#####  LAMI Workshop

**Uneven Profiles *and low literate migrants***

**The tasks for this afternoon**

Structure

* Task 1 – 20 minutes
* Task 2 – 25 minutes
* Feedback (roundtable in plenary) – 20 minutes

Logistic

* Creating small working groups (5-7 participants)
* Each group nominates:
	+ a group coordinator (for the activities)
	+ a group rapporteur (for the final roundtable and written summary)

**HANDOUT 1 - Task 1**

Below you can find a sample of 2 LASLLIAM Overall scales:

* Written Interaction
* Spoken Interaction.

Please, consider that the blue descriptors are taken from *CEFR Companion volume* (2020).

You have 5 minutes to have a look.

Now, imagine to work as teacher:

* You have still to start your *literacy and second language course.*
* You are engaged within the welcome phase where a placement test is provided.
* You are asked to develop progressive tasks for the placement test.

**Practical activity**

* Chose one of the proposed scales.
* Write the instructions related to 4 progressive tasks (one for each LASLLIAM level, or for spoken interaction, or for written interaction), according to 1 out of the 2 overall scales.

You have 15 minutes for this activity.

**Please send your instructions for progressive tasks to:** **lorenzo\_rocca@libero.it**

**Overall Written Interaction**

|  |  |
| --- | --- |
| Level | Descriptor |
| 4 | Can ask for or pass on personal details. |
|   | Can write and respond to messages by using simple sentences and formulaic expressions. |
|   | Can fill in the required data in frequently used forms. |
| 3 | Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary. |
|   | Can write and respond to short simple messages by using frequent words, and formulaic expressions. |
| 2 | Can write and respond to simple routine messages by using practised words and memorised formulaic expressions. |
|   | Can fill in some personal data in a short simple form by using practised words. |
| 1 | Can write words about themselves (e.g. name, gender, nationality) by copying an example. |
|   | Can write or respond to simple greetings by copying an example. |
|   | Can sign a form. |

**Overall Spoken Interaction**

|  |  |
| --- | --- |
| Level | Descriptor |
| 4 | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. |
|   | Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. |
|   | Can interact in everyday contexts by using simple sentences and formulaic expressions. |
| 3 | Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information. |
|   | Can interact in a familiar context by using short simple sentences and phrases with frequent words. |
| 2 | Can answer simple questions (e.g. for personally relevant information) by using familiar words, phrases or memorized formulaic expressions. |
| 1 | Can answer simple questions (e.g. for some basic personal information) by using mostly a single word or phrase. |

**HANDOUT 2 - Task 2**

Below you can find a sample of 2 LASLLIAM Specific scales:

* Written Interaction (category: *Notes, Messages, Forms and Transactions*)
* Spoken Interaction (category: *Goal-oriented co-operation*)

Please, consider that the blue descriptors are taken from *CEFR Companion volume* (2020).

You have 5 minutes to have a look.

Now, imagine to work as teacher:

* + You are now engaged within your *literacy and second language course*
	+ As result of the previous placement test, you have a small group of learners with this uneven profile: **LASLLIAM 2 in Written Interaction**

**and LASLLIAM 3 in Spoken Interaction**

* + During the course the needs of this small group are focusing on the **public domain**
	+ According to the **needs** and to the **uneven profile**, you are asked to develop communicative language activities

**Practical activity**

* Fill the 2 proposed scales with the missing descriptors related to the needs and to the uneven profile of your small group of learners
* Once filled the scales, develop the instructions for 2 communicative language activities:
	+ 1. the first for LASLLIAM level 2 – Written Interaction – Public domain
		2. the second for LASLLIAM level 3 – Spoken Interaction – Public domain

You have 20 minutes to do the activity.

**Please send your instructions for communicative language activities to:** **lorenzo\_rocca@libero.it**

***Written Interaction- Sample of Specific scale - (Offline and Online) Notes, Messages, Forms and Transactions***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level | Descriptor | Personal domain | Public domain | Occupational domain | Educational domain |
| 4 | Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.  | e.g., on birthday calendar  | e.g., on reimbursement form of health insurance; in machines for buying tickets for public transport  | e.g., on worksheets or order forms | e.g., in signing up for a course; registration form for the child’s after-school care; (e.g., fill in the blank exercises) |
|  | Can leave a simple message giving information on e.g., where he/she has gone, what time he/she will be back. (e.g., ‘Shopping: back at 5 p.m.’). | e.g., an e-mail to a friend | e.g., a note left for local community members (like food left for others in the club house)  | e.g., in a transfer form for a colleague who takes over the service (‘Mrs. Smith needs her medicine at four’)  | e.g., an e-mail to the child’s school about a visit to the dentist; note for a fellow student about a joint assignment |
|  | Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number). | Not applicable | e.g., ordering goods by completing a simple order form with familiar words and illustrations  | e.g., completing a simple interdepartmental form with familiar words and illustrations | e.g., enrolling on a course online as a language classroom simulation |
|  | Can write or react to a proposal, intention or obligation with simple sentences and formulaic expressions. | e.g., invitation for a funeral  | e.g., to cancel an appointment with the local administration | e.g., invitation to travel together/ answer to invitation for meeting | e.g., in portfolio related to own learning/ answer to invitation of the child’s teacher.  |
|  | Can fill in personal data in a form, as in registration forms by using the needed conventions (cross, tick, use right font etc.) | e.g., registration form on lost property  | e.g., registration form of administration or hospital | e.g., application form of a company / administration form working hours | e.g., application form for homework support of child  |
| 3 | Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status | e.g., registration form for a sports club | e.g., name and address on the meter-readings for the utility bill or on a lost object declaration form | e.g., a transfer form at work shift in frequent words and formulaic expressions | e.g., a registration form for a school outing child; an application form for a language test  |
|  | Can make selections (e.g., choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support. | Not applicable | e.g., ordering goods by completing a simple tick-box order form with familiar words and illustrations | e.g., completing a simple interdepartmental tick-box form with familiar words and illustrations  | Not applicable |
|  | Can write and respond to a proposal, intention or obligation with short simple phrases and formulaic expressions. | e.g., proposal to cook for a friend | e.g., invitation to community members (‘Who can help cleaning?’) | e.g., proposal to share car to go to work | e.g., confirmation of appointment with child’s teacher; question for a fellow student about homework |
| 2 | Can write and respond to a proposal with practised words.  | e.g., response on an invitation (‘Yes, I can help’) |  | e.g., invitation to a fellow-worker (‘Lunch at 1?’) | e.g., response to simple online exercise prompts (like pictures or words) |
|  | Can confirm or cancel an appointment with practised words. | e.g., response to public health nurse (‘Sorry, I am ill’).  |  | e.g., appointment with manager (‘Thanks, I come’) | e.g., appointment with the child’s teacher (‘Tuesday at 3 is fine’) |
|  | Can fill in some information in a short and simple form with practiced words. | e.g., name, address and account number in utility bill |  | e.g., name, date and time on worksheet | e.g., name, birth date and address on enrolment form; date and single word answers on a very simple work sheet |
| 1 | Can copy a confirmation or cancellation of an appointment.  | e.g., ‘Okay, Samira’ | e.g., in putting name and time on a list for work for the local community | e.g., in signing up with their name for an activity at the workplace | e.g., in putting name on an activity list  |

##### *Spoken Interaction- Sample of Specific scale - Goal-oriented co-operation*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level | Descriptor | Personal domain | Public domain | Occupational domain | Educational domain |
| 4 | Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. | e.g. answering a friend | e.g. helping a passer-by (“*Where is the hospital?*”) | e.g. about changing a shift | e.g. engaged in a simple scenario-based activity |
| Can act on basic instructions that involve times, locations, numbers, etc. | e.g. involved in the homework of their children | e.g. giving directions within a building (“Go to the hall there, then turn left”) | e.g. sharing place and time of a work commitment | e.g. co-operating in carrying out a task like a language game |
| Can make and respond to a proposal with simple phrases and formulaic expressions (e.g. “I can’t come today”). | e.g. cancelling a sports commitment  | e.g. confirming the appointment for the renewal of a residence permit | e.g. refusing with a short justification (e.g. “I can’t. I’m sick”) | e.g. postponing an individual information-technology lesson |
| Can ask for and give permission with simple sentences. | e.g. during a video call with a friend | e.g. in a public office (“Good morning, can I enter, please?”) | e.g. with a customer | e.g. referring to an activity (“Can I stop now?”) |
| 3 | Can act on simple instructions with frequent words, often accompanied by body language. | e.g. dictating a message into an answering machine (“I call later”) |  | e.g. describing a problem in a team meeting (“It doesn’t work”) | e.g. in a group work within the learning environment |
| Can make and respond to a proposal with short simple phrases and formulaic expressions (e.g. “Some tea?”) | e.g. to a guest  |  | e.g. addressing the need for a break after a job task | e.g. with the secretariat of the children’s school |
| Can ask for and give permission with short simple sentences (“Can I?”) | e.g. to a neighbour  |  | e.g. to their employer  | e.g. going to the toilet during the lesson |
| 2 | Can act on simple instructions with familiar words, accompanied by body language (e.g. “On left”). | e.g. where to find the light switch for the apartment building staircase | e.g. in simple procedures to validate a ticket in the bus (“Place here”) | e.g. naming the object involved in a problem for a job task (“Broken door”) | e.g. highlighting a missing comprehension (“Don’t understand”) |
| Can respond to a proposal with familiar words or memorised formulaic expressions. | e.g. confirming an appointment with the landlord | e.g. (“Yes, I use cabin 7”) | e.g. accepting a task distribution (“I do it”) | e.g. to the teacher |
| Can give permission with familiar words or phrases. | e.g. to the babysitter (“Please, enter”) | e.g. at the bus stop | e.g. for a break to a colleague during a shared job task | e.g. to a fellow student to borrow an object |
| 1 | Can act on basic instructions mostly by body language, accompanied with a single word or phrase (e.g. “Help”). | e.g. with a neighbour | e.g. in order to get off the bus (“Sorry”) | e.g. asking for help in a job situation  | e.g. indicating to have understood an exercise (“OK”) |
| Can respond to a proposal with Yes/No answers. | e.g. refusing a drink (“No”) | e.g. accepting an appointment  | e.g. a lunch with a colleague | e.g. accepting a task distribution in a peer activity (“Fine!”) |
| Can give permission with Yes/No answers. | e.g. to a friend (*Can I?* “Yes”) | e.g. in a queue at the ticket office  | e.g. to a colleague | e.g. in a simple role-play with the teacher |