CVCL
CENTRO VALUTAZIONE
CERTIFICAZIONI LINGUISTICHE
Università per Stranieri di Perugia

ALTE
Association of Language Testers in Europe

ALTE 56th
Meeting and Conference
PERUGIA
THURSDAY 11TH AND FRIDAY 12TH NOVEMBER 2021

Respecting diversity and bridging distances: teaching and assessment of multi profiles - From literacy to plurilingualism

Rispettare la diversità e creare ponti tra le distanze: insegnare e valutare profili variegati – dall'alfabetizzazione al plurilinguismo

PROGRAMME/PROGRAMMA

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Hosted by CVCL - Centro per la Valutazione e la Certificazione Linguistica, Università per Stranieri di Perugia, Italia

Ospitato dal CVCL - Centro per la Valutazione e la Certificazione Linguistica, Università per Stranieri di Perugia, Italia

Welcome message ALTE and University for Foreigners of Perugia

A warm welcome, on behalf of ALTE and the University for Foreigners of Perugia, to the 56th Meeting and Conference of ALTE (Association of Language Testers in Europe), the first to take place after ALTE's highly successful 1st International Digital Symposium held in April 2021. In the year of the 20th anniversary of the first publication of the CEFR, this online conference picks up on one of the key ideas within the CEFR which was also highlighted during our Digital Symposium, that of *profiling* a language learner's ability. The CEFR and its recently published Companion Volume make it clear that a language learner does not exhibit identical levels of proficiency across all skills, competences and activities within a language. Indeed, each language learner is unique in the abilities they have and develop, and this depends on a great number of different factors: context, personality, L1 literacy, motivation, the reason for language learning, existing plurilingual competence, mode of learning (online/face-to-face), and much, much more. This diversity among learners is to be recognised, respected and ultimately celebrated and yet it brings challenges for learning, teaching and assessment: how should we as language assessors, policy-makers and teachers bridge these distances to create meaningful assessments and support all leaners on their language learning journey? How can teaching standardised literacy be in harmony with the encouragement of each learner's own plurilingual repertoire? Furthermore, it is noted that certain contexts are markedly 'diverse' by their nature and thus worthy of more detailed investigations. Migration contexts and multicultural classrooms, for example, are just two of many examples that will be explored in this conference.

This broad but important topic is all the more important in today's diverse and Covid-impacted world. We sincerely hope that the issues that are discussed this week will enable all participants to reflect more critically on how they respect diversity and bridge any distances within the contexts of their work in teaching and assessing languages. The topic fits well within ALTE's mission to set standards, sustain diversity and maximise insights. More information can be found on our webpage alte.org/Mission and more widely about who we are on our website and social media platform.

Our 33 Full Members, 80 Associate Members and 20 Individual Expert Members work together towards fulfilling the mission of our association. This conference is one further step towards this, and we are grateful to the help received from colleagues at the University for Foreigners of Perugia who have helped organise this week's meetings and conference day. The University is one of the founding members both of ALTE and CLIQ (Certificazione Lingua italiana di Qualità) Association, which since 2013 comprises the four certifying bodies for Italian language competence, officially recognised as such by the Italian Ministry of Foreign Affairs (MAE), through its Centre for Linguistic Evaluation and Certifications (CVCL).

The CVCL develops and administers, through its affiliated centres around the world, exams for the attainment of certificates attesting knowledge of the Italian language at different levels of proficiency and for different contexts of usage (generic CELI: CELI for adolescents and CELI for migrants). In addition, the CVCL develops and administers exams for the teaching competence certification DILS-PG (Certificazione in Didattica dell'Italiano Lingua Straniera), aimed at native and non-native teachers of Italian L2, who have teaching experience limited mostly to the A1-B1 levels of the Common European Framework of Reference for languages (CEFR) (DILS-PG level 1), and at native and non-native teachers of Italian L2, who already have some form of specific training in the field (DILS-PG level 2).

Furthermore, CVCL offers training courses aimed at teachers involved in the oral examinations of CELI exams, as well as training courses on the content of DILS-PG exams and preparation courses to sit the exams for the teaching competence certificates. The CVCL also takes part in national and international projects, within ALTE and in collaboration with the EU Commission, the EU Council, the CLIQ Association, the MUR (Italian Ministry of University and Research), the MAECI (Italian Ministry for Foreign Affairs), and the Italian Ministry of Internal Affairs.

We hope that the distance imposed by the ongoing global health emergency will not hinder a fruitful exchange among us all. In view of building "bridges" between different cultures and languages, ALTE and the University for Foreigners of Perugia wish you all an enjoyable conference and renew their welcome!

Nick Saville
ALTE Secretary-General

Giovanna Scocozza
CVCL, University of Foreigners of Perugia

Messaggio di benvenuto da parte dell'ALTE e dell'Università per Stranieri di Perugia

Un caloroso benvenuto, da parte dell'ALTE e dell'Università per Stranieri di Perugia, al 56° Convegno Internazionale ALTE (Association of Language Testers in Europe), il primo a svolgersi dopo il successo del 1° International Digital Symposium dell'ALTE, tenutosi nell'aprile del 2021. Nell'anno del 20° anniversario della prima pubblicazione del QCER, questo convegno online ruota intorno a una delle idee chiave che si trovano all'interno del QCER e che è stata evidenziata anche durante il nostro Digital Symposium, ovvero quella del *profiling* delle abilità linguistiche di un apprendente. Il QCER, insieme al *Companion Volume* pubblicato di recente, mostra in modo molto chiaro che un apprendente non possiede un livello omogeneo rispetto a tutte le abilità, competenze e attività nell'uso di una lingua. Senza dubbio, ciascun apprendente è unico nelle abilità che possiede e che sviluppa, e questo dipende da un'ampia varietà di fattori: contesto, personalità, alfabetizzazione nella L1, motivazione, la ragione per cui si sceglie di imparare una lingua, la presenza di una competenza plurilingue, la modalità di apprendimento (online/in presenza), e molti altri ancora. Questa diversità va riconosciuta, rispettata e celebrata, ma allo stesso tempo pone delle sfide per l'apprendimento, l'insegnamento e la valutazione: in che modo noi in qualità di valutatori linguistici, sviluppatori di politiche linguistiche e insegnanti dovremmo colmare queste distanze per creare valutazioni significative e supportare gli apprendenti nel loro percorso di apprendimento linguistico? In che modo l'insegnamento di un'alfabetizzazione standardizzata può coesistere con l'incoraggiamento a sviluppare il repertorio plurilinguistico di ciascun apprendente? Inoltre, va notato che alcuni contesti sono marcatamente 'variegati' per loro natura e dunque meritevoli di indagini più dettagliate. I contesti migratori e le classi multiculturali, per esempio, sono soltanto due tra i tanti esempi che saranno tratti in questo convegno.

Un tema così ampio e importante è ancora più importante se consideriamo il mondo attuale, variegato e attraversato dagli effetti della pandemia. Ci auguriamo davvero che tutte le questioni di cui parleremo questa settimana consentiranno ai partecipanti di riflettere più criticamente sul modo in cui rispettano la diversità, colmando qualunque distanza, all'interno dei contesti di insegnamento e valutazione linguistica in cui operano. Il tema si lega bene all'obiettivo di ALTE di fissare degli standard, sostenere la diversità e massimizzare le conoscenze. Maggiori informazioni possono essere reperite, a tale riguardo, sulla pagina web alte.org/Mission, e più in generale su chi siamo consultando il nostro sito e i nostri canali social.

I nostri 33 Full Members, 80 Associate Members e 20 Individual Expert Members lavorano insieme per realizzare la missione della nostra associazione. Questo convegno rappresenta un passo ulteriore verso tale traguardo, e siamo grati per l'aiuto ricevuto dai colleghi dell'Università per Stranieri di Perugia, che ci hanno aiutato a organizzare l'incontro e il convegno di questa settimana. L'Università per Stranieri di Perugia è uno dei soci fondatori sia dell'ALTE, sia dell'associazione CLIQ (Certificazione Lingua italiana di Qualità), comprendente dal 2013 i quattro Enti Certificatori per la lingua italiana ufficialmente riconosciuti in questo ruolo dal Ministero per gli Affari Esteri (MAE), attraverso il proprio Centro per la Valutazione e le Certificazioni Linguistiche (CVCL). Il CVCL elabora e somministra, attraverso i Centri convenzionati in tutto il mondo, esami per il rilascio di certificati linguistici che attestano la conoscenza della lingua italiana a diversi livelli di competenza e per diversi contesti d'uso (CELI generici; CELI per adolescenti e CELI per immigrati). L'offerta si completa con l'elaborazione e la somministrazione della certificazione glottodidattica DILS-PG (Certificazione in Didattica dell'Italiano Lingua Straniera) rivolta a docenti di italiano a stranieri di madrelingua e non madrelingua con esperienza circoscritta per lo più a livelli A1 – B1 del Quadro comune europeo di riferimento (DILS-PG di I livello), sia a docenti di italiano a stranieri di madrelingua e non madrelingua con formazione specifica nel settore (DILS-PG II livello).

Il CVCL eroga altresì corsi di formazione rivolti ad insegnanti chiamati a svolgere la funzione di esaminatori della parte orale degli esami CELI e corsi di formazione sui contenuti degli esami DLIS-PG e di preparazione alla certificazione glottodidattica. Tra le attività del CVCL rientra anche la partecipazione a progetti di rilevanza nazionale e internazionale, all'interno dell'ALTE e in collaborazione con la Commissione Europea, il Consiglio d'Europa, l'associazione CLIQ, il MUR, il MAECI e il Ministero dell'Interno.

Nella speranza che la distanza impostaci dal persistere dell'emergenza sanitaria non rappresenti un ostacolo al proficuo confronto tra noi tutti al fine di costruire "ponti" tra culture e lingue differenti, l'ALTE e l'Università per Stranieri di Perugia augurano buon lavoro e rinnovano il loro benvenuto!

Nick Saville
ALTE Secretary-General

Giovanna Scocozza
CVCL, Università per Stranieri di Perugia

ALTE 56th Conference Day

Friday 12th November 2021

All the sessions will take place on Microsoft Teams.

All sesssions are in CET (Central European Time). Please check your timezone, here.

Time	Session
8.30 - 9.00	*Registration*
9.00 - 9.20	**Welcome** Representatives from ALTE: **Dr Nick Saville**, ALTE Secretary-General **Graham Seed**, ALTE Secretariat Manager
9.20 - 9.40	**Opening address** **Prof. Valerio De Cesaris**, Rector, University for Foreigners of Perugia **Dr Alessandro Masi**, President, CLIQ Association
9.40 - 10.10	**Prof. Giovanna Scocozza**, Director, CVCL, University for Foreigners of Perugia **Danilo Rini,** CVCL, University for Foreigners of Perugia *Bridging distances with test takers: the impact of the ALTE audit on CELI exams*
10.10 - 10.50	**Prof. Daria Coppola, Dr Irene Russo, Dr Raffaella Moretti**, University for Foreigners of Perugia *Plurilingual assessment of linguistic, textual, and communicative skills in multicultural Italian primary schools*
10.50 - 11.20	*Coffee break*
11.20 – 12.00	**Dr Fauve De Backer, Prof Piet Van Avermaet** Centre for Diversity and Learning, Ghent University *Diversity in teaching and assessment: more than peripheral kumbaya?*
12.00 - 12.30	**Prof. Karen Schramm**, University of Vienna **Prof. Jeanne Kurvers**, Tilburg University *Keeping the balance: Technical and functional competences of L2 literacy*
12.30 – 14.00	*Lunch*
14.00 – 14.20	**Prof. Borbala Samu**, University for Foreigners of Perugia *Teaching and testing L2 Interactional Competence online*
14.20 – 15.00	Comparing two national projects in France and in Italy **Prof Lorenzo Rocca**, CLIQ Association *Connecting teaching and assessment: good practices in the perspective of profiles* **Vincent Folny**, France Education International *Links between the French language training offer and French language certification offer in the context of migration in France*
15.00 – 15.30	**Round table (moderator: Prof. Giovanna Scocozza)** **Prof Sabrina Machetti,** University for Foregners of Siena **Prof Elisabetta Bonvino**, Roma Tre University **Prof Lorenzo Rocca**, Società Dante Alighieri *Language & culture: from policies to multi profiles*
15.30 – 15.45	**Closing remarks** **Dr Nick Saville**, ALTE Secretary-General

Pleanary presentations - Friday

Prof. Giovanna Scocozza, CVCL Director, University for foreigners of Perugia

Danilo Rini, CVCL, University for foreigners of Perugia

Bridging distances with test takers: the impact of the ALTE audit on CELI exams

Abstract

Quality management systems (QMSs) and the consequent audit procedures are useful tools in assisting and supporting test providers to meet standards in a process of improvement of their day-to-day practice.

In 2007, the Centro per la Valutazione e le Certificazioni Linguistiche (CVCL) of the Università per Stranieri di Perugia (Italy) adhered to the QMS produced by the Association of Language Testers in Europe (ALTE). As a consequence, CVCL undergoes regular audits by ALTE, verifying if the ALTE 17 minimum standards have been met in the testing production process of CELI examinations.

The adherence to the ALTE QMS led CVCL towards a continuous search for the improvement of their CELI exams; nonetheless, over the years, CVCL realized how they lacked a direct tool to collect the subjective evaluations on their CELI exams from two of the most important stakeholders: candidates and examiners.

For this reason, following the audit successfully passed in 2017, CVCL decided to administer a questionnaire in order to investigate the evaluation of candidates and examiners regarding CELI exams in their various aspects.

This presentation reports the results obtained from the administration of the questionnaire, right before the pandemic era (June 2019), to over 600 candidates, and reports how these results could help in having a positive washback on future CELI exam developments.

Biodata

Danilo Rini taught Italian as a Foreign Language both in Italy and abroad, before joining the CVCL (Centro per la Valutazione e le Certificazioni Linguistiche) of the University for Foreigners of Perugia in 2005. There, he worked as a rater, an examiner, and on the planning and development of the internal item banking system. He currently works as a test developer and reviewer for CELI (Certificato di Lingua Italiana) exams, as an examiner and a trainer for examiners, and on the quality management system of CELI exams through statistical analyses.

Giovanna Scocozza is Associate Professor in Spanish and Latin American Language, Literature and Culture at the University for University for Foreigners of Perugia. Among other things, she has been investigating the complex world of translation and, in recent times, she focused her research on the study of the Spanish-Moroccan border, investigating especially the flowering of migratory flows that move through the enclaves of Ceuta and Melilla and the related multiculturalism offered by these places. From 2020 she held the Center for Language Evaluation and Certification (CVCL) of the University for Foreigners of Perugia. She has published several books and articles in leading academic journals of Spanish Language and Culture.

Prof. Daria Coppola, University for Foreigners of Perugia

Dr Irene Russo, Institute for Computational Linguistics «A. Zampolli», ILC-CNR

Dr Raffaella Moretti, University of Pisa

Plurilingual assessment of linguistic, textual, and communicative skills in multicultural Italian primary schools

Abstract

In the last decade, the number of pupils born in bilingual contexts has increased considerably in Italian schools. At the same time, the legal recognition of language-specific neuropathologies influenced teaching practices, especially in second language teaching. As a result, Italian schools began to foster the inclusion of pupils with learning disabilities, but less has been done so far for plurilingual classes.

Following the principles of the "dialogical approach" (Coppola, 2009; 2011; 2019) and of the "integrated didactic approach to languages" (CARAP, 2012), we report the results of a language teaching/learning experimentation that fully recognises all the languages that are spoken and learnt at school.

The aim of our experimentation, which was implemented in the period 2014-2017 in some multiethnic classes, was to understand if the linguistic competence of the pupils could improve through heterogeneous and cooperative group tasks.

In particular, in the case of dyslexic pupils, we also investigated whether teaching more than one language simultaneously, with the support of multilingual digital resources, could increase their interlingual comparisons, metalinguistic awareness and communicative and intercultural competences.

A relevant part of the experimentation was devoted to the assessment of linguistic, textual, and communicative skills with plurilingual tests designed for that purpose.

The methodology and the digital tools that were used in our experimentation seem to be also relevant to evaluating the pupils' level of autonomy and their ability to reuse the learned resources in new contexts, in accordance with the criteria adopted by the Ministerial Ordinance N. 172/2020 and the related Guidelines concerning the periodic and final evaluation of the pupils' learning in primary school classes.

Biodata

Daria Coppola is full professor of Educational Linguistics and Intercultural Communication at University for Foreigners of Perugia. She directs the Editorial series IANUA - Languages, Cultures and Education - (Casa editrice ETS, Pisa) and directed the Master Course ItaLin (italiano L2/LS). She was a member of the Governing Council of the University Centre for Educational Research (University of Pisa) and collaborated with Prof. Jerome S. Bruner in planning and organizing international conferences and teacher training courses. Her research interests range from educational linguistics (language teaching methodologies, with particular attention to plurilingual and intercultural context), to psycholinguistics (language acquisition strategies), from philosophy (theories of complexity) and ethics of assessment to educational and social psychology, from technology-enhanced language learning (including digital resources il L2 learning) to intercultural communication.

Irene Russo obtained her PhD in Computational Linguistics from the University of Pisa. She is researcher in Computational Linguistics at CNR in Pisa. Her main research interests are lexical semantics and computational models for the representation of textual meaning. She also investigates the role of digital resources in learning contexts, especially in L2 learning.

Raffaella Moretti obtained her PhD in Philology, Literature and Linguistics from University of Pisa. Her research interests include Language Teaching to plurilingual learners and to dyslexic/dysorthografic learners. She works in a primary school on the outskirt of Florence and at present she teaches at the Laboratory of Experimental Pedagogy at the University of Pisa.

Dr Fauve De Backer and **Prof Piet Van Avermaet**, Centre for Diversity and Learning, Ghent University

Diversity in teaching and assessment: more than peripheral kumbaya?

Abstract

Although diversity is respected and valued by most of us, it is often looked at from a deficiency perspective, as something that deviates from the so-called 'norm'. Whoever does not correspond with this norm, is categorized, labeled and celebrated. Diversity is a broad concept that can take on many forms, cultural diversity, social diversity, ethnic diversity, linguistic diversity, etc. and categories often overlap such as for example language learners living with disabilities.

Contrary to a peripheral and deficiency perspective, an inclusive learning environment aims for all students to reach their full learning and development opportunities, regardless of disabilities, ethnicity, social background, language, gender and so on. In reality, educational systems often fail to provide such an inclusive environment, and even more so when it comes to assessing diverse learners.

In this presentation, we will focus on linguistically diverse young learners and how current assessment practices fail to provide a valid picture of their (linguistic) competences. Assessment accommodations are explored as a way of overcoming this issue, but we will argue how the very concept of accommodations – just as is the case with diversity – departs from a deficiency perspective. Plurilingualism is not a disability that should be compensated for, but a strength that can be exploited in order to make an assessment fairer and a learning environment more inclusive.

Biodata

Fauve De Backer has a Master's degree in Educational Sciences and obtained her PhD in Linguistics in 2020 at Ghent University, Belgium. Her research interests include multilingualism and assessment in primary and secondary education. Some of her most recent publications are 'Schools as laboratories for exploring multilingual assessment policies and practices' (2017 in Language and Education); 'Assessment accommodations for multilingual learners: pupils' perceptions of fairness' (2019 in Journal of Multilingual and Multicultural Development); 'Pupils' Perceptions on Accommodations in Multilingual Assessment of Science' (2019 in Language Assessment Quarterly) and 'Bridging the gap between learning and evaluation: lessons learnt from multilingual pupils' (2020 in Journal of Applied Linguistics and Professional Practice) and 'Functional use of multilingualism in assessment: Opportunities and challenges' (2020 in Research Notes: What does plurilingualism mean for language assessment?).

Piet Van Avermaet is Professor in Language and Diversity in the Linguistics Department of Ghent University, Belgium. He is also Director of the Centre for Diversity & Learning (CDL) at the same university. He has a long-standing expertise in the field of diversity, language and social inequality in education. He is series co-editor (with Kathleen Heugh and Christopher Stroud) of the book series 'Multilingualisms and Diversities in Education', Bloomsbury. His expertise and research interests cover topics related to multilingualism in education, social inequality in education, language policy and practice in education, language policy and practice in contexts of (social) inclusion, language assessment, diversity and inclusion, integration and participation, and discrimination in education.

Prof Karen Schramm, University of Vienna
Jeanne Kurvers, Tilburg University

Keeping the balance: Technical and functional competences of L2 literacy

Abstract

L2 literacy acquisition of adults is closely connected to their oral L2 development and needs to encompass both technical competences of cracking the alphabetic code and functional competences of using L2 literacy in various domains of life. LASLLIAM therefore provides material designers, teachers, test developers and other stakeholders with newly developed and empirically validated scales on technical literacy (linguistic awareness, reading, writing) as well as on social and individual actions with written language. After a brief introduction to the scales on technical literacy and written reception, production, and interaction, we will argue that action-oriented teaching needs to combine functional mini-tasks with technical exercises based on backward planning in order to pursue learner-centered, domain-specific literacy goals. Finally, we will explore implications for assessment of L2 literacy that is characterized by keeping the balance between technical and functional competences.

Biodata

Jeanne Kurvers was associate professor at the School of Humanities, Tilburg University (Netherlands). She was involved in research projects on L2 literacy acquisition of adults in the Netherlands and East Timor, literacy acquisition in different scripts in Eritrea, family literacy programs, and the development of metalinguistic awareness and the language of schooling. She was one of the founders of LESLLA, an international multidisciplinary organization of researchers, practitioners and policy makers that aims at sharing research findings and good pedagogical practices for low- and non-literate adults. She currently is still active in the field of teacher training, the development of literacy learning materials and on advisory boards on policy and assessment.

Karen Schramm is Full Professor of German as a Foreign Language at Vienna University (Austria). In the past, she has held positions in the field of German as a Foreign Language in South Korea, the United States, and Germany. She currently serves as co-editor of academic journals (Fremdsprachen Lehren und Lernen, Jahrbuch Deutsch als Fremdsprache) as well as on advisory boards of institutions and associations (ÖSD, FaDaF) in the field of German as a Foreign Language. Her research interests include L2 teacher education, L2 curriculum design, L2 literacy, and qualitative research methods in applied linguistics.

Prof. Borbala Samu, University for Foreigners of Perugia

Teaching and testing L2 Interactional Competence online

Abstract

The concept of interactional competence (IC) was introduced into the ongoing discussion of L2 teaching almost 30 years ago. Classroom interaction is the starting point of teacher development (Van Lier 1996:5) and it is seen by many Italian language teachers as an essential part of face-to-face Italian language classrooms. However, as Walsch observes (2016:72), most of what happens in the L2 classroom and in particular in the field of language assessment is more about individual performance than collective competence; there is a tendency to emphasize the learner's ability to produce correct sentences, rather than negotiating meanings, that is, teachers and testers tend to place fluency and accuracy above confluence (McCarthy 2010:7). Walsh defines classroom IC as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (2011:165). That is, teachers require specific competencies to effectively use interaction as a tool for mediating and assisting learning. The recent technological evolutions and the situation created by the Coronavirus pandemic have led to language teachers conducting synchronous online lessons through video-conferencing software, adding new challenges and requiring new and additional skills to effectively utilize interaction online in real time. This exploratory study is based on the analysis of transcripts of video-recorded Italian language classes realized at the University for Foreigners of Perugia, showing some critical aspects of synchronous online language teaching and exploring the competencies that teachers need to use interaction as a tool to mediate and assist language learning.

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Biodata

Borbala Samu *is a researcher in the field of Didactics of Modern Languages. She teaches undergraduate and postgraduate courses on language teaching methodology, including a laboratory on Technology Enhanced Language Learning. She collaborates on Italian language teacher training courses in Italy and abroad and she is the director of the second level Master's course in teaching Italian as a Foreign Language. She is collaborating in several international projects, including a project concerning the creation of new L2 textbooks for university students in Montenegro and another about innovative technologies (virtual reality) for teaching foreign language and developing intercultural competence. Her publications include the acquisition and teaching of Italian L2.*

Comparing two national projects in France and in Italy

Prof Lorenzo Rocca, CLIQ Association
Connecting teaching and assessment: good practices in the perspective of profiles

Vincent Folny, France Education International
Links between the French language training offer and French language certification offer in the context of migration in France

Abstract Lorenzo Rocca

In the last few years, quality control is become a key issue also in relation to requirements and learning opportunities provided within the migration context, as the ALTE-CoE Survey pointed out (2020).

The contribution will focus on a national project conducted in Italy by CLIQ (the Association of the four Institutions recognized by the State as certification providers for the Italian as foreign language) and aimed to monitor the quality both of tuition and assessment within the CPIA, the public schools for adults. Through interviews and questionnaires, the CLIQ project obtained a representative feedback from 27 CPIA, involving more than 1,000 among heads of schools, teachers and learners.

More in details, the final results of the project will be presented in relation to data collected about good practices and weaknesses referred to Italian language courses (from Alpha to B1 level) co-founded by AMIF (Asylum, Migration and Integration Fund), and to compulsory KoS (Knowledge of Society) sessions and A2 tests, as administered by CPIA.

According to such results, CLIQ elaborated correspondent recommendations aimed to improve the managing of learning opportunities, as well as of the evaluation procedures within the migration context.

Therefore, the talk will end in highlighting how a better and more awareness connection between teaching and assessment, between CPIA and CLIQ, can lead to a positive impact, also referred to the perspective of profiling.

Links between the French language training offer and French language certification offer in the context of migration in France

Abstract Vincent Folny

In 2016, French authorities implemented what is called the "Contrat d'accueil et d'intégration: CAI". This decision testifies France's desire to welcome immigrants (and probably future French citizens) in a structured way to facilitate their path of integration.

After 5 years of existence, it seems interesting to start drawing conclusions on the legal framework implemented, the concrete achievements and the link between the offer of language training and the certifications in French as a foreign language (in particular the Test de connaissance du français). This presentation will also be an opportunity to show how a language test can evolve with regard to the experience acquired but also due to a dialogue established between a ministry (Ministère de l'intérieur) and a test provider (France Education international).

Biodata

Lorenzo Rocca *has a degree in Classics and a postgraduate degree in the Didactics of L2 Italian. After having been a teacher of Italian as a Foreign Language, he worked at the University for Foreigners of Perugia. His duties ranged from marking and examining to item writing and running seminars for teacher training. Since 2006 he has been responsible for research projects at national and supranational level focused on connections between teaching and assessment in the migration context; within this focus he has published articles, syllabi for language provision and specifications for exams for adult migrants. Within ALTE, he is an expert member and a member of the Board of Trustees, and has been the chair of LAMI (Language Assessment for Migrants' Integration) since 2008. Within the Council of Europe, he is a linguistic expert and has been a member of the LIAM (Linguistic Integration of Adult Migrants) project since 2014. In 2020, he was awarded with the national scientific qualification Associate Professor and in 2021 he joined Società Dante Alighieri as a consultant.*

Vincent Folny *has worked for 15 years at France Education International, an agency of the national Ministry of Education, which is dedicated to the dissemination and certification of the French language. At FEI, he is responsible for innovation and prospective. He oversees innovation relating to French as a foreign language exam and ensures the quality of the design of French exams. The most recent projects in which he is involved relate to the use of artificial intelligence for the corrections of written expression tests in French or even the calibration of new assessment grids for DELF and DALF diplomas. He has regularly participated in meetings and conferences of ALTE (Association of Language Testers in Europe) for almost 15 years. Since 2020 he is the Chair of the Standing Committee.*

Round table

moderator **Professor Giovanna Scocozza**, Director CVCL, University for Foregners of Perugia
Prof Sabrina Machetti, University for Foregners of Siena,
Prof Elisabetta Bonvino, Roma Tre University
Prof Lorenzo Rocca, Società Dante Alighieri

Language & culture: from policies to multi profiles

Abstract

The relationship between language and culture inevitably intersects with the well-known notion of language proposed by F. de Saussure in the *Cours de linguistique Générale*, which combines language, culture, and people. The language system is, in fact, seen as a social product, characterised by a number of conventions, constituting as a result a means to express the human faculty of communication. Language is, thus, intimately intertwined with culture, which is anthropologically defined by the non-biological elements through which individuals interact with each other socially (Dei, 2002). Furthermore, in the global contemporary evolution of society, language hybridises meaning in order to transmit the transversal senses expressed by a so-called "intercultural speaker" (Kramsch, 1993). And if it is true that, as claimed by Riccardo Campa, "languages designate the changing frontiers of the XXI century" (2021), it appears as necessary to rethink policies in terms of strategies for the development of intercultural competence evolving from communicative practices such as – in a teaching phase – "critical dialogue".

In this respect, the European Union, "united in its diversity", also recognises in linguistic heterogeneity a fundamental value (art. 3 del TUE e art.165 del TFUE) and it is for this reason that it seeks to develop the dimension of education to guarantee cultural and linguistic diversity. In 2017, in Gotëborg, the European Commission announced the idea of a "European education area", foreseeing that by 2025 speaking two languages other than one's own mother tongue will be the norm. Therefore, the tight connection between language and culture constitutes a foundation that needs to be further explored and encouraged, so as to trace the path for language policies.

Biodata

*Biodata Prof **Giovanna Scocozza** (please see page 5)*

***Sabrina Machetti** is Associate Professor in Modern Language Education at the University for Foreigners of Siena, where she obtained her PhD in Linguistics and Teaching Italian to Foreigners. She teaches courses in Language Testing and Assessment. In 2018, she was a visiting scholar at Teachers College, Columbia University. She is currently the director of the CILS Certification Centre of the University for Foreigners of Siena. She has written articles in several Applied Linguistics journals and edited volumes.*

***Elisabetta Bonvino** is full professor of Educational Linguistics in the Department of Languages, Literature and Culture at the Roma Tre University where she has been working since December 31, 2004. She obtained a PhD in Linguistics at the École Pratique des Hautes Études (Paris). She is the Director of the Language Centre of Roma Tre; the Deputy Director of the Department; the Director of the Italian L2 Certification "Cert.IT"; President of the Italian association of language teaching and educational linguistics (DILLE). Her primary areas of interest are inter-comprehension among Romance languages; Syntactic, pragmatic and prosodic analysis of spoken Italian L1 and L2; and the Assessment of language competences.*

*Biodata of **Lorenzo Rocca** (please see page 12)*