



CENTRO VALUTAZIONE
CERTIFICAZIONI LINGUISTICHE

Università per Stranieri Perugia

La valutazione delle competenze linguistiche nell'ambito della cornice europea



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COMPETENZE LINGUISTICHE IN SVIZZERA
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Outline



- La “cornice” del Consiglio d’Europa
- Livelli di competenza linguistica e valutazione
- Test development: obiettivi, costruito e tipologie
- Formule di language testing
- L’ALTE framework
- Eticità e abusi in valutazione

Council of Europe

(47 member states)

Guiding principles:

- Human rights
- Democracy
- Rule of law

EDUCATION Language Policy Programme

Actions to promote:

- Social inclusion
- Cohesion
- Respect for diversity

Assistere gli Stati membri nelle azioni politiche adeguate per lo sviluppo del **plurilinguismo**

Il repertorio plurilingue



- Il plurilinguismo è definito come la capacità degli individui di usare più di una lingua nella comunicazione sociale, qualunque sia la padronanza
- Questo insieme di abilità costituisce la competenza, complessa ma unica, di usare nella comunicazione sociale **differenti lingue**, per **differenti scopi**, con **differenti livelli di padronanza**

(Beacco: 2005)



CEFR = Cornice, non Quadro

Cornice e benchmark

- **Un riferimento comune aspecifico** atto a:
 1. Descrivere **saper fare** attraverso la lingua
 2. Definire e promuovere una **meta lingua**
 3. Definire e condividere **livelli** di competenza
 4. Promuovere un approccio **orientato all'azione**

L'individuo è un **social agent**, un
“**language user**: uses a language at
any levels” (Cook 2016: 4)

1 scala: 6 gradini, 3 fasce



A

Fascia elementare

A1

A2

Contatto Sopravvivenza

B

Fascia intermedia

B1

B2

Soglia Progresso

C

Fascia avanzata

C1

C2

Efficacia Padronanza

Target readers/users



CEFR per favorire:
•confronti
•trasparenza
•riconoscimento
reciproco

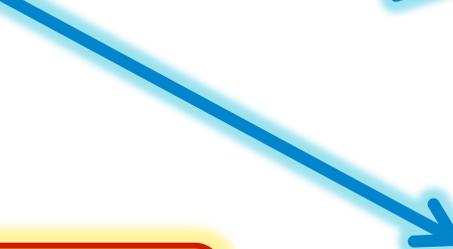
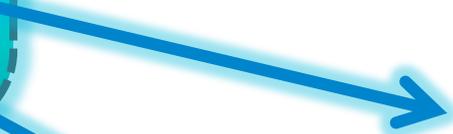
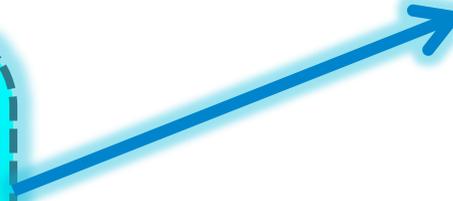
**Policy
makers**

**Teachers &
teacher trainers**

**Text book
writers**

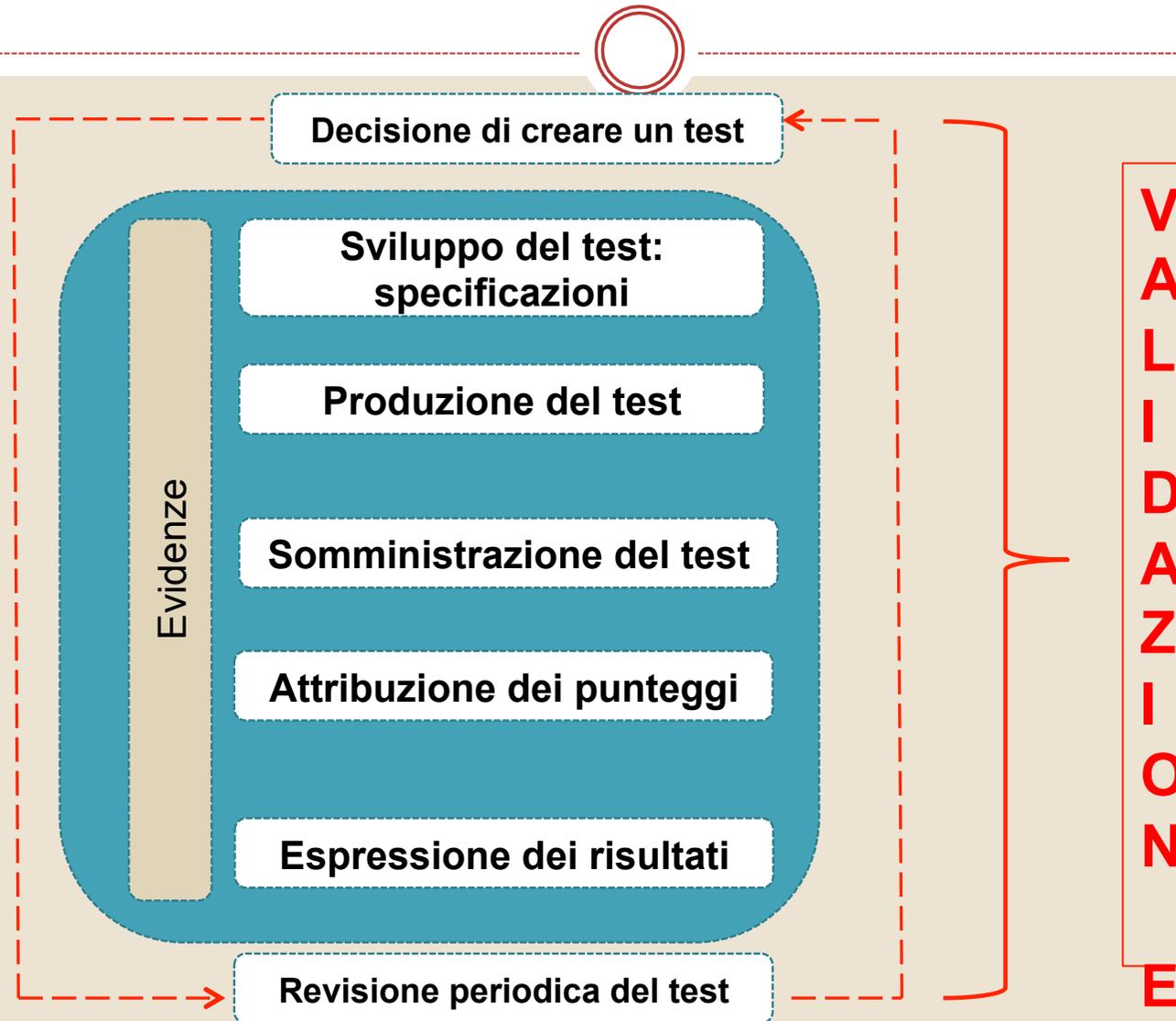
**Course
designers**

Test developers



Processo di sviluppo di un test linguistico

(ALTE Manual for Language Test Development: 2011)



Obiettivi di un test



“I **test** [...] si propongono di elicitarne, attraverso prove di verifica **adeguate**, **campioni rappresentativi** di performance che consentano di effettuare operazioni di **inferenza** sulla **competenza linguistica**, con l’obiettivo ultimo di prevedere la potenziale capacità d’**uso** della lingua in **situazioni reali**”

(Alderson, Clapham, Wall: 1995)

Situazioni reali = scenari

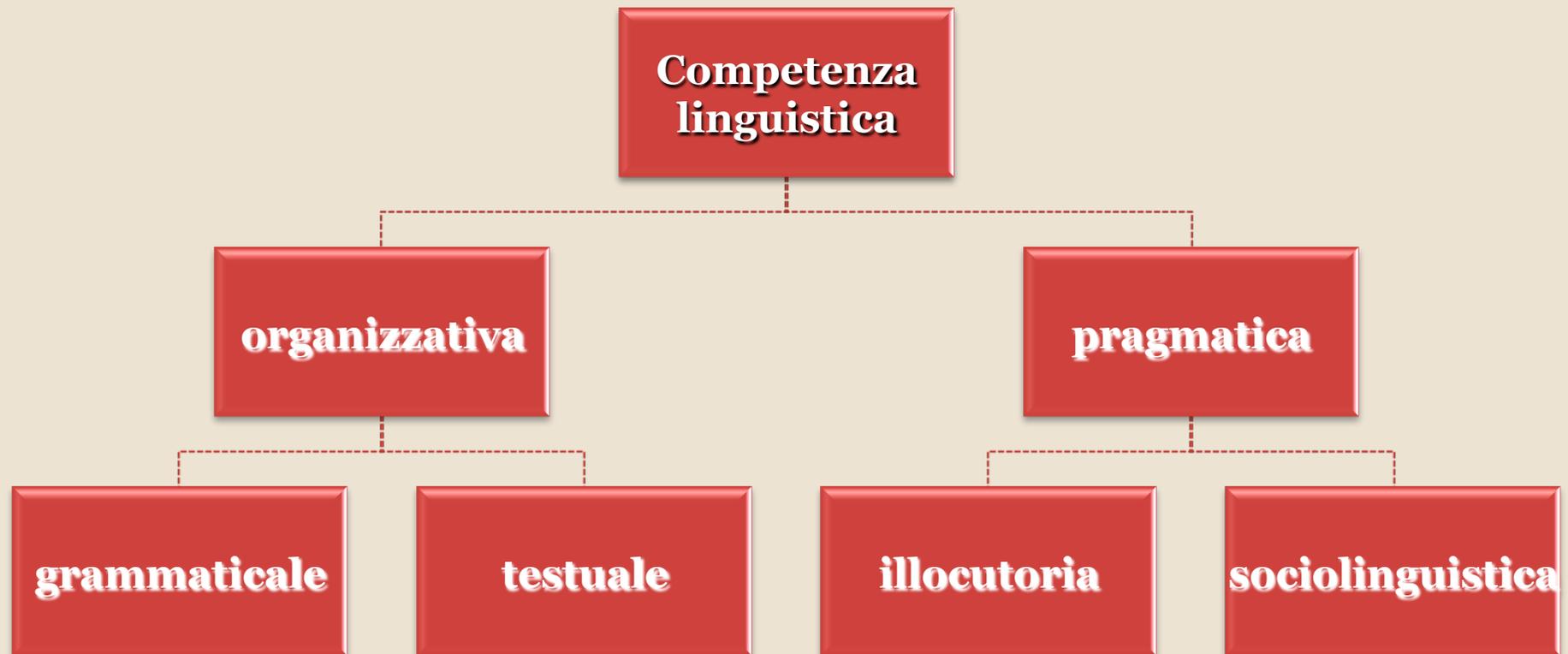


“A CEFR-based scenario provides a set of real-world variables, including a domain, context, tasks, language activities and texts (CEFR, pp.13-14), in which “Can-Do” descriptors can be integrated as learning objectives, together with aspects of strategic, pragmatic and linguistic competence” (Rossner: 2016)

help teachers in planning non-formal language activities, in terms of a set of communicative situations related to a real-world context

help learners to satisfy a need, solving problems through the involvement of previous knowledge, background and competences

Il costrutto alla base del test



(Bachman: 1990; Bachman & Palmer: 1996)

Test *versus* test



- Test integrati **vs** punti discreti
- Test soggettivi **vs** oggettivi
- Test progressivi **vs** di competenza
- Test formativi **vs** sommativi
- LSP **vs** per utenza specifica
- Solo lingua **vs** KoS

Tutto riassumibile in 3 formule?



✓ **T = 3A**

✓ **U = VRIP**

✓ **EE**

Test fairness framework (Kunnan: 2004)

1. **Principio di giustizia**: stessi risultati per persone con stesse abilità
2. **Principio di beneficio**: il test dovrebbe portare beneficio all'intera società

Validity (Weir: 2005)



**Theory based
validity**

**Content (context)
validity**

**Scoring
validity**

**Criterion related
validity**

**Consequential
validity**

www.alte.org



The screenshot shows the top section of the ALTE website. At the top right, the text "Association of Language Testers in Europe" is written in a circular arc. In the center, the acronym "ALTE" is displayed in large, dark blue, serif capital letters, with four horizontal lines underneath. Below this is a horizontal navigation bar with the following items: HOME, WHO WE ARE, MISSION, SIGS, EVENTS, SUPPORT, RESOURCES, JOIN ALTE, and CONTACT. The "MISSION" item is highlighted in blue. A red dashed oval highlights the "MISSION" dropdown menu, which contains three items: "SETTING STANDARDS", "SUSTAINING DIVERSITY", and "MAXIMISING IMPACT".

Association of Language Testers in Europe

ALTE

HOME WHO WE ARE MISSION SIGS EVENTS SUPPORT RESOURCES JOIN ALTE CONTACT

- SETTING STANDARDS
- SUSTAINING DIVERSITY
- MAXIMISING IMPACT

Setting standards



ALTE Minimum Standards

ALTE has established a set of 17 common standards for its members' exams, which cover all stages of the language testing process:

- test construction;
- administration and logistics;
- marking and grading;
- test analysis;
- communication with stakeholders.

These are available for download in a range of languages on the [Resources](#) page.

The ALTE Q-mark



The ALTE Q-mark is a quality indicator which ALTE Members can use to show that their exams have passed a rigorous ALTE audit and meet the 17 ALTE quality standards. The Q-mark allows test users to be confident that an exam is backed by appropriate processes, criteria and standards.

If you would like to confirm whether an exam has the Q-mark, please refer to the [ALTE Framework](#).

You can also download a guide to the ALTE Q-mark [here](#).



ALTE Framework 2018



Language	Organisation	Pre-A1	A1 ALTE Breakthrough	A2 ALTE Level 1	B1 ALTE Level 2	B2 ALTE Level 3	C1 ALTE Level 4	C2 ALTE Level 5
Irish Gaelge	NUI Maynooth		TEG Bonnleibhéal 1 (A1) • Re-audit April 2020 	TEG Bonnleibhéal 2 (A2) • Re-audit April 2020 	TEG Meánleibhéal 1 (B1) • Re-audit April 2020 	TEG Meánleibhéal 2 (B2) • Re-audit April 2020 	TEG Ardleibhéal 1 (C1) • Re-audit April 2020 	
Italian Italiano	University for Foreigners Perugia Università per Stranieri di Perugia			CELI 1 • Re-audit in progress 	CELI 2 • Re-audit in progress 	CELI 3 • Re-audit in progress 	CELI 4 • Re-audit in progress 	CELI 5 • Re-audit in progress 
Luxembourgish Lëtzebuergesch	Institut national des Langues			Sproochentest Lëtzebuergesch • Audit in progress				
Norwegian Norsk	Skills Norway		Norskprøven for voksne Innvandrere - (A1-A2) - (A2-B1) - (B1-B2) • Audit in progress					

Misuse of the CEFR

- 2013: 81%
- 2010: 75%
- 2007: 61%
- 2002: 29%

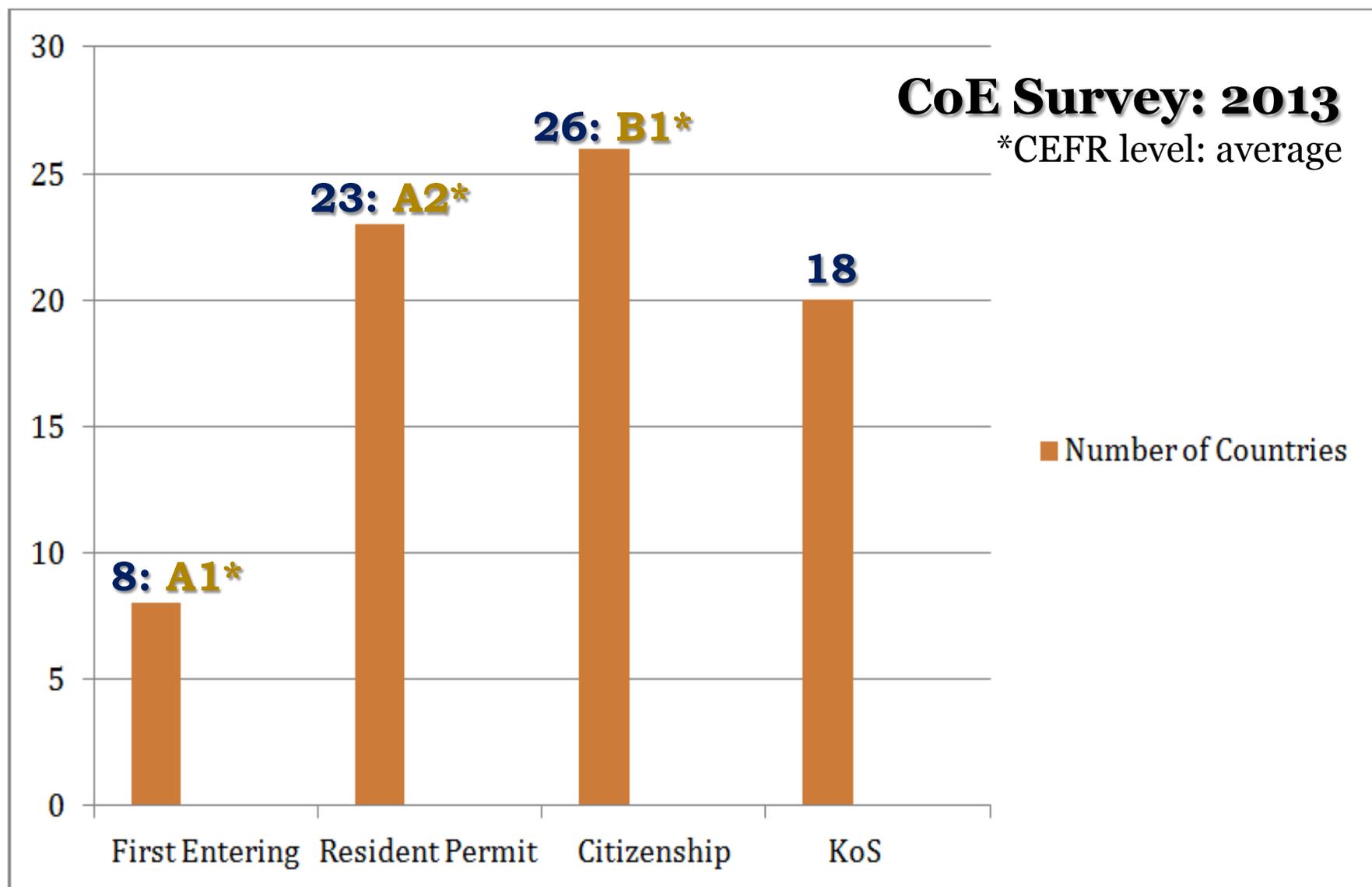
*Language requirements
for migration purposes:
% CoE countries involved*

“The CEFR was never established as a mechanism for establishing whether or not a certain language level was indicative of a level of integration. It is only a measure of a linguistic ability”

“Encouraging integration through testing is not *per se* problematic. It is however important to be aware of the limitations of such tests and ensure that they contribute to integration and do not become a **barrier** to it”

(Parliamentary Assembly, *Recommendation 2034*: 2014)

The misuse in practice



LAMI position paper

1. How should **test results** be used, for what purposes?
2. What unintended or **negative consequences** may occur?
3. Are there any **vulnerable groups** of test takers that may be discriminated against, such as those with limited literacy?
4. What will be **the impact** of using tests on making decisions for the migrant?

Language tests for access,
integration and citizenship:
An outline for policy makers



Conclusioni



- Valutare implica prendere **decisioni**
- La valutazione è il più **potente** strumento di comunicazione didattica
- Il processo di valutazione deve essere sottoposto a **validazione**
- È un dovere di chi valuta analizzare **uso e conseguenze dei risultati** di una valutazione, non solo in termini di feedback post test/ customer satisfaction, ma anche e soprattutto con effettivi **impact studies** che non possono prescindere da un'indagine sociologica





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Grazie

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