CEFR COMPANION VOLUME LAUNCHING CONFERENCE

BUILDING INCLUSIVE SOCIETIES THROUGH ENRICHING PLURILINGUAL AND PLURICULTURAL EDUCATION

Programme

ED/LANG (2018) 02

Piloting CEFR Companion Volume descriptors

16-17 May 2018

Strasbourg

Palais de l'Europe

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www.coe.int/lang-cefr

The piloting

Escuela Oficial de Idiomas de Granada (Spain)

A1 =1st year

23   19

9

Two activities

Worksheets

1. Read ONLY the title.

MICHAEL'S DAILY ROUTINE (Student A)*

What is the general idea of the text? _____

Michael lives in a house in Liverpool with his wife and their two daughters. He is a teacher and he works in a secondary school.

He always **wakes up** at 6:30 a.m. He **has a shower**, **gets dressed** and **has breakfast** at 7:00 a.m. He **leaves home** at 7:30 a.m. and **drives** to school.

He starts classes at 8:30 a.m. He has a twenty-minute **coffee break** at 11:00 a.m. when he talks to **colleagues** and students. He always has lunch at 1:00 p.m. in the **school canteen**. Classes finish at 3:30 p.m. and the students return home. He then usually has a meeting with other teachers. His day at school usually finishes at 5:00.

At 6:00 he sometimes goes to the **gym** or plays tennis. In the evenings he usually **has dinner** with his family at 6:45 and watches television. Later in the evening, he reads a book or works on the computer. He never goes to bed before 11:00.

2. Read the text and write a synonym, an explanation or a word/expression in Spanish for the following words and expressions in the text:

i.   wake up _____
ii.   have a shower _____
iii. get dressed _____
iv.   have breakfast _____
v.   leave home _____
vi.   drive _____

vii. coffee break _____
viii. colleagues _____
ix.   school canteen _____
x.   gym _____
xi.   have dinner _____

3. Ask your partner in English about the meaning of the words/expressions in exercise 2.

4. Write notes in two lists about
    a. what you have in common with Michael.
    b. what is different for you and Michael.

5. Underline the time markers and the sequence markers in the text.

6. Tell your partner about the similarities and differences between you and Michael that you wrote in exercise 4.

7. Fold the sheet. Using the pictures, write a short text (100-125 words) about your daily routine.

8. Make an oral exposition (2-3 minutes) about your daily routine.
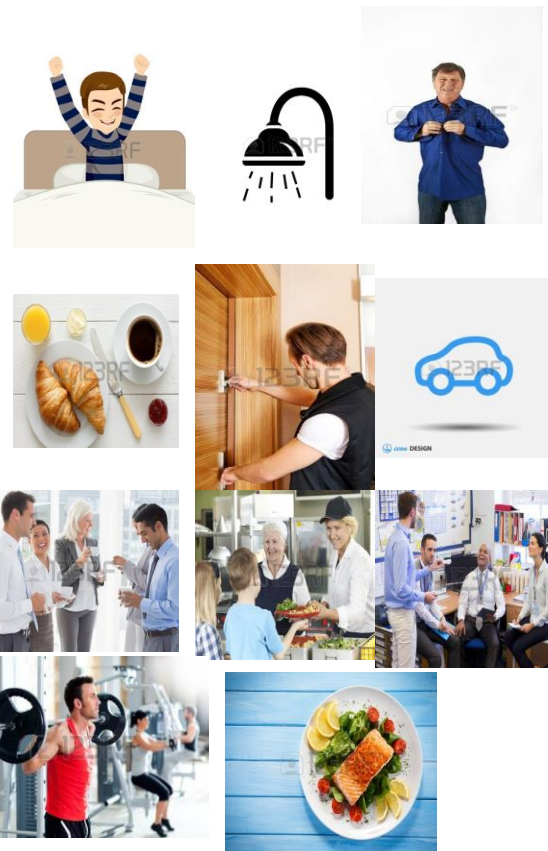
Copenhagen Card

- Gratis adgang til 73 museer og attraktioner
- To børn under 10 år kan gratis komme med en voksen
- Gratis transport med tog, bus og Metro
- Rabat på attraktioner, restauranter og caféer

ZOO

TIVOLI

TIVOLI

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○	120 timers kort	839,00 DKK	419,00 DKK

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Total   379,00 DKK

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ADULT

VALID FOR BUS, TRAIN AND METRO   DOT   KØBENHAVN

SALGSSTEDER

Fremragende

★★★★★

Baseret på 2.187 anmeldelser.
Se nogle af anmeldelserne her.

☑ TRUSTPILOT

Ms Jane Baker

★★★★★

13 timer siden

Short time but great value

We had limited time ...due to a day spent will relatives in the country...but for Copenhagen it was great for entry to attractions and sightseeing on the bus. I think we had to pay extra though for the hop on and off bus. We also used it to get to ferry terminal for next stage of our journey.

The piloting results

Reading as a leisure activity

✓ Can understand short, illustrated narratives about everyday activities that are written in simple words.

✓ Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.

✓

✓

Identifying cues and inferring (spoken and written)

✓ Can deduce the meaning of an unkown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.

✓

- Can understand the **sequence of events** in a cleary structured, short, simple narrative written text about everyday routine, provided it contains explicit time markers and sequence markers. ✗

Goal-oriented online transactions and collaboration

✓ Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).

✓

Asking for clarification

✓ Can indicate with words, intonation and gestures that he/she does not understand.   ✓

✓ Can express in a simple way that he/she does not understand.   ✓

- Can **ask about the meaning** of a word (*What is …?*) ✗
- Can **ask for repetition** (*Can you repeat? / Pardon?*) ✗
- Can **ask someone to speak more slowly** (*Can you speak more slowly?*) ✗

Relaying specific information in speech

✓ Can relay **(in Language B)** simple, predictable information about times and places given in short, simple statements **(spoken in Language A)**. ✔

Relaying specific information in writing

✓ Can list **(in Language B)** names, numbers, prices and very simple information of immediate interest **(given in Language A)**, provided the speaker articulates very slowly and clearly, with repetition. ✔

✘ Processing text in speech

- Can use words and expressions and/or the main points and ideas from a clearly structured, short, simple **written text** to **create a new oral text** about himself/herself. ✘

Processing text in speech

✓ **Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).**

✓

✖ Processing text in writing

- Can **use words and expressions and/or the main points and ideas** from a clearly structured, short, simple written text **to create a new written text** about himself/herself. ✖
- Can **use pictures to create** a very simple, short written text about his/her everyday routine. ✖

Processing text in writing

✓ **Can, with the help of a dictionary, render (in Language B) simple phrases written (in Language A), but may not always select the appropriate meaning.**

✓ **Can copy out single words and short texts presented in standard printed format.**

✓

✓

Spoken translation of written text (Sight translation).

Translating a written text in speech

✓ Can provide a simple, rough, spoken translation **into (Language B)** of simple, everyday words and phrases **written in (Language A) that are** encountered on signs and notices, posters, programmes, leaflets, etc.

✓

- Can provide a simple, rough, tentative spoken translation of simple, everyday words and phrases encountered **in clearly structured, short, simple written texts**, provided that the context is very clear and unambiguous ✗

Translating (written).

Translating a written text in writing

✓ Can, with the help of a dictionary, translate simple words and phrases **from (Language A) into (Language B)**, but may not always select the appropriate meaning.

✓

- Can provide a simple, rough, tentative written translation of everyday words and phrases encountered **in clearly structured, short, simple written texts**, provided that the context is very clear and unambiguous ✗

Responses to literature (Basic User)

✓ Can use simple words and phrases to say how a work made him/her feel.
✓ Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.

- Can **relate** a clearly structured, short, simple written text about everyday routine **to his/her own experience**. ✗

Expressing a personal response to creative texts (including literature)

✓ Can use simple words and phrases to say how a work made him/her feel.

✓

✖ Facilitating collaborative interaction with peers *(Relational strategies)*

- Can indicate that he/she understands (*OK. / I see. / Ah, yes.*) ✓
- Can ask whether others understand (*OK? / Do you understand?*) ✓
- Can invite others' contributions to simple tasks using short, simple phrases (*And you? / Your turn.*) ✓
- Can **express agreement** (*OK. / Right.*) **and/or opposition** (*No.*) when interacting in a simple classroom task. ✖

Facilitating collaborative interaction with peers

✓ **Can invite others' contributions to simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.**

✓

✘ Collaborating to construct meaning

- Can **expres his/her own opinion** with very simple phrases (*I think. / For me, …*) ✘
- Can **ask about others' opinion** (*What do you think about … ?*) ✔

Collaborating to construct meaning

✔ **Can express an idea with very simple words and ask what others think.**

✔

Stimulating the development of ideas

Encouraging conceptual talk

✓ Can use simple **isolated** words and non-verbal signals to show interest in an idea. ✓

- Can use simple linkers **to connect his/her own ideas** (*and, too, but, so, or, because*) ✘
- Can use simple linkers to **continue/add comments to others' ideas** (*and, too, but, so, or, because*). ✘

Exploiting pluricultural repertoire (Basic User)

Building on pluricultural repertoire

✓ Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. ✓

- Can outline similarities and differences in everyday routines across different cultures, using short, simple phrases from a source text in English and from a different language (Spanish). ✗

Plurilingual comprehension
(Basic User)

Plurilingual comprehension

✓ Can recognise internationalisms and common words to <u>different languages</u> (e.g. Haus/hus/house) to
- deduce the meaning of simple signs and notices;
- identify the probable message of a short, simple, written text.

✓

- Can recognise internationalisms and words common to English and Spanish (*routine-rutina / canteen-cantina / colleagues-colegas*) to deduce the meaning of simple words encountered in titles and in clearly structured, short, simple written texts. ✗

Exploiting plurilingual repertoire
(Basic User)

Building on plurilingual repertoire

✓ Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.

✓

- Can outline similarities and differences in everyday routines across different cultures, using short, simple phrases from a source text in English and from a different language (Spanish). ✗

Conclusion

COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT
COMPANION VOLUME
WITH NEW DESCRIPTORS

- ✓ ***Valid*** *(A1 curriculum competences)*
- ✓ ***Reliable*** *(consistent results)*
- ✓ ***Useful to align*** *learning objectives, teaching practice and evaluation criteria and procedures.*
- ✓ ***Useful to make learning visible*** *(classroom activities, assessment and self-assessment).*

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Thank you.
Merci.

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