A pathway to a broader vision of language education

Tim Goodier (Eurocentres Foundation)

Agenda

1. A pathway to a broader vision of plurilingual / pluricultural education
2. Enriching plurilingual and pluricultural education – implementing 'living' documents and instruments
3. The Common European Framework of Reference for Languages: a driver for tangible development in learning, teaching and assessment
4. A 'case study' approach exploratory practice / praxis
5. Outline and rationale of the conference workshops

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A pathway as both shared vision and shared experience

Goals of the intergovermental programme 2018-19 revisited

- Developing **common references** for curriculum, teaching and assessment
- Pooling and sharing **knowledge** in policy making through networking
- Exchanging information and **good practice**
- Promoting **reforms** of education systems

(Source: 'Open Doors Education 2018 2019', Villano Qiriazi, April 2018)

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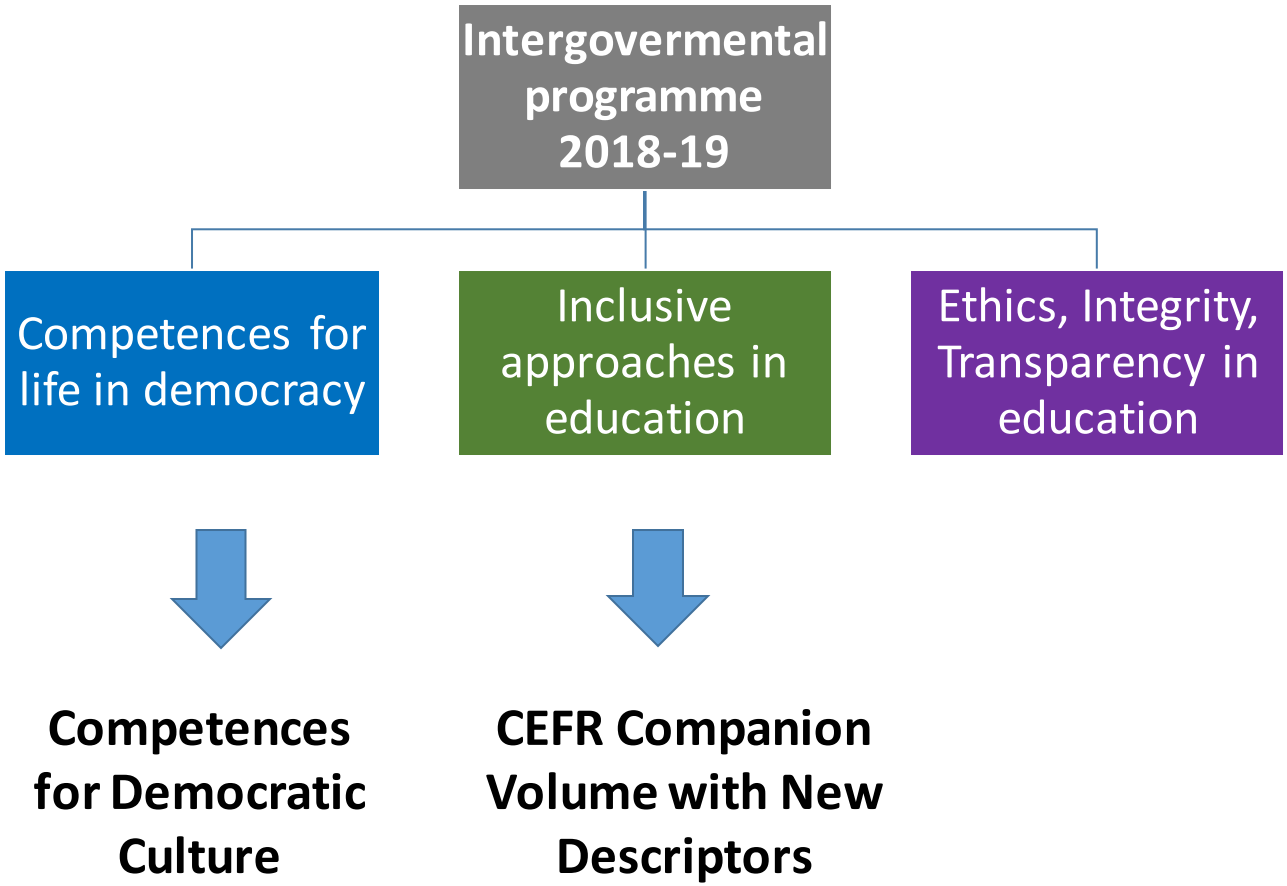
Key competence frameworks as a resource for implementation 2018-2019



Key websites offering guidance and instruments for the enrichment of plurilingual / pluricultural education

- **Better Education for better Democracies**
  https://www.coe.int/en/web/education/home
- **The Linguistic Integration of Migrants**
  https://www.coe.int/en/web/lang-migrants/home
- **Platform of resources and references for plurilingual and pluricultural education**
  https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home
- **The Common European Framework of Reference for Languages: Learning, Teaching, Assessment**
  https://www.coe.int/en/web/common-european-framework-reference-languages/home
- **European Centre for Modern Languages of the Council of Europe (ECML)**
  https://www.ecml.at/

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Accessing The CEFR Companion Volume and resources

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Common European Framework of Reference for Languages (CEFR)

Home | Introduction | Purposes | Levels | Learning, Teaching, Assessment | Tests/Examinations | Resources

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

A transparent, coherent and comprehensive reference instrument

The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR is available in 40 languages

CEFR
Common European Framework of Reference for Languages
www.coe.int/lang-CEFR

FOCUS

CEFR Companion Volume with New Descriptors (2018) including Sign Languages

It is intended as a complement to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR). It represents another important step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and

The CEFR online :

- **Full 2001 English text**
  - Prefatory Note
  - Notes for the User
  - Synopsis

Reinforcement and extension of the CEFR illustrative descriptors and guidance for their pedagogic implementation

Common European Framework of Reference for languages:

- learning
- teaching
- assessment

CEFR Companion Volume with New Descriptors:

- Key aspects of the CEFR for teaching & learning
- Updated and new illustrative descriptor scales

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A quality assurance matrix for CEFR use (a project of the ECML)

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Guide for the development and implementation of curricula for plurilingual and intercultural education

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Common European Framework of Reference for Languages (CEFR)

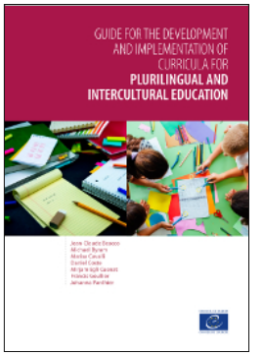
Home | Introduction | Purposes | Levels | Learning, Teaching, Assessment | Tests/Examinations | Resources

- Tools for curricula
- The CEFR in the classroom
- Assessment in the classroom

You are here: Democracy › Common European Framework of Referenc… hing, Ass…ssment

Tools for curricula

One of the main objectives of the CEFR: developing and reviewing the content of language curricula and defining positive 'can do' descriptors adapted to the age, interests and needs of learners.



Guide for the development and implementation of curricula for plurilingual and intercultural education

2016. ISBN 978-92-871-8233-3. (initial version 2010). Jean-Claude Beacco, Michael Byram, Marisa Cavalli, Daniel Coste, Mirjam Egli Cuenat, Francis Goullier, Johanna Panthier.

EN (2016) | FR (2016) | IT (2010) | SL (2010)

This Guide is an expansion of Chapter 8 of the CEFR "Linguistic diversification and the

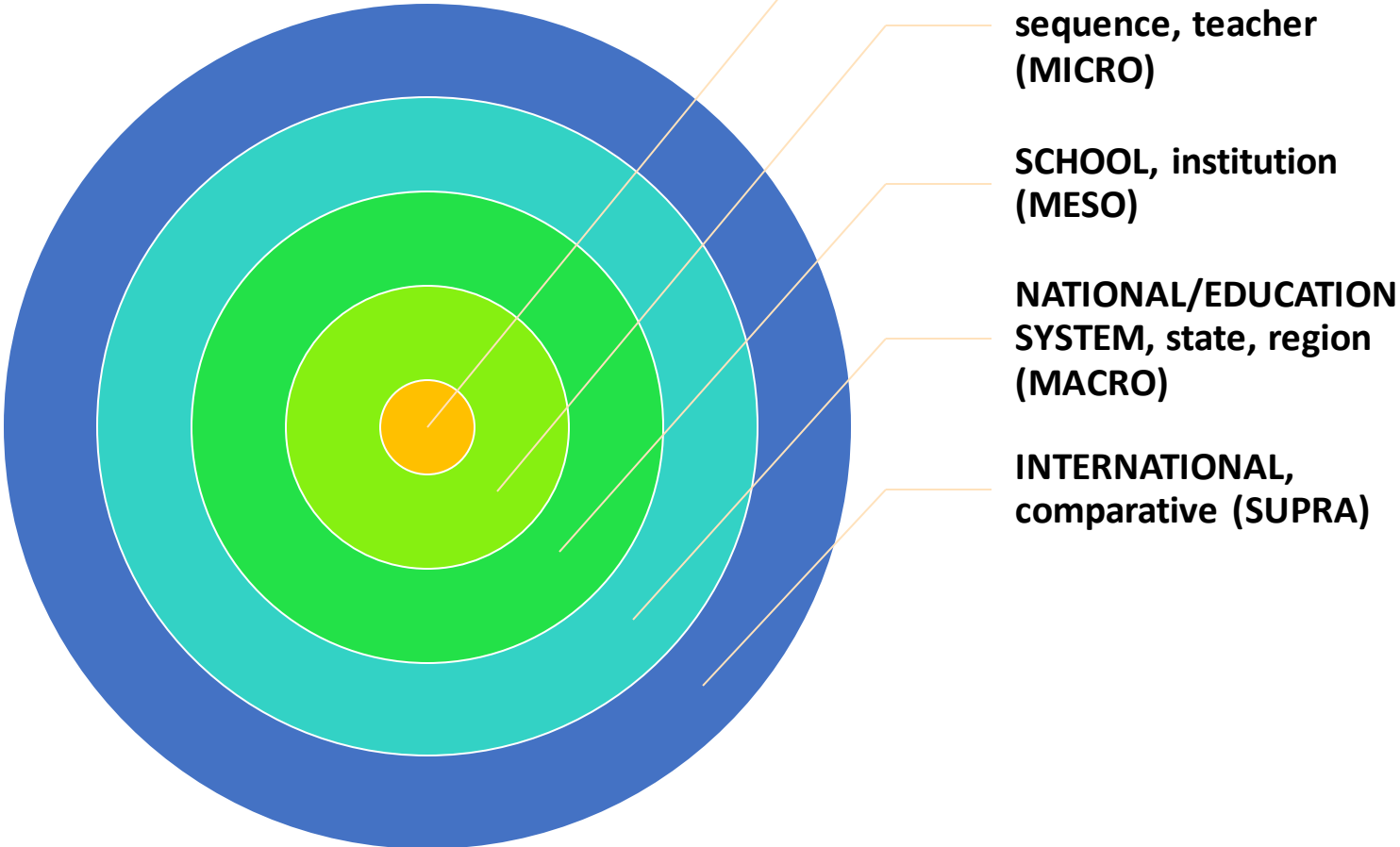
CEFR
Common European Framework of Reference for Languages
www.coe.int/lang-CEFR

SHORTCUTS

Dimensions of curriculum

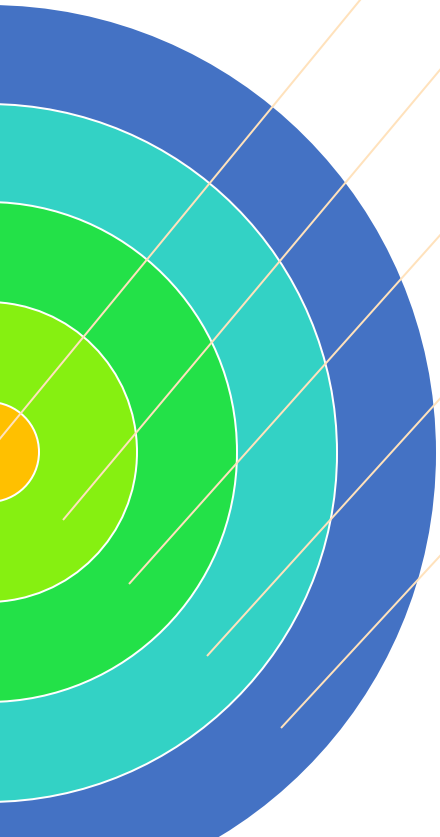
The components of curriculum planning

(adapted from van den Akker, J. 2006 in Beacco et al., Council of Europe 2016)



Dimensions of curriculum

Principal stakeholder groups interpreting policy instruments and toolkits into context



INDIVIDUAL (NANO)

CLASS, group, teaching sequence, teacher (MICRO) ← **Teachers, teacher educators**

SCHOOL, institution (MESO) ← **Education institutions, associations**

NATIONAL/EDUCATION SYSTEM, state, region (MACRO) ← **Policy makers, curriculum developers**

INTERNATIONAL, comparative (SUPRA) ← **Researchers**

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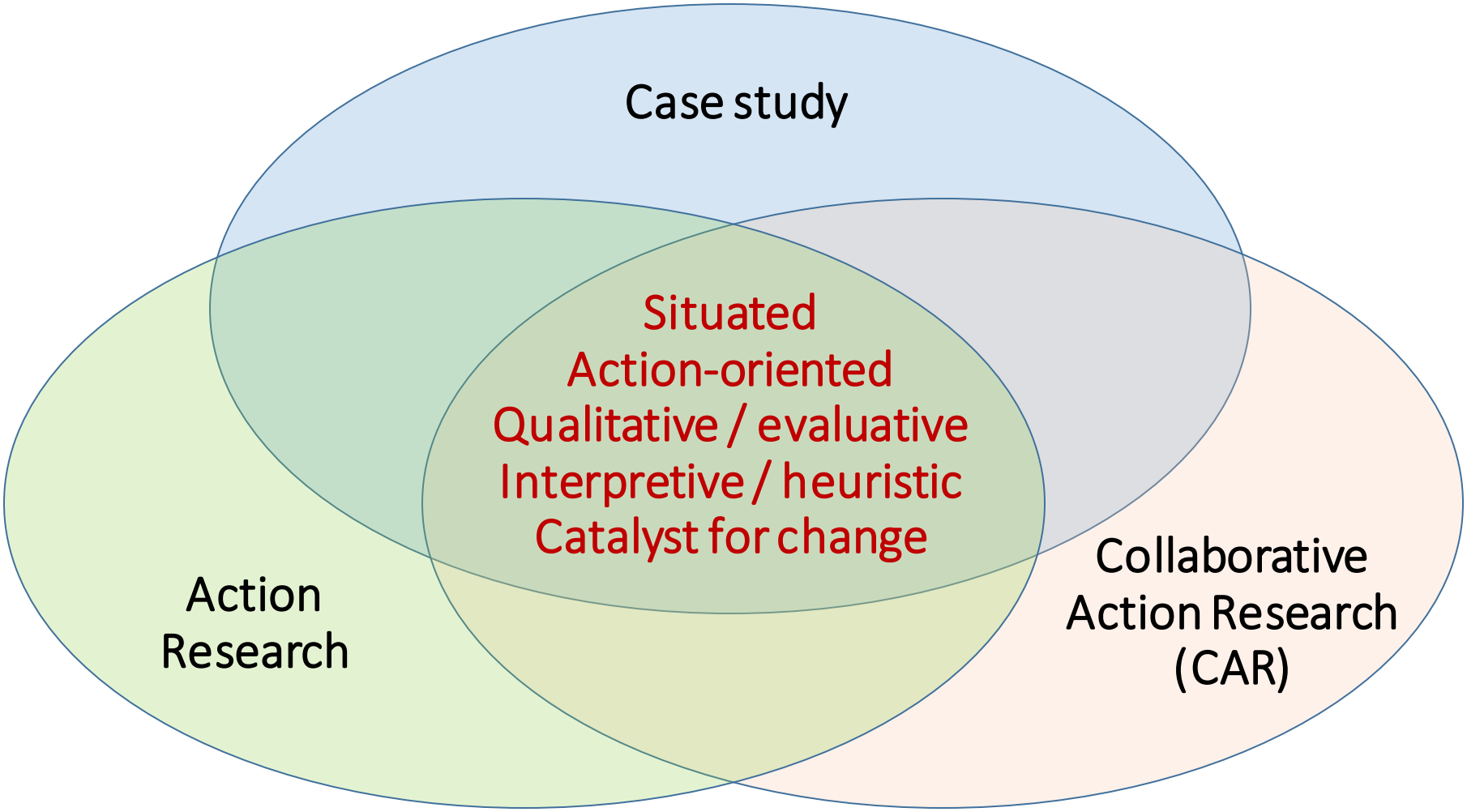
Methodological approaches to implementing, evaluating and sharing 'praxis'



Draft structure of a case study report

- **Title**: Including details of institution, educational sector and language community / communities
- **Executive summary**: What was done / how impact was measured / key results
- **Educational context and needs**: Details of the learner groups involved, institutional context, and educational needs to be addressed by the local project
- **How the CEFR Companion Volume was exploited**: Details of any descriptors elaborated to context, and how this was done.
- **Community of practice**: Details of any teacher education and peer support conducted as a feature of the project
- **Practical measures for teaching and learning**: Details of activities and/or supportive resources designed and implemented. Details of any impact on course planning and delivery.
- **Perceived impact on teaching and learning**: Details of teacher and learner feedback about the intervention, along with any assessment results if relevant

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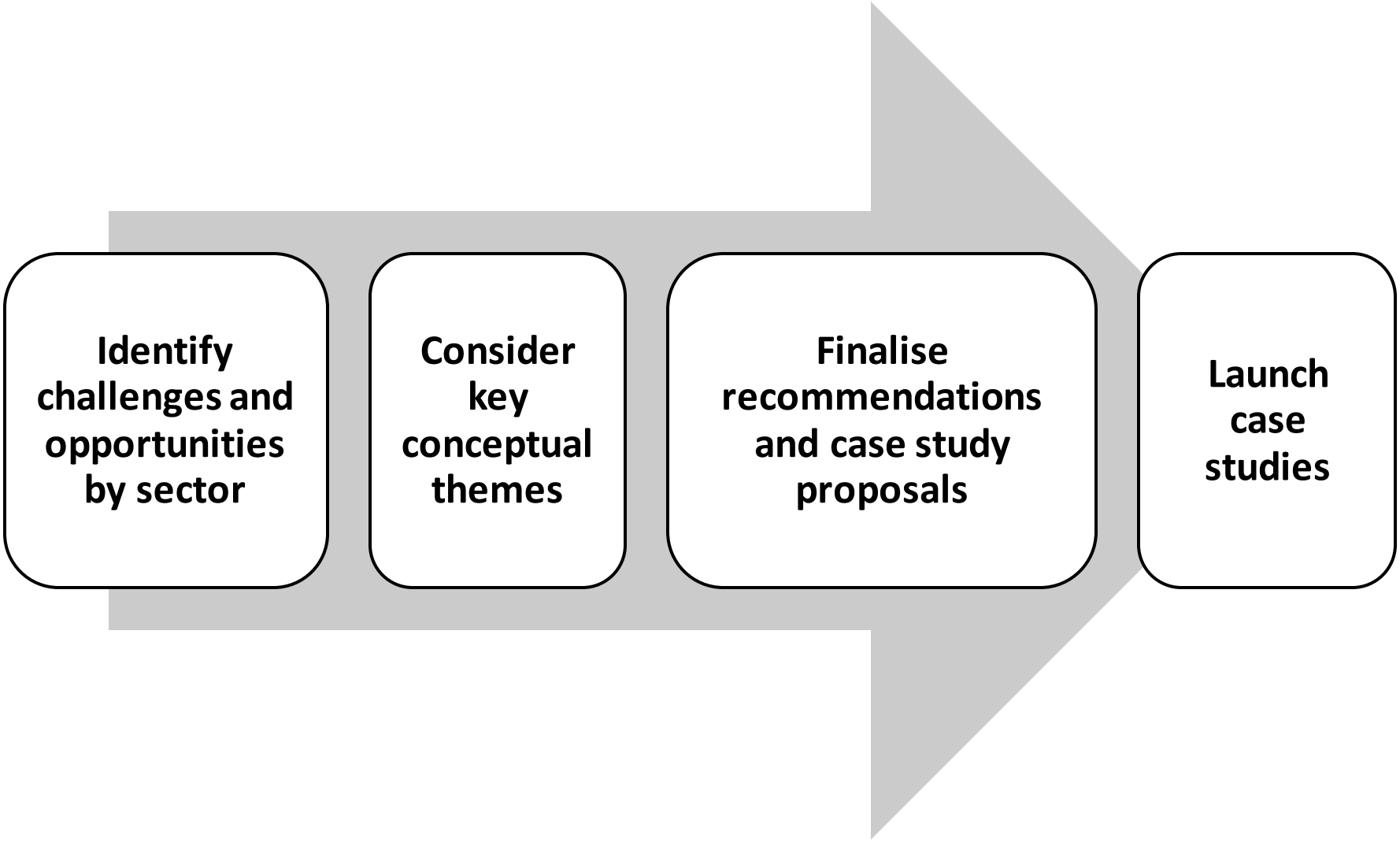
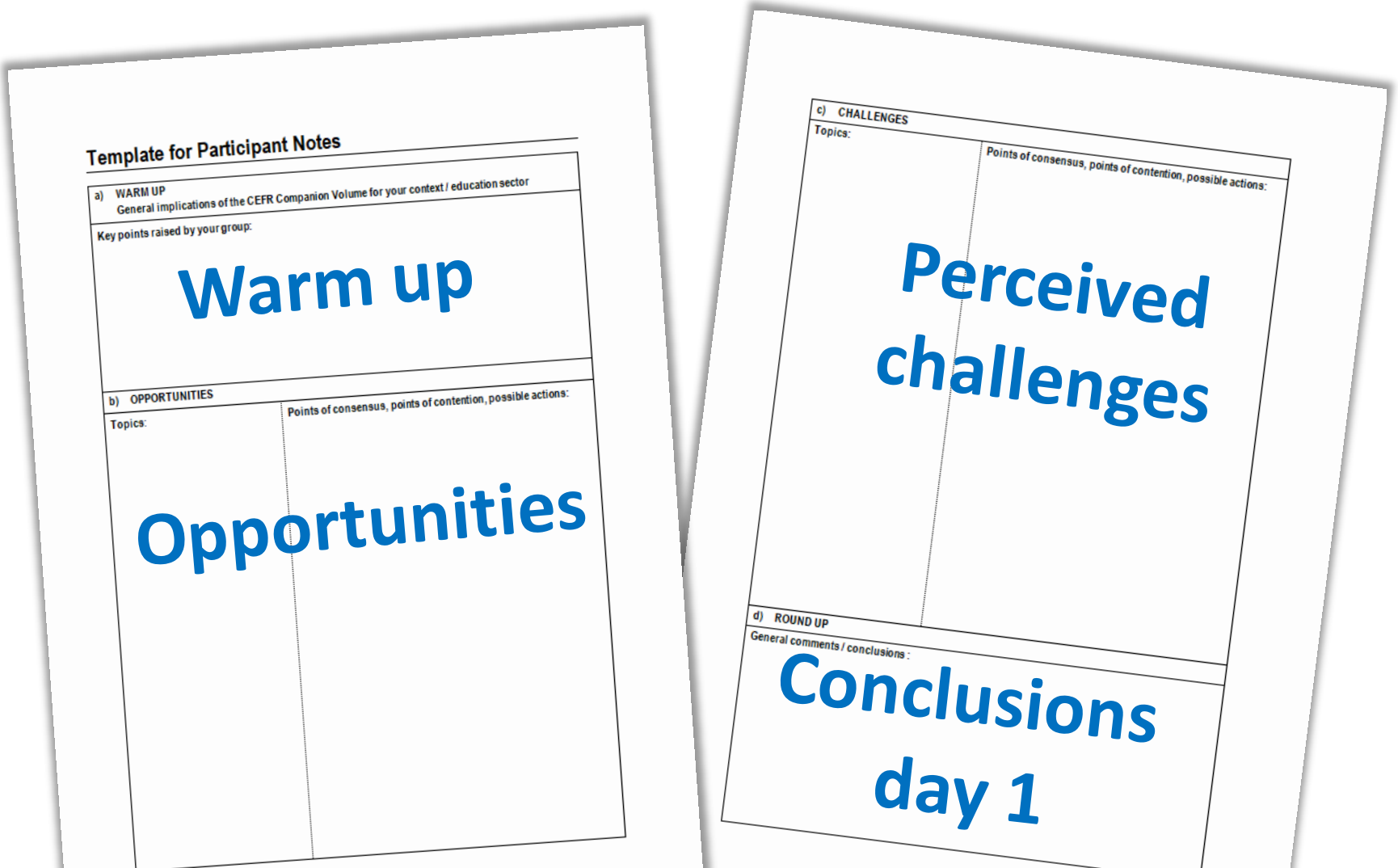
Fostering communities of practice through shared experience

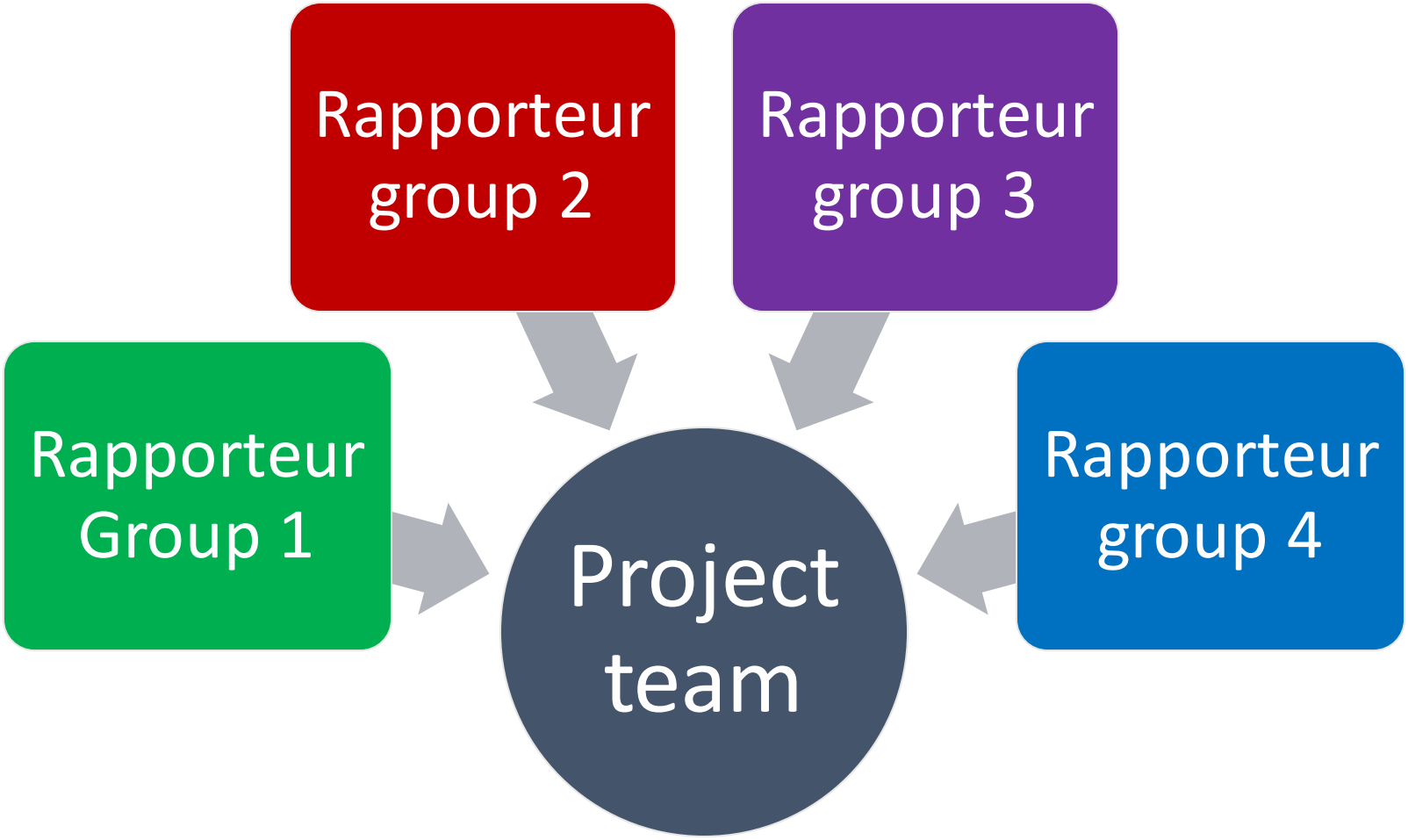


Day 1	Day2	
Workshop 1: Perceived challenges and opportunities	**Workshop 2: Themes / questions (1 per mixed group)**	**Workshop 3: Key recommendations & action plan**
Teachers, teacher educators	Curriculum alignment	Teachers, teacher educators
Education institutions, associations	Mediation	Education institutions, associations
Policy makers, curriculum developers	Action orientation	Policy makers, curriculum developers
Researchers	Plurilingual / pluricultural education	Researchers

Note taking in workshop 1



Reporting back at the end of the day (17h30)



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47 MEMBER STATES
47 ÉTATS MEMBRES

merci grazie gracias tesçekkurler
danke faleminderit obrigado
thank you efcharisto

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