

**HUMAN RIGHTS,  
DEMOCRACY  
AND THE RULE OF LAW**

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

**DROITS DE L'HOMME,  
DÉMOCRATIE  
ET ÉTAT DE DROIT**

# Completing the CEFR descriptive scheme: the CEFR Companion Volume

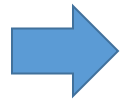
Brian North, Eurocentres Foundation

# Presentation outline

- Completing the descriptive scheme
- Operationalising the scheme with new scales for:
  - online interaction
  - mediation (including reactions to creative text)
  - plurilingual and pluricultural competence
  - signing competences
- Updating the 2001 set of scales  
(including adding a few new scales)
- Reinforcing the CEFR message
  - learning, teaching, assessment

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## Completing the descriptive scheme

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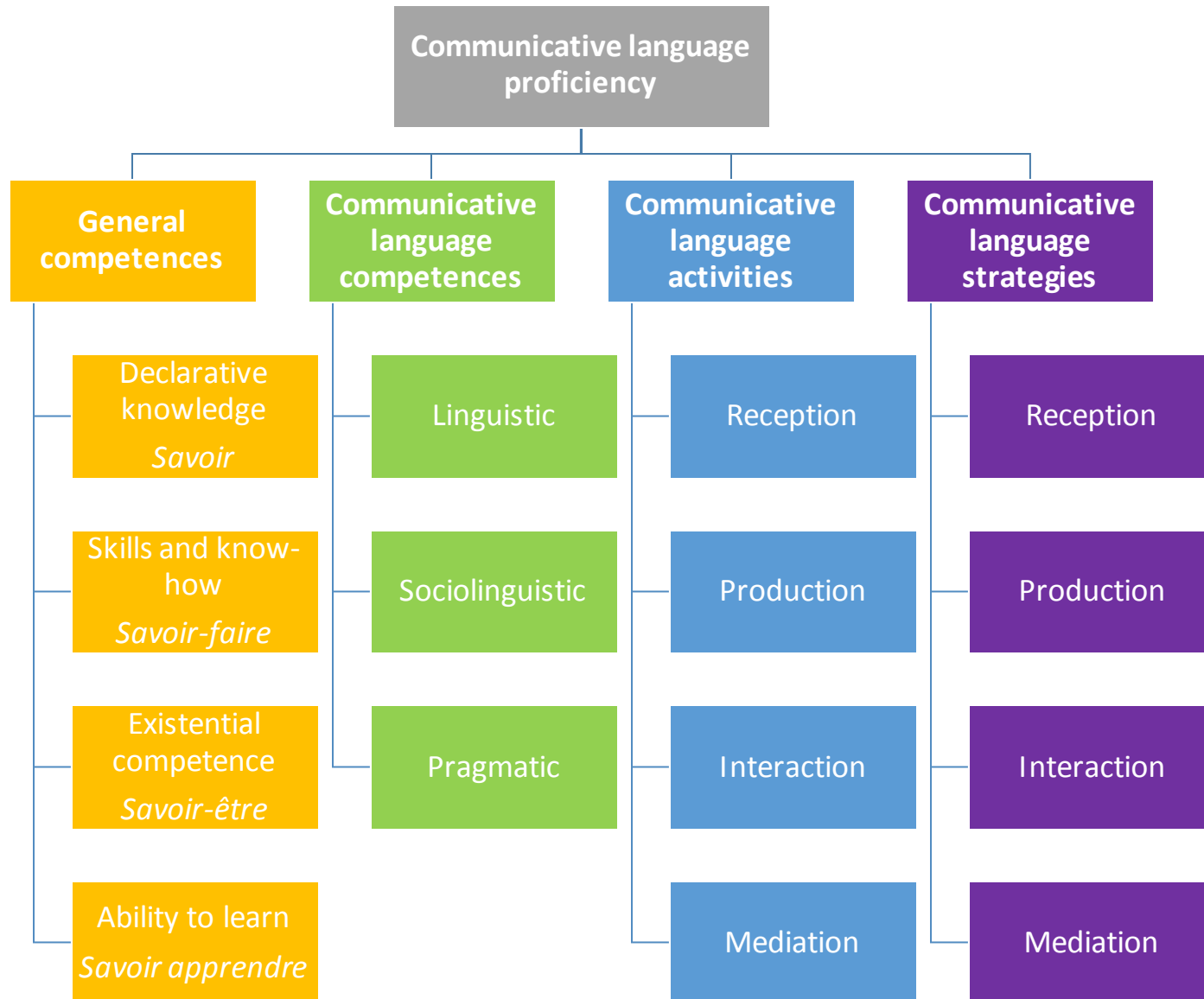
- “Communication is an integral part of tasks where participants engage in

- **interaction,**
- **production,**
- **reception,**
- **mediation,**

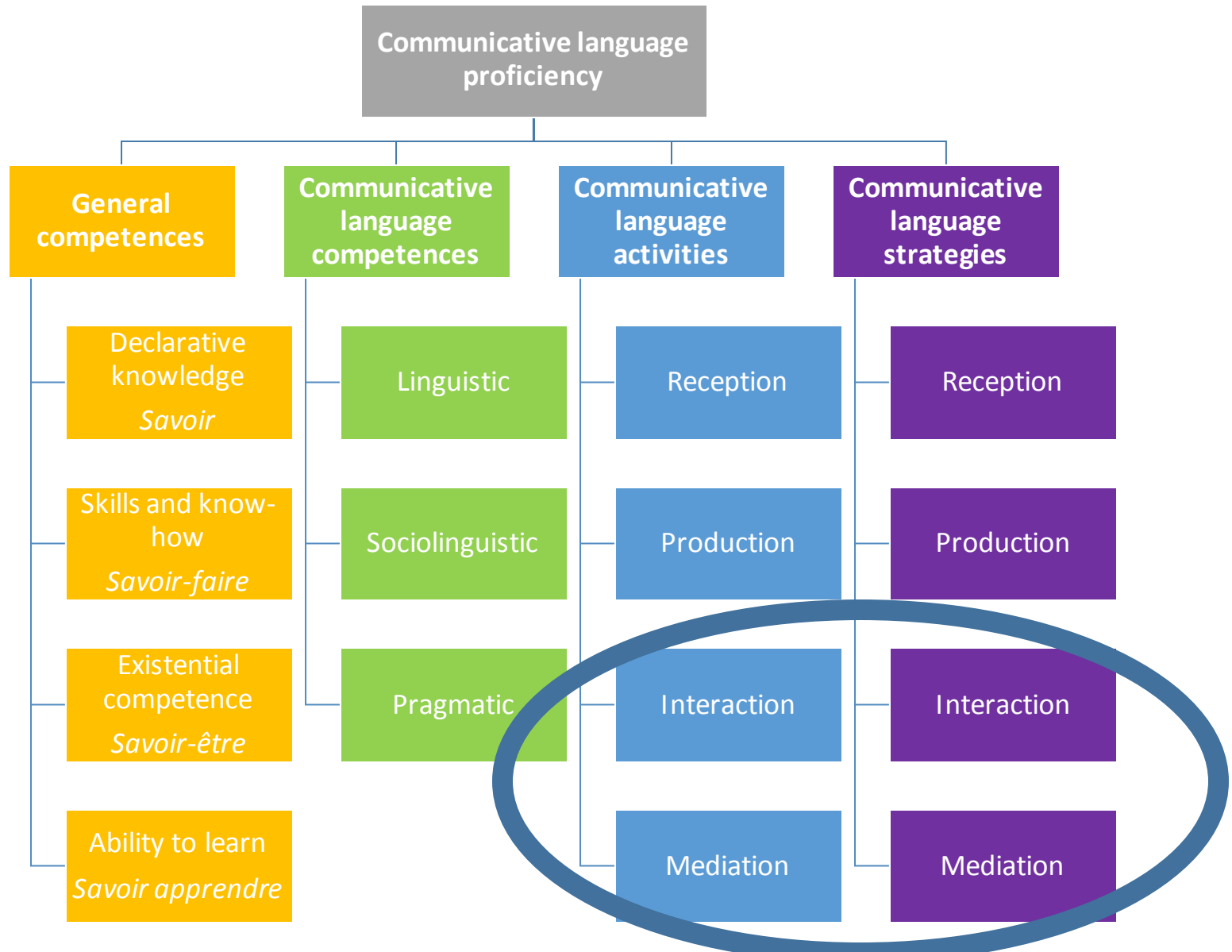
or a combination of two or more of these”

(CEFR, p. 157)

# CEFR descriptive scheme



# CEFR descriptive scheme



Reception

Production



Listening

Reading

Speaking

Writing

Reception

Production

# Learner

Reception

Production

Speaker/Hearer

# Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

# Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
resources



# Learner

Reception

Production

Speaker/Hearer

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# Learner

Reception

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resources

Interaction

# Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

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resources

# Social agent

Interaction

# Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
resources

# Social agent

Interaction

Participant

# Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
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# Social agent

Interaction

Participant

**Negotiation of meaning**



# Learner

Reception

Production

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Interaction

Mediation

Participant

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Interaction

Mediation

Participant

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# Social agent

Interaction

Mediation

Participant

Social agent

**Negotiation of meaning**

**Co-construction of  
meaning**

# Learner

Reception

Production

Speaker/Hearer

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Mobilising linguistic  
resources

# Social agent

Interaction

Mediation

Participant

Social agent

**Negotiation of meaning**

**Co-construction of  
meaning**

Mobilising general and linguistic competences

# 1960s-80s

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
resources

# 21<sup>st</sup> century

Interaction

Mediation

Participant

Social agent

**Negotiation of meaning**

**Co-construction of  
meaning**

Mobilising general and linguistic competences



# User/learner as social agent

Reception

Production

Speaker/Hearer

**Code:** *complexity,*  
*accuracy / fluency*

Mobilising linguistic  
resources

Interaction

Participant

**Negotiation of meaning**

Mobilising general and linguistic competences

Mediation

Social agent

**Co-construction of  
meaning**

# User/learner as social agent

Reception

Production

Speaker/Hearer

**Code:** *complexity,*  
*accuracy / fluency*

Interaction

Participant

**Negotiation of meaning**

Mediation

Social agent

**Co-construction of  
meaning**

Mobilising general, **plurilingual and pluricultural** competences

# Paradigm shift

The full operationalisation of the CEFR descriptive scheme implies:

a significant **paradigm shift** in language education

# Paradigm shift

## BEYOND:

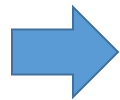
- grammar
- language as code
- four skills
- producing/receiving
- unidimensional view
- school subject
- native speaker
- multilingualism
- elitist education

## TO:

use  
language as action/collaboration  
integrated modes of communic.  
constructing meaning  
multidimensional view  
life trajectory  
proficient speaker  
plurilingualism  
inclusive education

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- Completing the descriptive scheme



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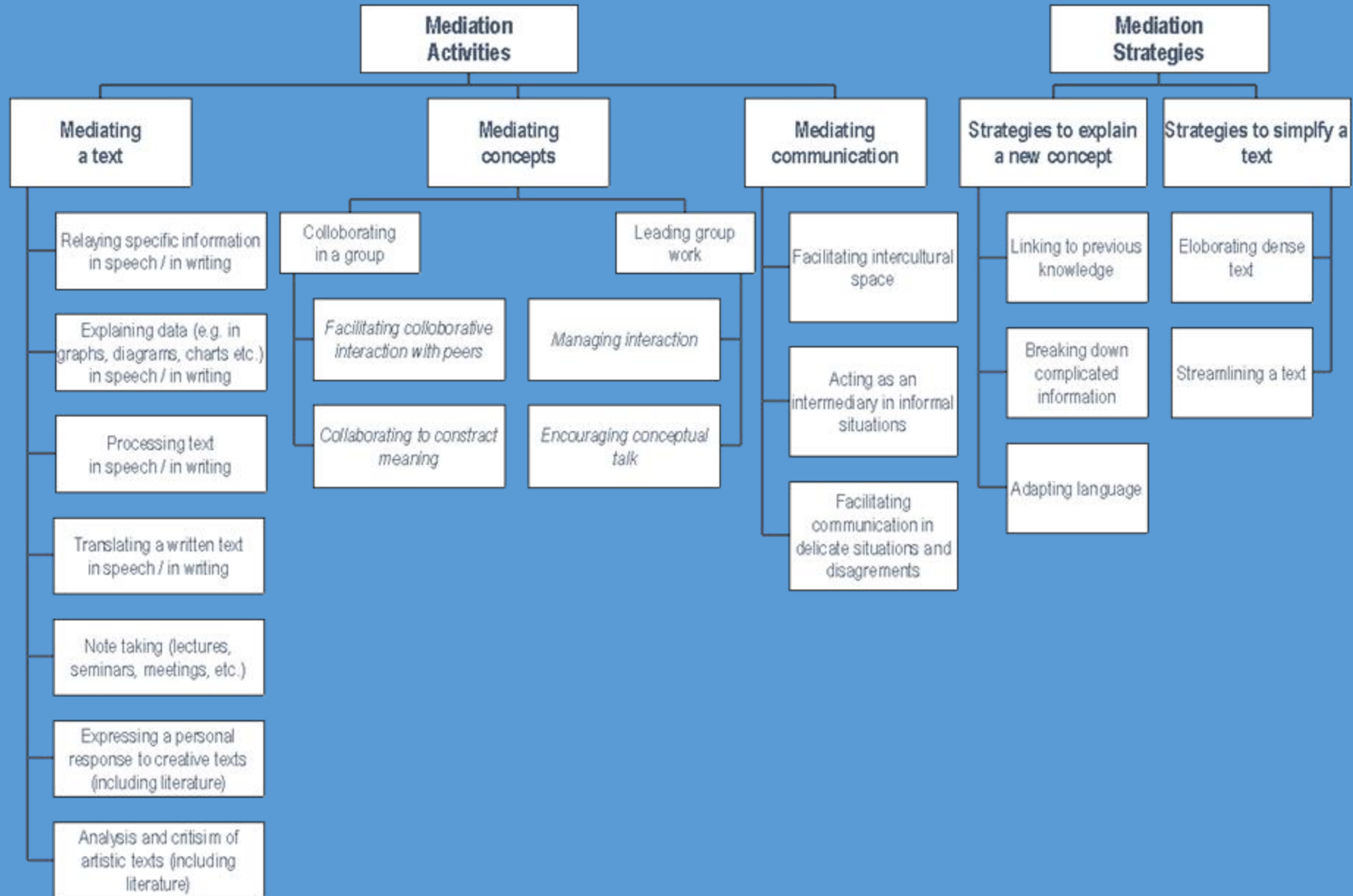
1. Development (January 2014 – February 2015)
2. Validation (February 2015 – Febr 2016)
3. Analysis, revision (February – May 2016)
4. Consultation (June 2016 – February 2017)
5. Piloting (January – July 2017)
6. Finalisation (August-October 2017)



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6. Finalisation (August-October 2017)

1. Expert meeting (June 2015 & 2016)
2. Pre-consultation expert survey (August 2016)
3. Expert meeting (September 2016)
4. Main consultation (Oct 2016-Feb 2017)
  - Member states
  - Institutions: NGOs, cultural institutes, networks
  - Individuals: survey participants, experts **500/800**)
  - Written submissions: (associations)

# Mediation scales



# Mediation scales

## Mediating a text

- Relaying specific information
- Explaining data (e.g. in graphs)
- Processing text
- Translating written text
- Listening & note-taking
- Expressing a personal response to creative text (including literature)
- Analysis and criticism of creative text (including literature)

## Mediation strategies

- Linking to previous knowledge
- Breaking down complicated information
- Adapting language
- Elaborating a dense text
- Streamlining a text

## Mediating concepts

- Facilitating collaborative interaction with peers
- Collaborating to construct meaning
- Managing interaction
- Encouraging conceptual thought

## Mediating communication

- Facilitating pluricultural space
- Acting as an intermediary
- Facilitating communication in delicate situations / disputes

# Mediation scales

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## COLLABORATING IN A GROUP

	FACILITATING COLLABORATIVE INTERACTION WITH PEERS	COLLABORATING TO CONSTRUCT MEANING
<b>C2</b>	<i>No descriptors available</i>	Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.
<b>C1</b>	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.
<b>B2</b>	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.
	Can ask questions to stimulate discussion on how to organise collaborative work. Can help to define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed.	Can further develop other people's ideas and opinions. Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.
<b>B1</b>	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.
	Can invite other people in a group to speak.	Can ask a group member to give the reason(s) for their views. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
<b>A2</b>	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward.
<b>A1</b>	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	Can express an idea with very simple words and ask what others think.
<b>Pre-A1</b>	<i>No descriptors available</i>	<i>No descriptors available</i>



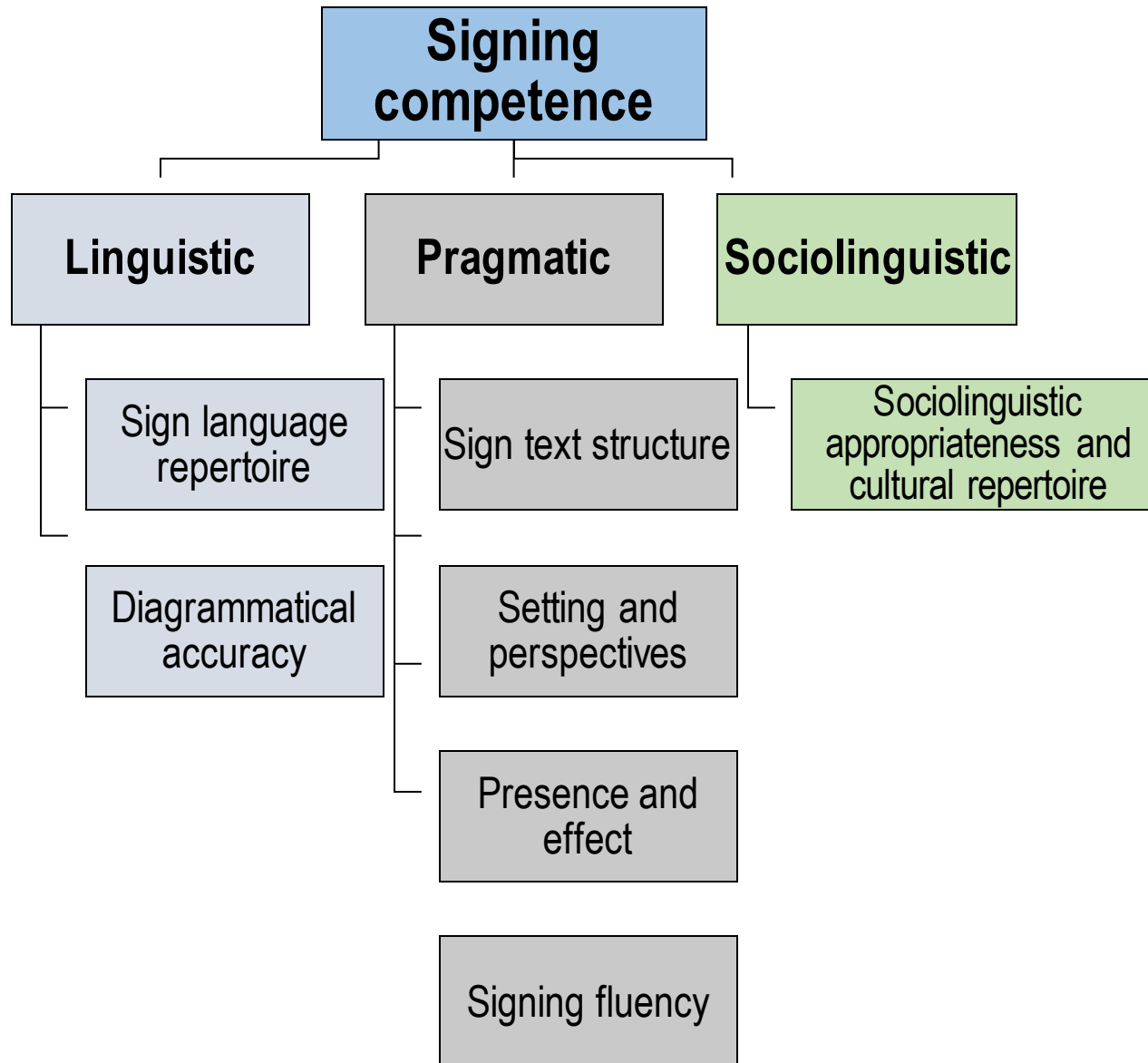
# Examples for domains

## ONLINE CONVERSATION & DISCUSSION

### SITUATION (& ROLES)

		PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
A1	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	making contact online with remote friends and / or family - also as a possible language classroom simulation	public postings to a festival / event website - also as a possible language classroom simulation	as a contributor to a simple departmental social feed - also as a possible language classroom simulation	in a Q&A section of a school learning platform - also as a possible language classroom simulation
	Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.	making contact online with remote friends and / or family - also as a possible language classroom simulation			in a Q&A section of a school learning platform - also as a possible language classroom simulation

# Sign Language scales



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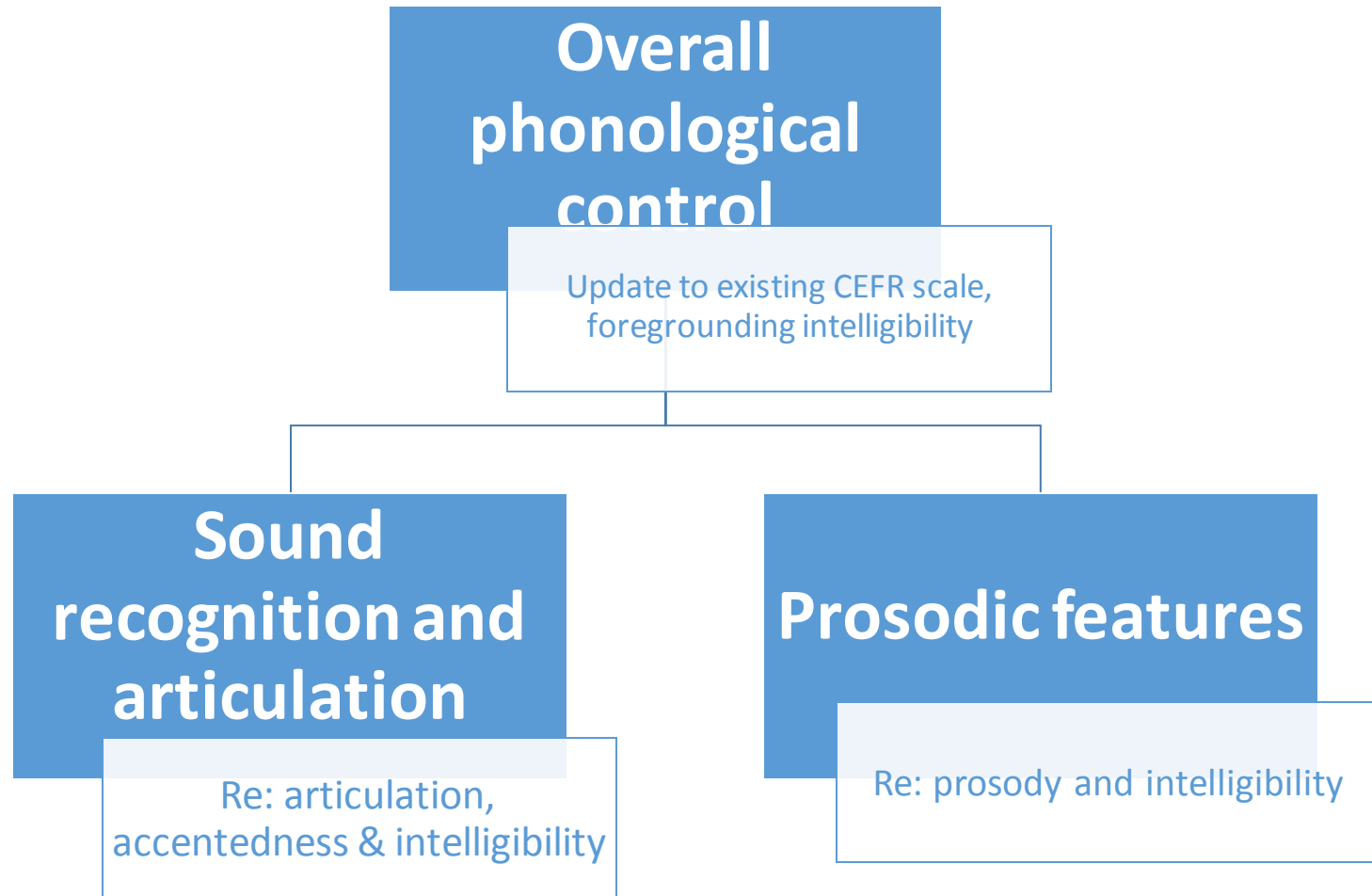
# Changes to 2001 Descriptors

- No changes except when necessary
- C-level enrichment
- Pre-A1 & A1 enrichment
- Plus levels filled out

➡ Phonology – scale replaced

- Native speaker - removed
- Improvement of French translation

# New Phonological Control Analytic Scale





# New Phonological Control Analytic Scale

PHONOLOGICAL CONTROL			
	OVERALL PHONOLOGICAL CONTROL	SOUND ARTICULATION	PROSODIC FEATURES
C2	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).
C1	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the	Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.
B2	<b>OVERALL PHONOLOGICAL CONTROL</b> <b>B1:</b> Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	Can articulate all the sounds of the target language with sufficient control to ensure intelligibility throughout. Can self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.
B1		Can articulate all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.
A2		Can articulate all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.

## SOUND RECOGNITION AND ARTICULATION:

**B1:** *Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.*

## PROSODIC FEATURES

**B1:** *Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.*



## RECEPTION:

- Reading as a leisure activity

## PRODUCTION:

- Sustained monologue: Giving information

## INTERACTION:

- Using telecommunications

***Reading as a leisure activity*** involves fiction and nonfiction, literature, magazine and newspaper articles, blogs, biographies, etc.

## **Key concepts operationalized:**

- **length, variety** of texts and whether there are illustrations;
- **type of texts**, from simple descriptions to contemporary and classical writings in different genres;
- **topics**, from everyday topics to a full range of abstract and literary topics;
- **type of language**: from simple to stylistically complex;
- **ease of reading**: from guessing with the help of images, to appreciating the full variety of texts;
- **depth of understanding**: from understanding in outline to understanding implicit meaning.

## Appendix 7 – List of changes to specific 2001 Descriptors

OVERALL LISTENING COMPREHENSION	
C2	Can understand with ease virtually <del>Has no difficulty with</del> any kind of spoken language, whether live or broadcast, delivered at fast <del>native-natural</del> speed,
UNDERSTANDING CONVERSATION BETWEEN OTHER <del>NATIVE</del> SPEAKERS	
B2+	Can keep up with an animated conversation between <del>native</del> speakers <del>of the target language</del> .
B2	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several <del>native speakers of the target language</del> who do not modify their <del>language speech</del> in any way.
LISTENING AS A MEMBER OF A LIVE AUDIENCE	
C2	Can follow specialised lectures and presentations employing <del>a high degree of colloquialism</del> , regional usage or unfamiliar terminology.
OVERALL READING COMPREHENSION	
C2	Can understand <del>and interpret critically</del> virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
OVERALL SPOKEN INTERACTION	
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with <del>speakers of the target language native speakers</del> quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
UNDERSTANDING <del>A NATIVE SPEAKER AN</del> INTERLOCUTOR	
C2	Can understand any <del>native-speaker</del> interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a <del>non-standard less familiar</del> accent <del>or dialect</del> .
CONVERSATION	
B2	Can sustain relationships with <del>speakers of the target language native speakers</del> without unintentionally amusing or irritating them or requiring them to behave other than they would with another <del>native proficient</del> speaker,

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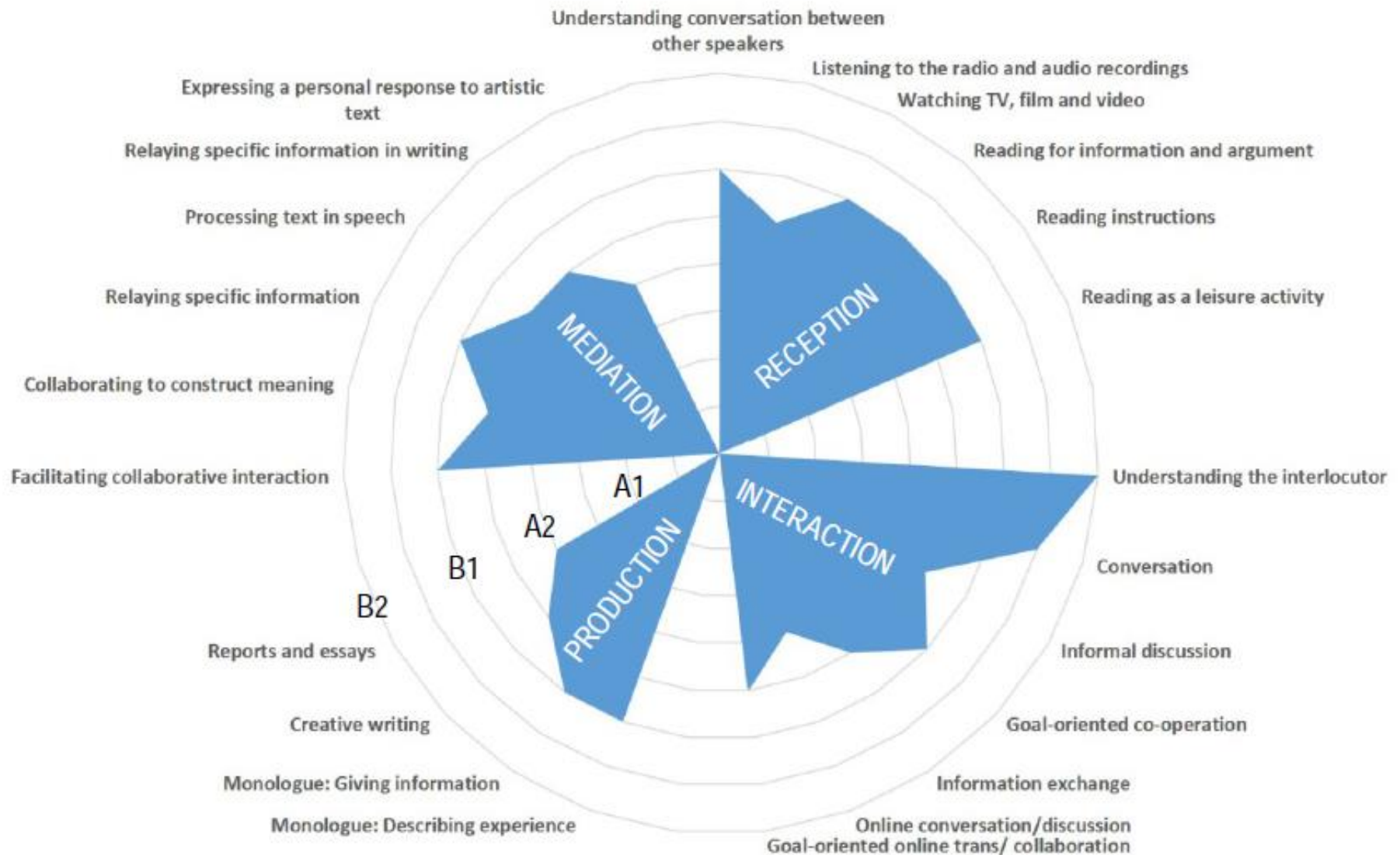
**needs analysis**

and

**needs profiles**



# Needs Profile





**proficiency profile**

not just

**proficiency level**

[illegible]

# Uses of the descriptors

- relating learning aims to **real world language use**, thus giving a framework to action-oriented learning
- providing **transparent 'signposting'** to learners, parents, sponsors
- offering a 'menu' to negotiate priorities with adult learners in a process of **ongoing needs analysis**
- **suggesting classroom tasks** to teachers, usually tasks that will involve activities described in several descriptors
- introducing **criterion-referenced assessment** with the criteria relating to an external framework (CEFR)
  - teacher assessment / self-assessment



## A quality assurance matrix for CEFR use



The project will promote effective language learning by supporting teachers and other language education professionals in their use of the Common European Framework of Reference for Languages (CEFR). It will provide a practical tool and suggest clear, coherent, and relevant procedures to facilitate planning, teaching and assessment. Furthermore, the project will enhance reflective practices at the classroom, school and policy-making levels. [Read more](#)

OVERVIEW

PARTICIPATE

TEAM

RELATED THEMES  
AND PUBLICATIONS

- online tool to help plan and/or self-audit CEFR implementation
- Planning / Implementation / Evaluation / Reflection
- Responses to questions generate graphic profiles & feedback
- 30+ Examples of promising practices





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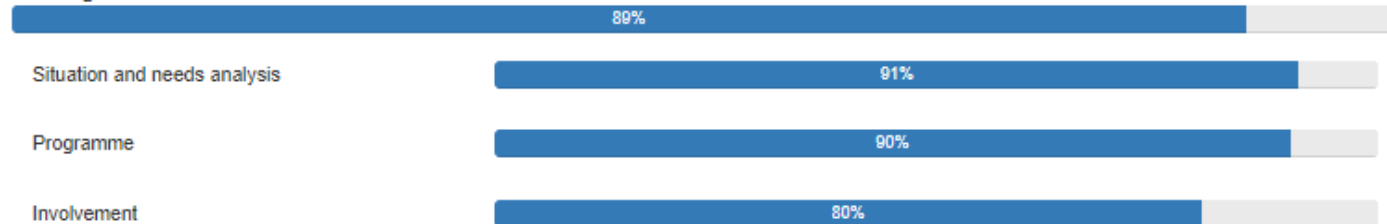
## Your results

The results show the profile of your language learning programme in two ways. As bar charts you can see your strengths and weaknesses in different areas. The radar chart shows the profile compared to quality principles

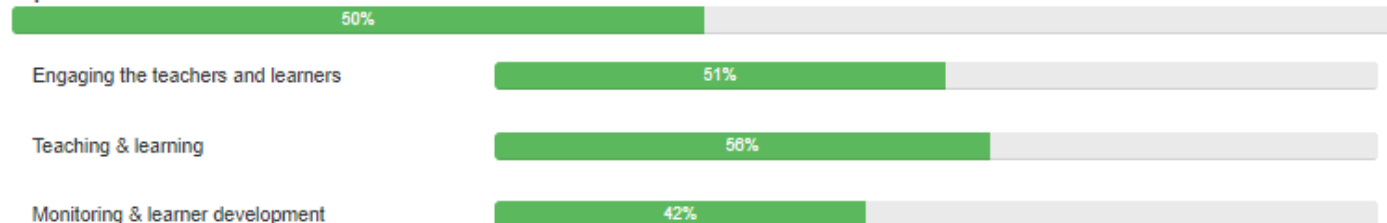
[Continue to evaluate other areas](#)

### Your areas

#### Planning



#### Implementation





## **The CEFR Companion Volume:**

- underlines core messages of the CEFR for teaching and learning
- provides descriptors that can inspire more integrated, richer, collaborative classroom tasks
- encourages the promotion of cross-linguistic mediation and the plurilingual/pluricultural competence it requires



merci grazie grácias tesşekkürler  
 danke faleminderit obrigado  
 thank you efcharisto