





Sample collection at the four LASLLIAM 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 LASLLIAM descriptors. The considered materials are part of the LLAT publication, where LLAT stands exactly for LAMI LASLLIAM Assessment Tools.

More in detail, a process of sample collection of low literate learners' performances at the four LASLLIAM 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 LASLLIAM 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 (LASLLIAM, 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 LASLLIAM 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 LASLLIAM levels;
- 3. above all, the growing of familiarity with the reference guide, offering factual examples of what it means to perform at a given LASLLIAM 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 of 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.



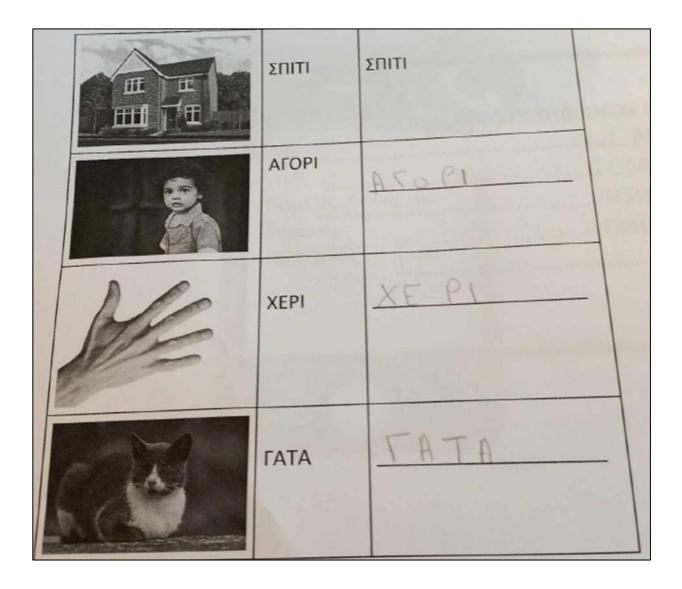
Can write a personally relevant word by copying.

Copy the 3 words. See the example.

house	house
child	
bus	
dog	

Dutch

huis	huis huis
kind	kind
bus	bus
hond	hond



German

Haus	Haus
Kind	Kind
Bus	BUS
Hund	Huhd

Italian

	CASA	CASA
A	MANO	MANO
	BUS	BUS
	CANE	CANE

Slovenian

	hiša	hiša
	otrok	otrok
Tio de la constant de	kolo	<u>kolo</u>
	cesta	cesta



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

Read the form and fill it out.

School inscription			
First name			
Family name			
Address			
Phone number			
Age			

ΑΙΤΗΣΗ ΕΓΓΡΑΦΗΣ ΣΤΟ ΣΧΟΛΕΙΟ
ΕΠΩΝΥΜΟ Σ. Δ. Ε. ΟΧΟΝΑ
ΔΙΕΥΘΥΝΣΗΥ.ΔΑ.Δ.Ι.Ι.Κ.ΔΙ.Υ.Ε.Ζ.Ι.Ζ.Ο. ΤΟΟ
ΤΗΛΕΦΩΝΟ ± 96 1 78 55 0
HAIKIA 6 E Ka E VV (a 1 19

German

Anmeldung Schule
Vorname Ajab gul
Nachname Djabar Khil
AdresseAISX
Telefonnummer 14614674815
Alter 1ch hón H

Italian

MODULO DI ISCRIZIONE A SCUOLA NOME FATIMA COGNOME MA HA ME DI INDIRIZZO MA MA ME DI NUMERO DI TELEFONO 393279568907 ETÀ (ANNI) 28

Slovenian

Ir	me: KU KO
Ν	Vaslov: MA KOTINIKOVA
Т	elefonska številka: 06 9 1 2 3 4 5 6
S	tarost: 2.1
K	raj rojstva (mesto in/ali država): doe Liebbou 900. M



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"		

Strum Edysobored

Strum Edysobored

Strum Edysobored

German

Hallo	
ich gehen	spazieren.
ich gehen	Alexanderplatz

Italian

CIAO	o GGi	DO ME	Nich	Al' CINFHA	E	poi
PASSIAN	10 A2	PARCO	CI	DINGPTIAMO	TANTI	551 HO

Portuguese

Claro	que	· fui;	Va	mos	pasa	0
Shopping	a	ver	0	Eline	e	
comprar		sougas				

Slovenian

Živijo ja pridem ja ušek mije pico in solato žveker.



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

Read the email from Lina.



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

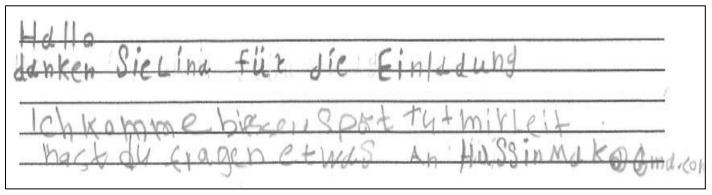
Reply to Lina. Write a short e-mail. In the e-mail you should:

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

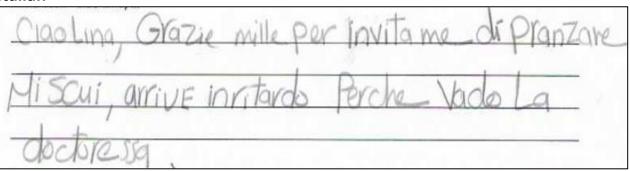
Start like this: "Hi Lina,"					

FOURDISTUYESTYV	1000111	perceva unapet
approves They allos	Ha neovy	oto rage;
taleuc!		
attura		William Property and Publishers and

German



Italian



Portuguese

Bacabens!

Es o med melhor

amigo claro que vou.

vou chegar para la mais napito

possivel.

Slovenian

Odiman (Imangolzari 324@ gmail. com)

Za: Lina (Lina 22@ gmail. com)

Živijo, tivale za vabilo.

Ja, ampak malo bom pozem.

A Lahko pridem z bratom?