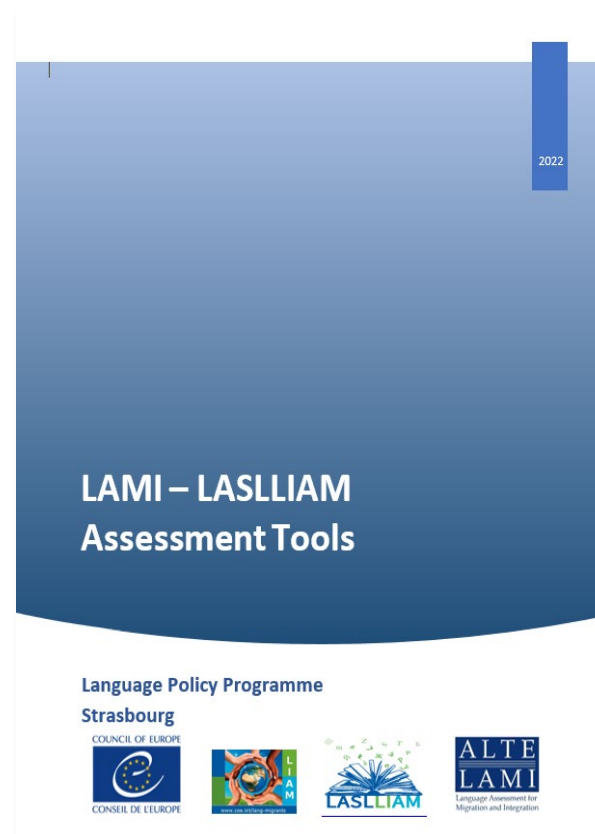
- To support a continuous monitoring and validation system, aimed at increasing efficiency of the language training services provided under the AMIF program, in order to raise quality
- To guarantee the application of the AMIF Guidelines, including the 4 RFI
- To provide a system able to effectively manage potential issues
- To better harmonize the work of Public sector and Third Sector, improving synergies and complementarity between formal and non formal learning environments
- To identify and to disseminate GPs (e.g. teaching materials, plurilingualism)

According to a broader view, the action of the CLIQ Observatory intends to strengthen the intervention networks of the multilevel governance of the migration phenomenon, as envisaged by the European Agenda for Integration

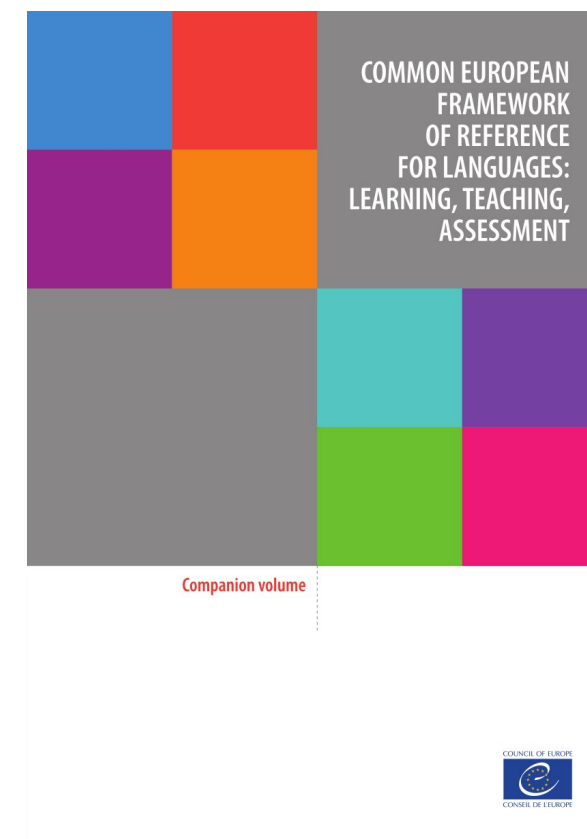
Permanent Observatory: first actions



Syllabi CLIQ Alpha (2018) and Pre A1 (2016):
in the light of **LASLLIAM**

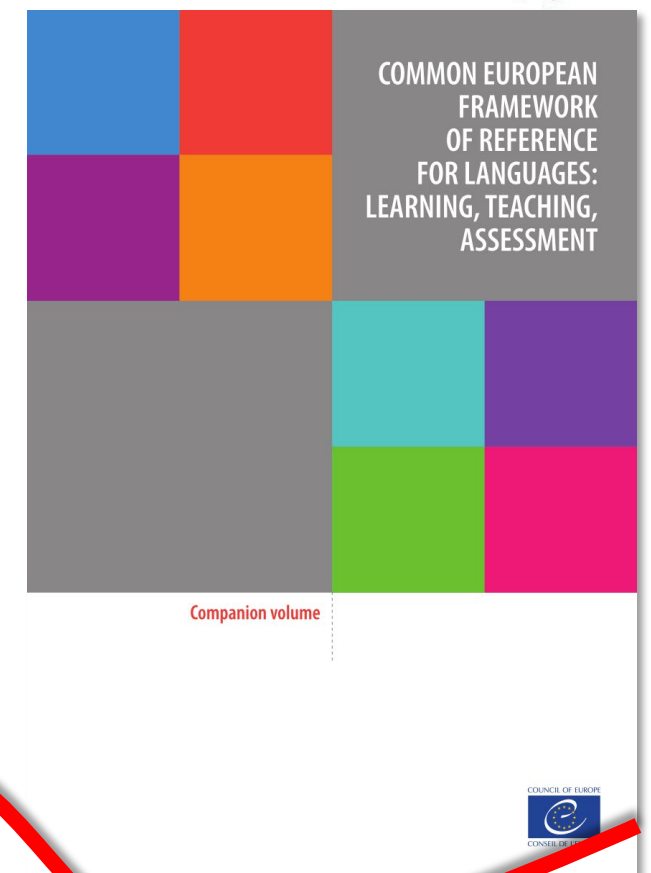
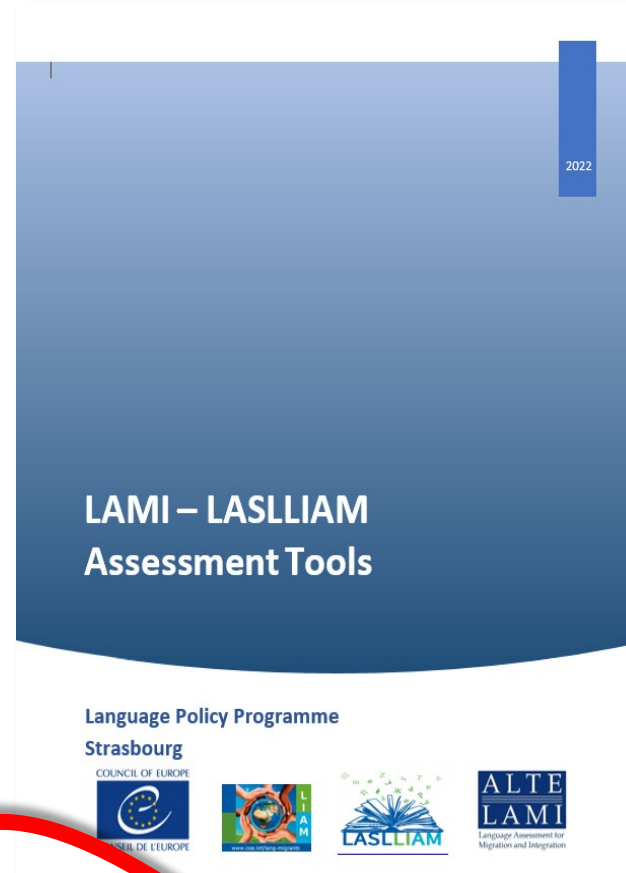
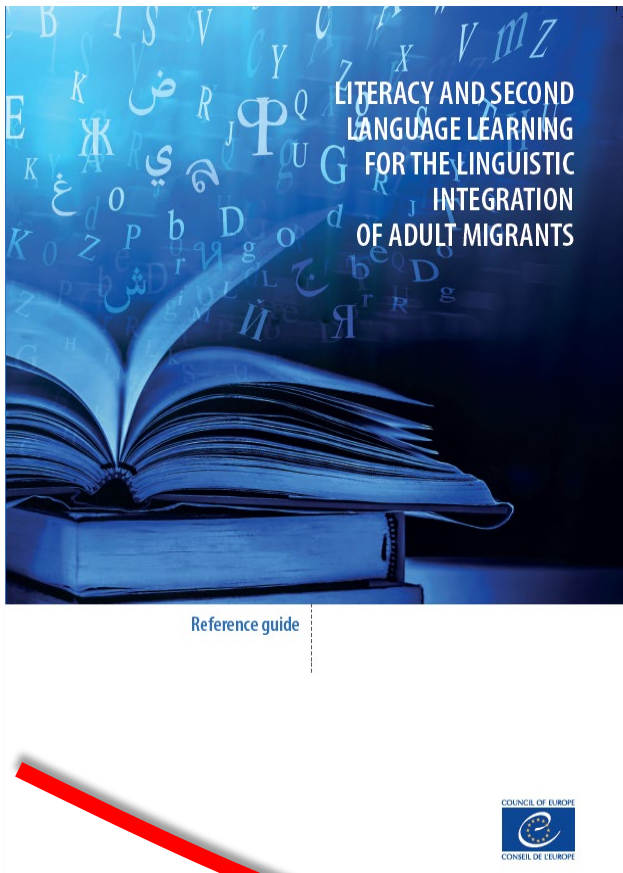


LLAT: extension of LLAT 1 and 2 for the welcome phase, up to B2 level



Syllabus B2 within the migration context: alignment with **CEFR Companion volume**

Permanent Observatory: first actions



Protocol for the development of modular courses, according to a **profiling approach**

Impact on language policy: the second step

After having shared the 4 RFI, aimed at redefining the AMIF Guidelines, the multitasking commitment within the Permanent Observatory

- Language testers advocacy: **extending the scope**

1. Interlocutor

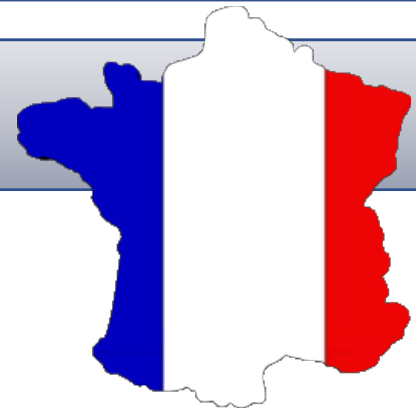
Policymakers, teachers, adolescents

2. Context

Beyond the borders, Italian as foreign language

3. Outcome

Standardized certification



Project

« Je sais le faire en italien »



Project

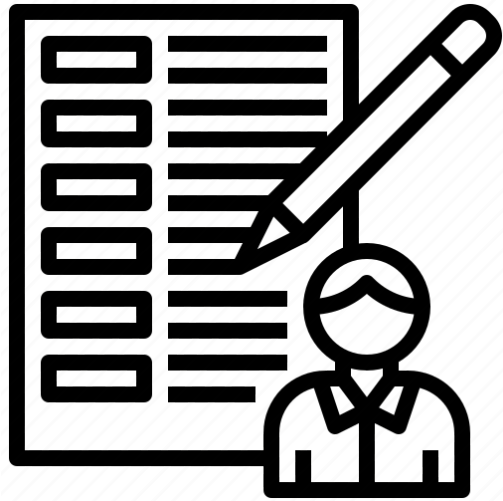
« Je sais le faire en italien »



Ministry of Education



Objective



Certificate



Italian L2



**High school
students**



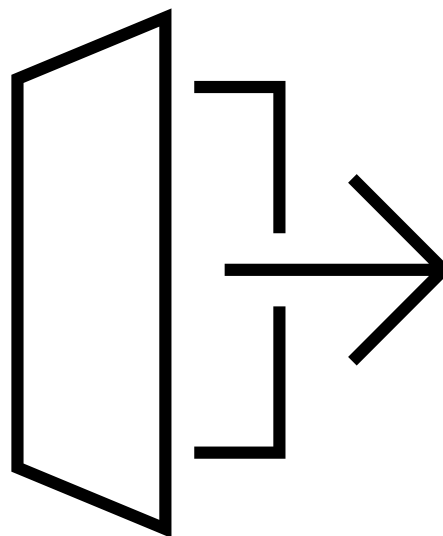
Italian L2

Role in promoting the study and use of Italian language

Quirinal Treaty (Italy-France, 2021) >
Significant prominence within the European context



Italian L2



A2

B1

B2

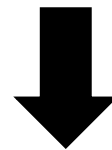


**High school
students**



SELO

**(Sections Européennes ou de Langues
Orientales)**



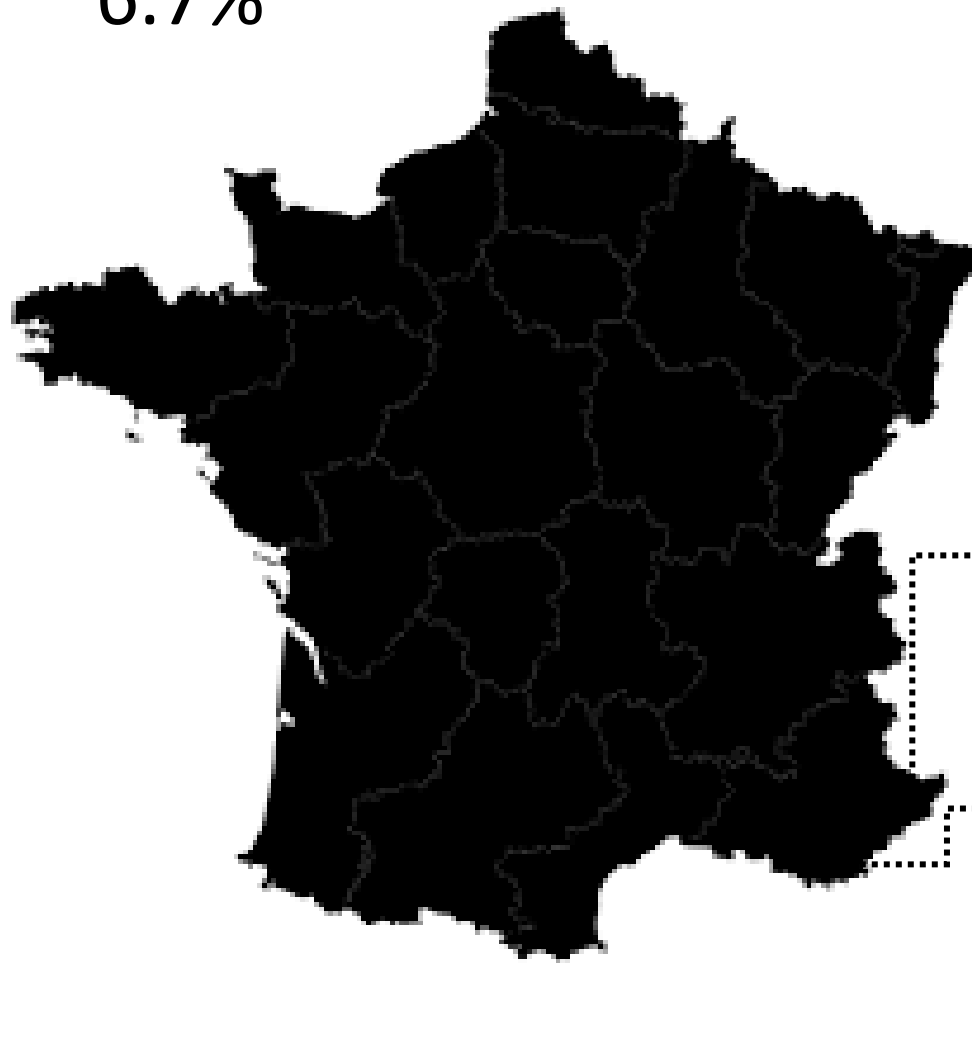
**Italian: history, geography, sciences,
maths, etc.**



**High school
students**

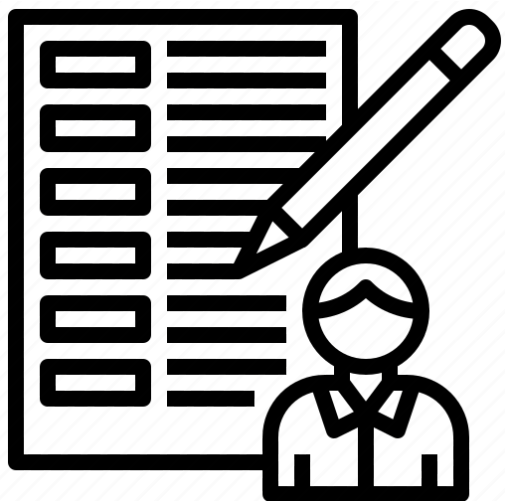
2021-2022
50.000 aprox.

France
6.7%

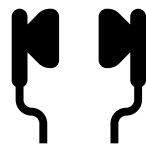


Nice
27%

Aix-Marseille
19%



Test



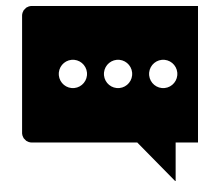
Listening



Reading

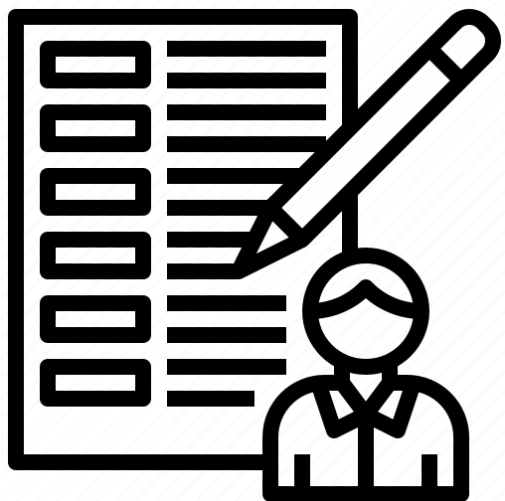


Writing

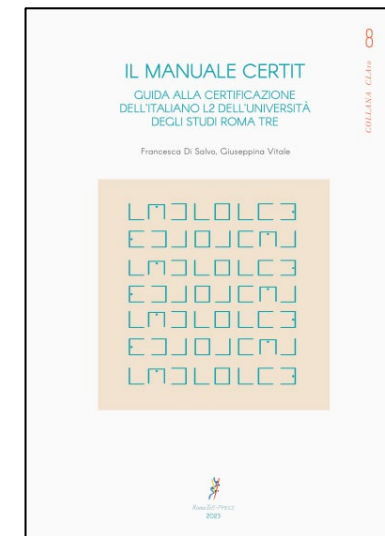
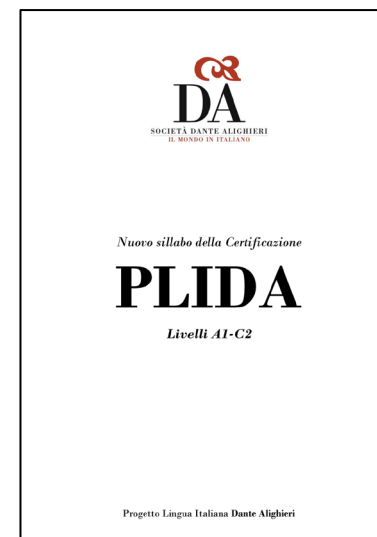
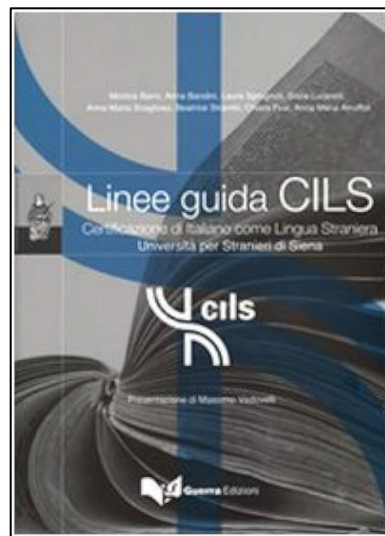


Speaking





Test



Conclusive remarks



The CLIQ Association's founding institutions work together to foster a culture of **excellence** in assessing Italian as a second language, sharing a **standardized certification system** aligned with the highest standards of language testing, and the scientific community's expectations.



Conclusive remarks



CLIQ is committed to a diverse range of interests, including **international student certification** (EU and non-EU), certification **for permanent residence** permits and **citizenship**.



Conclusive remarks



Additionally, CLIQ serves as an **observatory** for Italian as a second language in migrational contexts and as an **interlocutor in language policy** discussions within Italy and Europe.



Conclusive remarks



QUALITY



ALIGNMENT



**POSITIVE
IMPACT**





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Grazie

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