

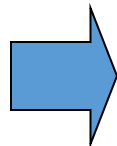


The CEFR Companion Volume (CEFR/CV) and its Implementation

Teacher Education: Implications and Opportunities

Enrica Piccardo (University of Toronto and Université Grenoble-Alpes)

- The CEFR and its innovation potential in language education
- From the CEFR to the CEFR/CV: completing, refining, facilitating
- The action-oriented approach: roles of teachers and students
- Teacher education: a loop towards a strategic/reflective way
- Conclusions: implications and opportunities



The CEFR and its innovation potential in language education

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The CEFR: a 20-year old milestone

Achieved:

- Provided Common Reference Points, infused transparency
 - CEFR levels,
 - Descriptive scheme
 - Illustrative descriptors

Ongoing:

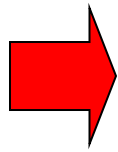
- Has stimulated reflection on complexity of language education
- Is fostering pedagogical innovation

- Levels and descriptor scales > **curriculum alignment**
- From four skills to **four modes** of communication:
reception**, **production**, **interaction**, **mediation (not developed in the CEFR 2001)
- Learner as **social agent** and co-construction of meaning through **interaction** and **mediation**
- **Plurilingual and pluricultural competences**
- **Action-oriented approach** (tasks)

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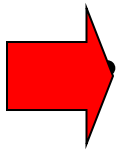
- **Planning:**
 - “Sign-posting” with Can Dos
- **Teaching:**
 - Action-oriented approach: language as activity
- **Assessment:**
 - Tasks: descriptors as objectives and assessment criteria

Distinguishing between:



Descriptors of communicative activities (the **WHAT**):

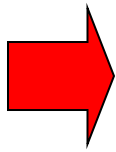
CEFR Chapter 4 scales



Descriptors of aspects of proficiency related to particular competences (the **HOW** Quality of language):

CEFR Chapter 5 scales

Distinguishing between:



Descriptors of communicative activities (the **WHAT**):
CEFR Chapter 4 scales

INFORMAL DISCUSSION B1

Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

Can express belief, opinion, agreement and disagreement politely.

SOCIOLINGUISTIC/PRAGMATIC

Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.

LINGUISTIC RANGE

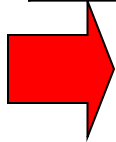
Has a sufficient language to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.

FLUENCY

Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

LINGUISTIC ACCURACY

Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

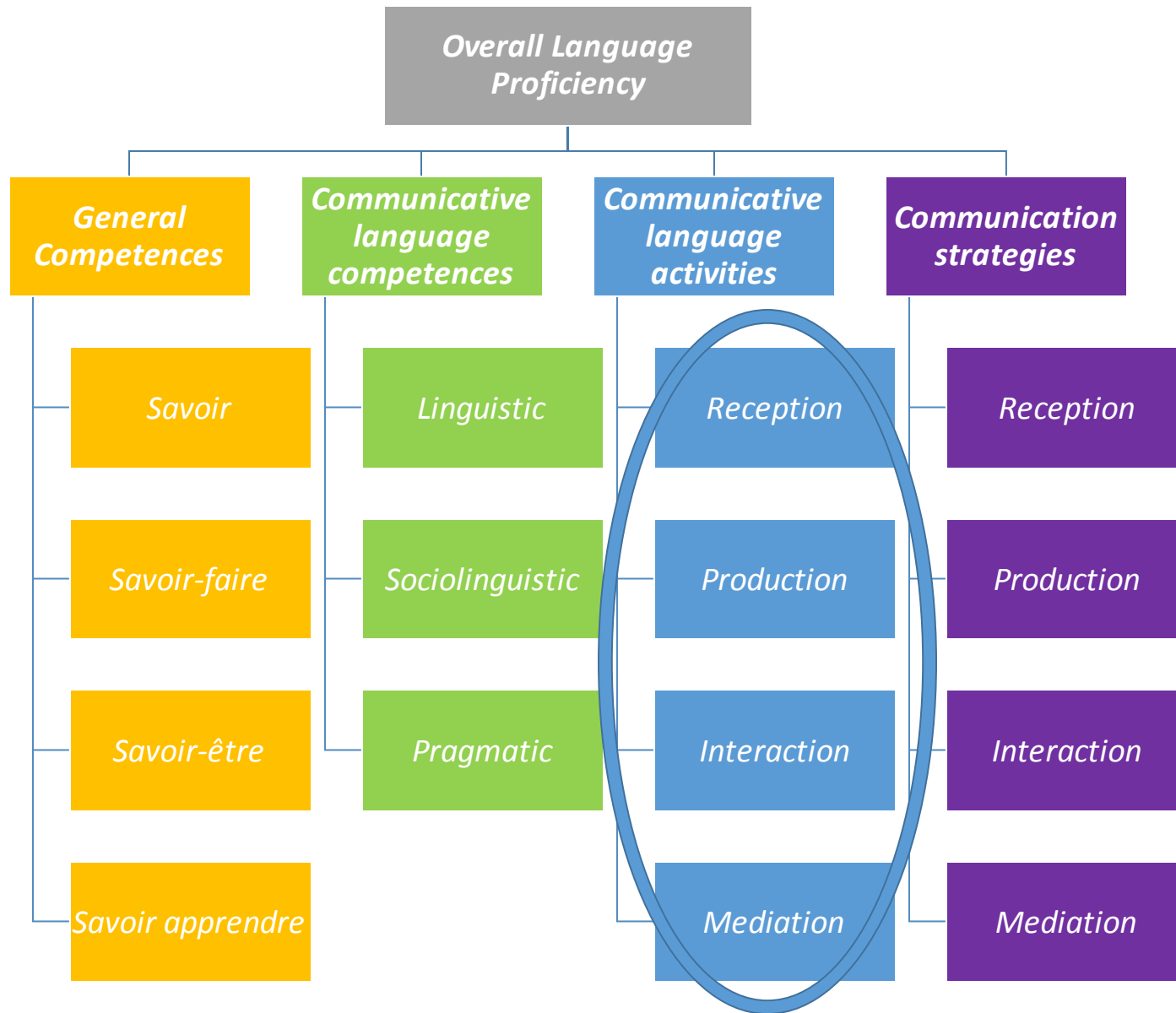


Descriptors of **aspects of proficiency** related to particular competences (**the HOW** Quality of language):

CEFR Chapter 5 scales

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CEFR Descriptive scheme



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Learners are social agents who:

- (co)-**construct** meaning
- in **real-life** tasks
- by engaging in **communicative activities**
- drawing on **competences**
- and employing **communication strategies**

In turn, by accomplishing tasks, they develop:

- **general competences** (incl. intercultural)
- **communicative language competences:**
 - Pragmatic
 - Linguistic
 - Socio-linguistic

Chapitre 4

Learners needs: a shift from teaching the 'language' to teaching **what learners want/need to do in the language**

Chapitre 5

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Pioneering the idea of linguistic and cultural diversity as a resource, valuing uneven dynamic profiles



An uneven plurilingual competence

A changing competence

A differentiated competence allowing code switching

A partial competence

Non-compartmentalized competences

Abandoning 'perfect bilingualism'

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The Action-oriented Approach

The AoA holistically integrates in tasks and scenarios:

- real-world variables (**domains**, **contexts**, **tasks**, **communicative activities** and **texts**)
- **'can do' descriptors** (as objectives);
- language quality **criteria** (for assessment);
- aspects of **competence**, from strategic et pragmatic to linguistic (as competence objectives).

Scenarios and tasks flesh out and translate into practice the Action-oriented Approach

One scenario: *Nuit Blanche Intercultural Celebration Mashup*

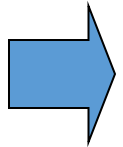


The municipal government is looking to sponsor a major art installation for Toronto's upcoming *Nuit Blanche*, a free, 12-hour, city-wide art exhibit featuring hundreds of artists from around the world.

With the intent of inspiring understanding between cultural and linguistic communities, the city is asking for proposals for an interactive art installation that combines a celebration from one of the local cultures with elements from a similar or different celebration from one or two other cultures.

Your group has decided to submit a proposal for an interactive art installation. You will work on researching celebrations in various languages/cultures, design an event which meets the submission guidelines, write a proposal, and receive feedback from other artists in the class.

- The CEFR and its innovation potential in language education



From the CEFR to the CEFR/CV: completing, refining, facilitating

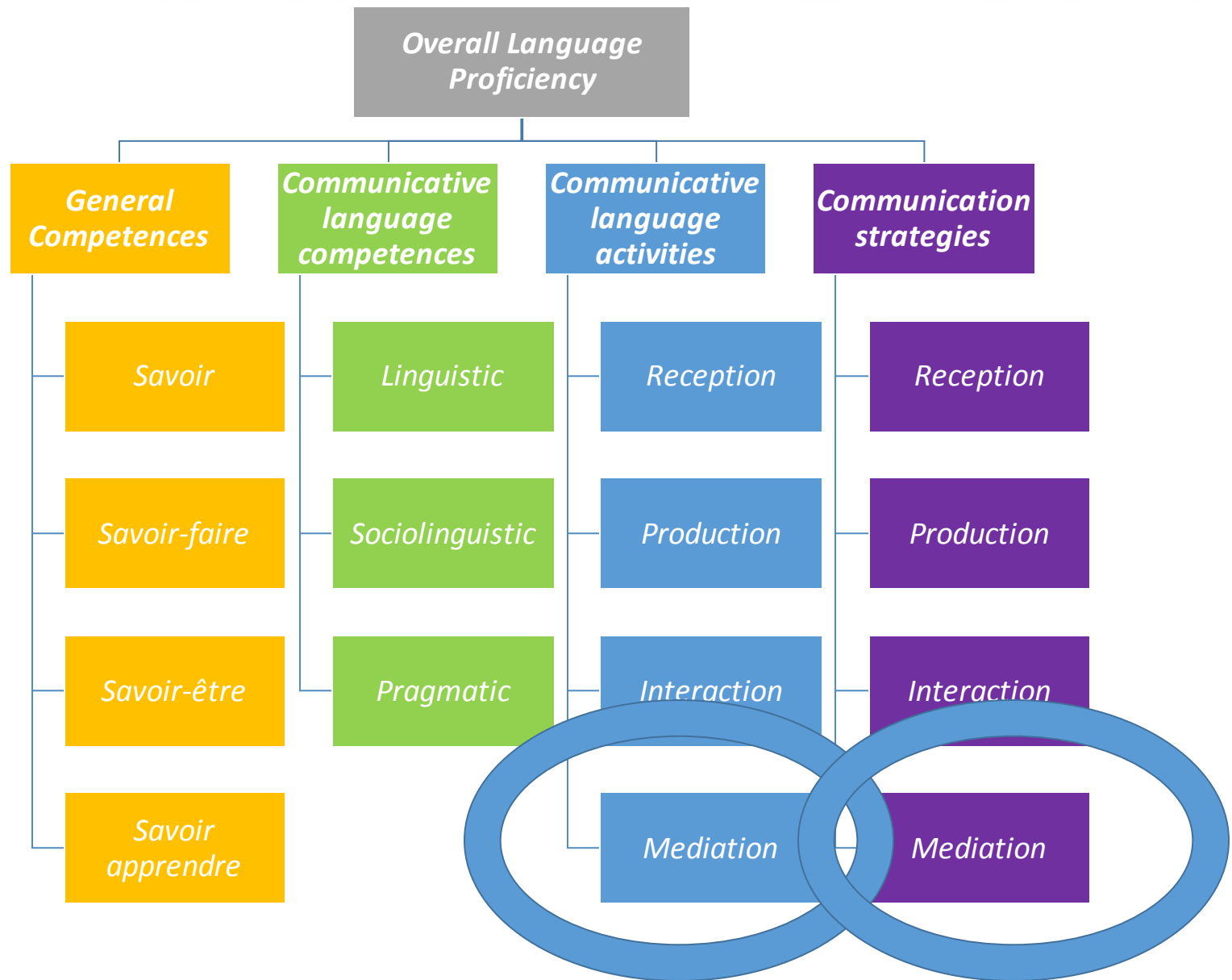
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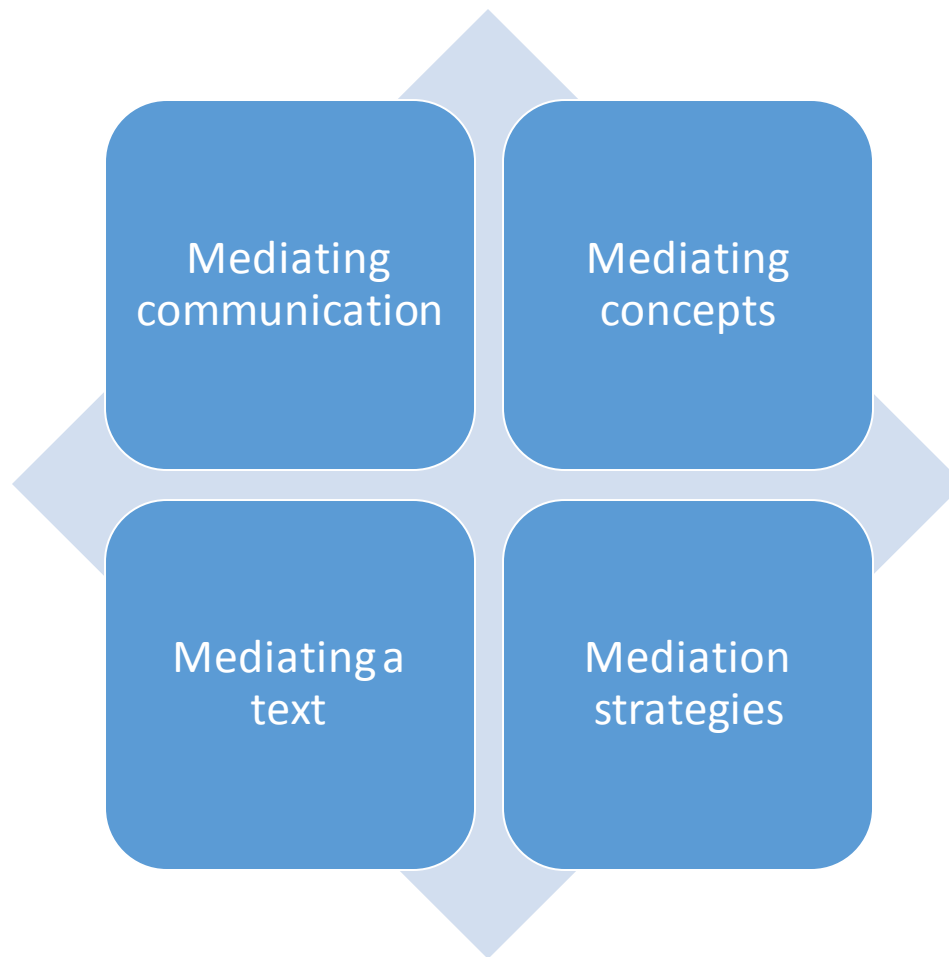


Common European Framework of Reference for languages (CEFR, 2001):

- **learning**
- **teaching**
- assessment
- **CEFR Companion Volume (CEFR/CV, 2017):**
 - Key aspects of the CEFR for **teaching & learning**
 - Updated and new illustrative descriptor scales
 - User-friendly and accessible presentation of scales (old+new), concepts and rationales

Eventually supports and facilitates teachers and teacher educators' work





Learners as social agents engaged in mediation

In real-life situations, learners/users **draw on all possible resources/tools available to make sense of oral or written texts** both in a language and through languages, in order **to understand concepts** and messages



Mediating concepts and texts

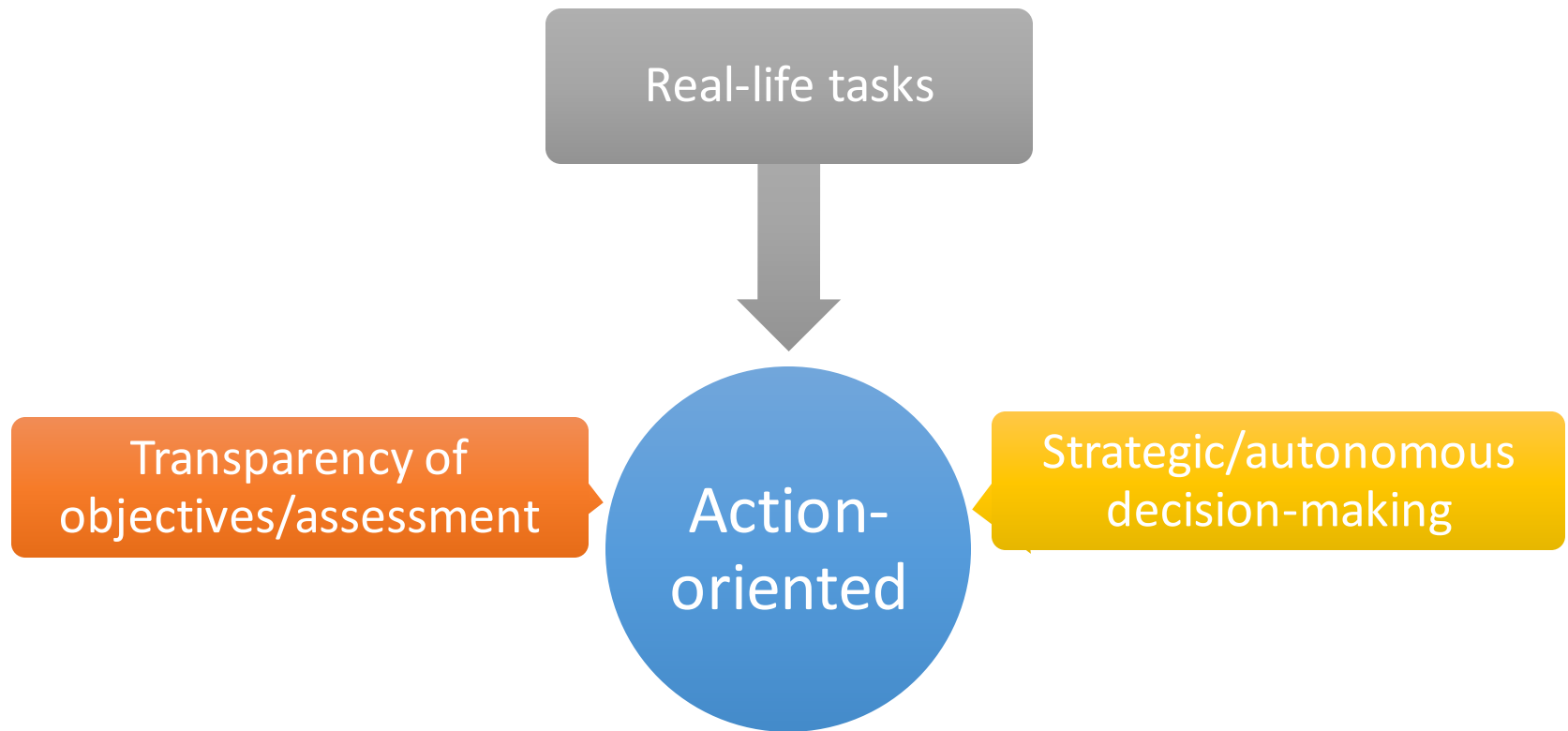
- But they aren't alone...
- learners/users constantly engage in a **double perspective**: individual and social



Mediating communication

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Action-oriented teaching and learning

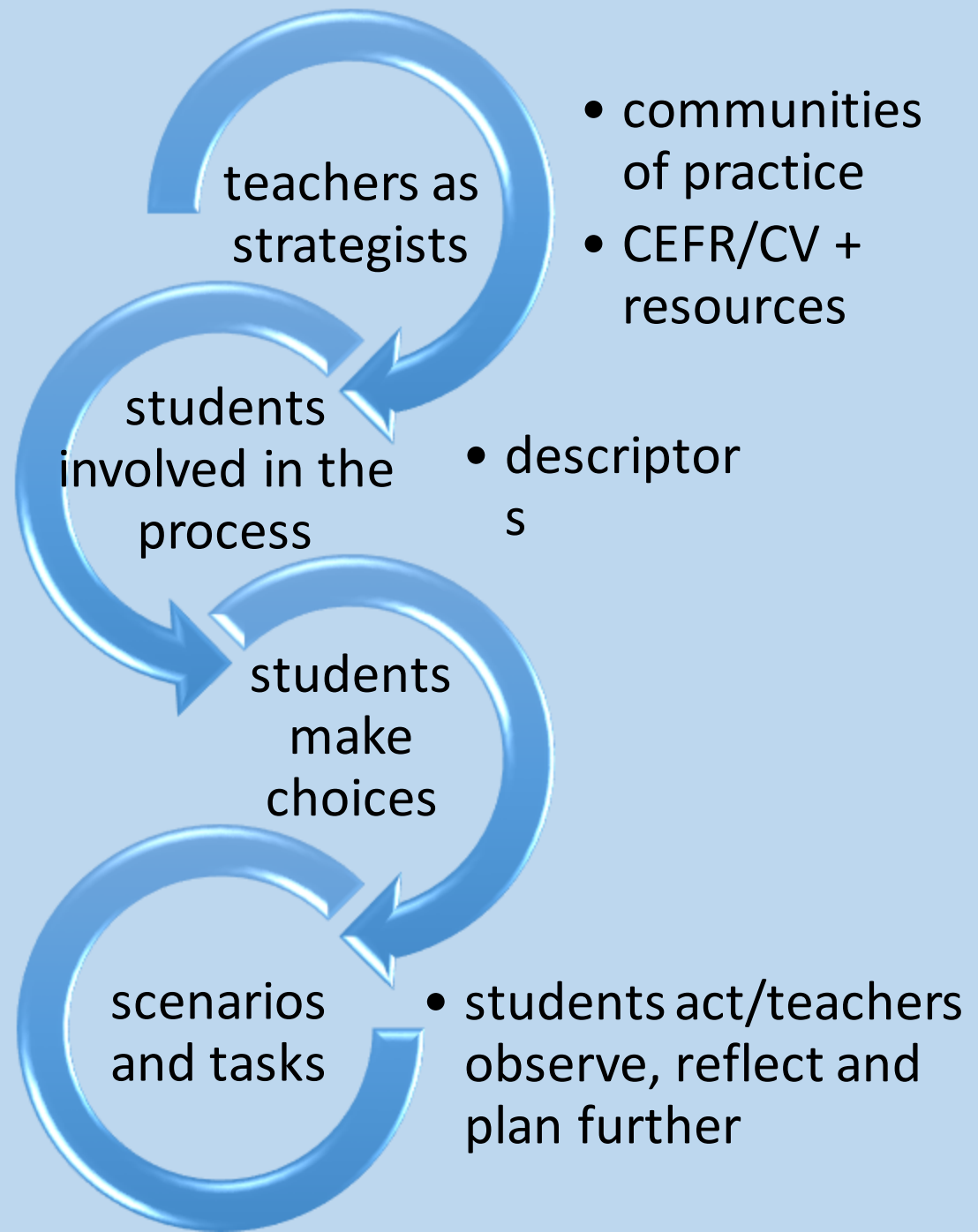


The action-oriented approach:
a proficiency perspective guided by 'Can do'
descriptors

The CEFR's **action-oriented approach** represents **a shift away from syllabuses based on a linear progression** through language structures, or a predetermined set of notions and functions, **towards syllabuses based on needs analysis**, oriented towards **real-life tasks** and constructed around **purposefully selected notions and functions**. (CEFR/CV, 2017: 26)

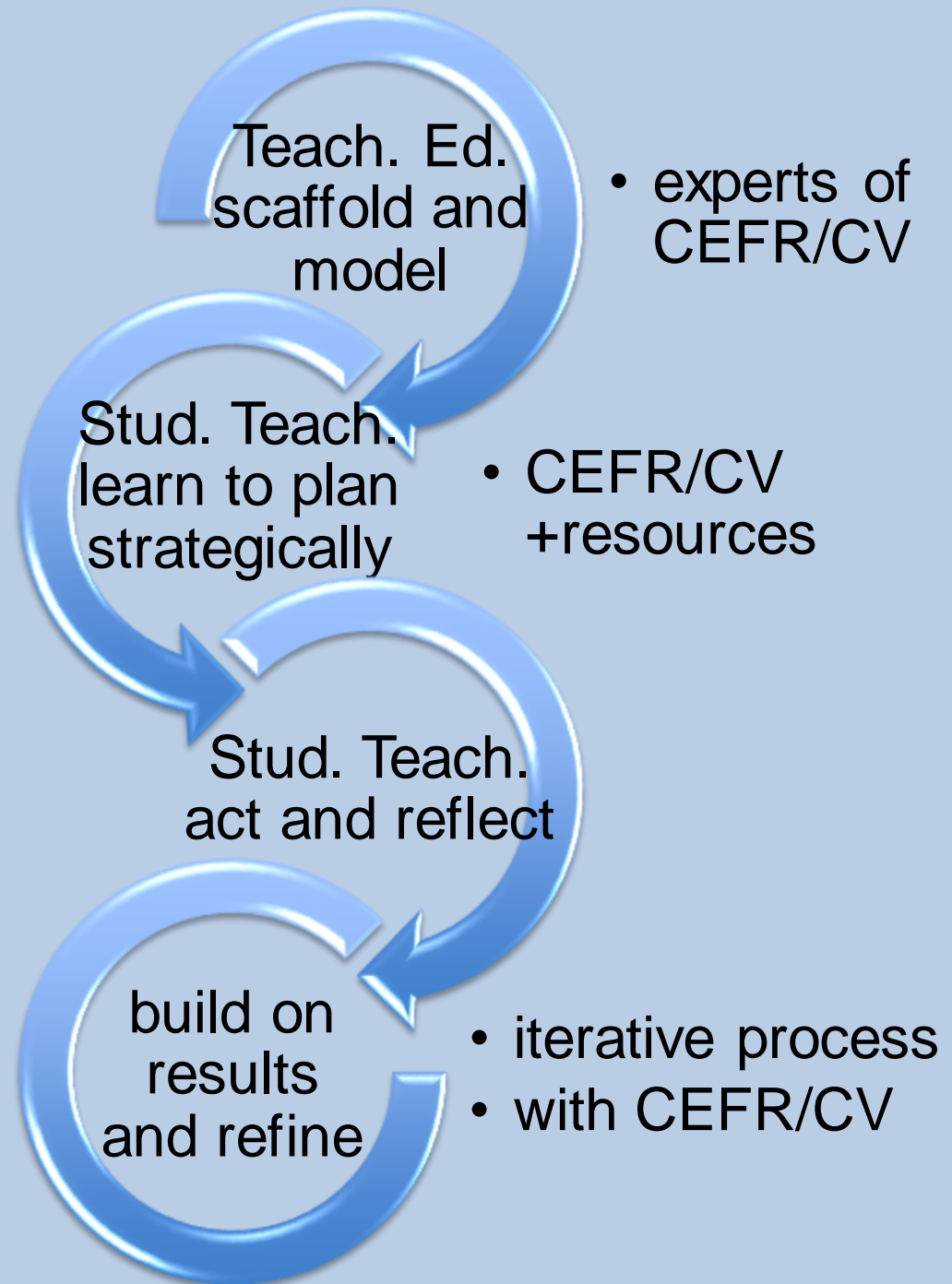
- The task is a **unifying tool** making it possible to structure learning around actions that are **vivid, defined, and concrete**.
- The approach has moved away from an accumulation of knowledge and know-how and toward **a logic of strategic activation** of resources in order **to achieve an objective**
- organizing the course around tasks also makes it possible to **link teaching and assessment right away**

The action-oriented approach:
iterative, strategic process of
planning/doing
/reflecting/acting
+
sharing

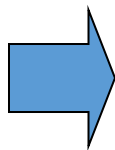


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**Educating to the
action-oriented
approach:
iterative,
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Conclusions : implications and opportunities

The CEFR/CV

- makes the CEFR principles and concepts **more accessible**
- provides **guidance** through rationales
- **highlights and expands** aspects of the CEFR relating to:
 - complexity theory
 - the socio-cultural approach
 - the ecological approach
 - the intercultural/plurilingual dimension
- supports further **innovation** (plurilingualism and mediation + strategies)
- fosters **social justice** (transparency, quality education)

Comments from the piloting

*“The students were made **more aware of how language can be used to collaborate, take turns, build a conversation, and work towards a goal.** ... The descriptors helped to draw attention to the **end results** and the objectives that speakers were trying to achieve”*

*“We saw how the participants moved from needing to clarify and confirm mutual understanding to interacting more effortlessly by **building upon each other's ideas**”*

*“It greatly stimulates to focus practically on the applied aspects of pluricultural and plurilingual university education ... reveals **great methodological gaps** in our understanding of what pluricultural and plurilingual education through co-learnt languages is, ... what **urgent experimental practical researches** we should do to improve modern language teaching and learning and university education on the whole.”*



merci grazie gracias tesçekkurler
danke faleminderit obrigada
thank you efcharisto