

Sample collection at the four LASLIAM levels of multilingual learners' spoken and written productions, by using LLAT Tools 1 and 2

This document intends to present a work developed within the extensive collaboration between the Council of Europe and ALTE. What has been achieved represents the preliminary result determined by the use of assessment tools developed by the ALTE-LAMI group on the basis of the LASLIAM descriptors. The considered materials are part of the LLAT publication, where LLAT stands exactly for LAMI LASLIAM Assessment Tools.

More in detail, a process of sample collection of low literate learners' performances at the four LASLIAM levels, run in the second semester of 2023 by using the first two tools present in LLAT (later on, respectively LLAT 1 and LLAT 2).

The learners' production is elicited by the tasks proposed in LLAT for the managing of the so called welcome phase of migrants within learning environments: LLAT 1 is used in order to collect examples related to communicative language activities of oral interaction, while LLAT 2 is used in order to collect examples related communicative language activities of written interaction.

For the purpose of this work, the focus is on these two tools as they provide tasks according to a difficulty progression, both in the interview referred to LLAT 1, and in the tasks for writing positioning referred to LLAT 2. Such tasks, made up of specifications and item already object of piloting and subsequent qualitative validation, make it possible to obtain samples relating to each of the LASLIAM levels.

From a language testing perspective, the two tools considered contain features typical of placement tests (ALTE, 1998). They aim to be functional for the assessment of performance and competence that has to be formative and indeed progressive (CEFR, 2001: 9.4), in coherence with the approaches indicated by the reference guide (LASLIAM, 2022: 6.1).

A further advantage in using LLAT, in accordance with the above, is that it is a multilingual resource with 12 versions of the tools (therefore, specification, tasks, instructions, inputs, items) already available and ready to be used in multiple countries, through the reproduction of the same contents, obviously once adapted to the different contexts of use and the various target languages.

Through the collection of multilingual samples of performances at the four LASLIAM levels, a triple goal is intended to be pursued:

1. the dissemination of the use of LLAT with the sharing of extensive experiences of its use in different Member States;
2. the raising of awareness in relation to the suggested use of LLAT, by proposing concrete examples of application of the assessment scales provided in LLAT for the placement of oral and written productions/interactions at the four LASLIAM levels;
3. above all, the growing of familiarity with the reference guide, offering factual examples of what it means to perform at a given LASLIAM level both in speaking and writing in the different languages.

In this sense, this work is similar in intention to the project known as "benchmarking" which the Council of Europe promoted between 2004 and 2006. The declared aim of this project was to provide a practical illustration of CEFR levels through video recording of oral productions and interactions from non-native speakers within informal communicative environments. The "Benchmarking", as part of the broader piloting of the Manual *Relating Language Examinations to the CEFR* (Council of Europe, 2009), has led to the creation of DVD box sets in six languages.

The attempt here is on the one hand to extend the collection of learners' productions to the dimension of the written language (this appears particularly important due to the implications that such dimension has for the vulnerable users considered, adult migrants with low literacy profiles); on the other hand, the work aspires to broaden the number of languages of the samples, according to those languages constituting the LLAT versions.

At the moment what follows in this document represents, as anticipated, a partial and provisional result; partial because it relates only to written interaction with reference only to six languages; provisional, because the reasons behind the assignment of a LASLLIAM level to each of the written performance have still to be completed.

The samples are presented in the alphabetical order of the languages currently represented (Dutch, Greek, German, Italian, Portuguese, Slovenian). This sequence is preceded by the illustration of the task (in its English version taken from LLAT) to which the written performances of the learners is referred to.







LASLIAM Level 1





Overall scale descriptor

Can write a personally relevant word by copying.





Copy the 3 words. See the example.

	house	house
	child	_____
	bus	_____
	dog	_____





Dutch

	huis	huis huis
	kind	kind _____
	bus	bus _____
	hond	hond _____

Greek

	ΣΠΙΤΙ	ΣΠΙΤΙ
	ΑΓΟΡΙ	ΑΓΟΡΙ
	ΧΕΡΙ	ΧΕΡΙ
	ΓΑΤΑ	ΓΑΤΑ





German

	Haus	Haus
	Kind	Kind
	Bus	Bus
	Hund	Hund

Italian

	CASA	CASA _____
	MANO	MANO _____
	BUS	BUS _____
	CANE	CANE _____

Slovenian

	hiša	hiša
	otrok	<u>otrok</u>
	kolo	<u>kolo</u>
	cesta	<u>cesta</u>



LASLLIAM Level 2

Overall scale descriptor

Can fill in some personal data in a short simple form by using practised words.

Read the form and fill it out.

<h1>School inscription</h1>
First name
Family name
Address
Phone number
Age

Greek

ΑΙΤΗΣΗ ΕΓΓΡΑΦΗΣ ΣΤΟ ΣΧΟΛΕΙΟ
ΟΝΟΜΑ ΑΥΤΟΝΟΣ
ΕΠΩΝΥΜΟ ΣΙΔΕΡΗΣ
ΔΙΕΥΘΥΝΣΗ Υα Δδίκω Ινδζίζουζου
ΤΗΛΕΦΩΝΟ +961 78 550 111
ΗΛΙΚΙΑ 65 Κε εννία 19

German

Anmeldung Schule
Vorname Ajab gul
Nachname Djabarkhil
Adresse Alsa
Telefonnummer 17614674815
Alter Ich bin 17

Italian

MODULO DI ISCRIZIONE A SCUOLA

NOME ...FATIMA.....

COGNOME ...MOHAMEDI.....

INDIRIZZO ...VIA

NUMERO DI TELEFONO ...3932795689... 7

ETÀ (ANNI) ...28.....

Slovenian

Ime: ...KO KO.....

Naslov: ...~~NA~~ KOTNIKOVA.....

Telefonska številka: ...069123456.....

Starost: ...91.....

Kraj rojstva (mesto in/ali država): ...dne LIUBOUROU-MALI.....



LASLIAM Level 3

Overall scale descriptor

Can write and respond to short simple messages by using frequent words, and formulaic expressions.

Answer to the message from your friend.



Start like this: "Hi..."

Greek

ΑΡΧΙΟΕΙΔΙΟ... ΤΕΛΟΣ...
οχι δεν ξερω, θελω βρλω κω στην κρεβατη μου και
πρωτω τηλεοραση

German

Hallo
ich gehen spazieren
ich gehen Alexanderplatz

Italian

CIAO OGGI DOMENICA AL CINEMA E POI
PASSIAMO AL PARCO CI DIVERTIAMO TANTISSIMO

Portuguese

Claro que fui, vamos para o
shopping a ver o filme e
comprar as soupas.

Slovenian

Živijo ja pridem ja ušel mi je pica in solato žveker.



LASLLIAM Level 4

Overall scale descriptor

Can write and respond to messages by using simple sentences and formulaic expressions.

Read the email from Lina.



From: Lina (misslina@gmail.com)
To: you

Hi!
It's my birthday today.
Do you want to have lunch together?
We can meet at 11 am in front of the café near my house.
Bye!
Lina

Reply to Lina. Write a short e-mail. In the e-mail you should:

- thank her for the invitation
- tell her about your possible delay
- ask a question.

Start like this: "Hi Lina, ..."

Greek

Ευχαριστώ για την πρόσκληση. Πρέπει να μπορέσω
αργότερα. Πως αλλος θα μπου στωκαφε;
τα λεμε!
Tallava

German

Hallo
danken Sie Lina für die Einladung
Ich komme bisschen spät tut mir leid
hast du fragen etwas An HUSSINMAK@Gmail.com

Italian

Ciao Lina, Grazie mille per invitame di pranzare
Mi scusi, arrive in ritardo perche vado la
doctressa.

Portuguese

Hoje é tua aniversário
Basabens!
És o meu melhor
amigo claro que vou
vou chegar para lá mais rápido
possível.

Slovenian

Od: Iman (Imangolzari324@gmail.com)
Za: Lina (Lina92@gmail.com)
Živijo, kavalca za vabilo.
Ja, ampak malo bom pazem.
A Lahko pridem z bratom?