Cross-language benchmarking seminar to calibrate examples of

spoken production in English, French, German, Italian and Spanish

with regard to the six levels of the

Common European Framework of Reference for Languages (CEFR)

CIEP, Sèvres, 23-25 June 2008

REPORT

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Cross-language Benchmarking Seminar, 23-25 June 2008

This seminar was held under the auspices of the Council of Europe at the initiative of Christine Tagliante, the head of the evaluation and certification department of the international educational research centre, the CIEP. Johanna Panthier, who is an administrator in the Council of Europe's Language Policy Division, announced the event at an ALTE (Association of Language Testers in Europe) colloquy held in Sèvres in April 2007. Apart from the Language Policy Division, the CIEP's partners were Cambridge ESOL in the United Kingdom, the Instituto Cervantes in Spain, the Goethe Institute in Germany and Perugia University for foreign students in Italy.

The seminar was co-ordinated by Gilles Breton, an education officer in the CIEP's expert advice department, and by Brian North, academic director of the Eurocentres Foundation.

The aim of the seminar was to produce a DVD showing comparable samples of spoken production calibrated in accordance with the six levels of the CEFR in English, French, German, Italian and Spanish. The young people speaking these foreign languages were between the ages of 13 and 18. The programme is set out in Annexe 1 and there is an outline of the seminar in English and in French in Annexe 2.

This report addresses the following issues:

1 Background
2 Aims
    2.1 Process aims
    2.2 Product aims
3 Organisation of the seminar
    3.1 Steering committee
    3.2 Partners
    3.3 Identification and grouping of experts
4 Organisation of filming sessions
    4.1 Identification of schools, teachers and pupils
    4.2 Recordings
    4.3 Choice of tasks
5 The seminar
    5.1 Training
        5.1.1 Comparing the performance of teenagers and adults
        5.1.2 Familiarisation
        5.1.3 The role of the anchor sequences
    5.2 Calibration of spoken productions
        5.2.1 The assessment procedure
        5.2.2 The role of the group leaders
    5.3 Analysis methods
    5.4 Results
    5.5 Conclusion

1 Background

In its *Manual for Relating Language Examinations to the Common European Framework of Reference for Languages,* the Council of Europe's Language Policy Division suggested that a kit containing examples in several languages should be produced to provide tangible illustrations of the skills described in the scales of proficiency. This kit now includes a CD-ROM containing written and oral comprehension items in English, French, German, Italian and Spanish, as well as examples of written production with documentation available on the site of the Council of Europe Language Policy Division and DVDs of illustrative samples of spoken performance to facilitate the familiarisation and standardisation of evaluation as described in chapters 3 and 5 of the pilot version of the Manual.

The Eurocentres Foundation and the CIEP were the first to hold a joint seminar to calibrate spoken performances in French in December 2004. This gave rise to a DVD accompanied by documentation justifying the level assigned for each candidate (see the Council of Europe site www.coe.int/lang). Other calibration seminars were held by the Goethe Institute (2005), the Österreichisches Sprachdiplom (2006), Perugia University (2005) and the University of Lisbon (2007) for German, Italian and Portuguese, which also led to the production of DVDs in these languages plus reports and documentation. Two other DVDs in English, one produced by Eurocentres and the Migros Club Schools and the other by the University of Cambridge, include illustrative examples of spoken performance intended to help to standardise evaluation. Most of the recordings on the first English DVD were collected during the research work in Switzerland, on the basis of which the descriptors for the *Common European Framework of Reference for Languages* were drawn up. The second was produced from recordings made for examiner training, showing recordings of examination tasks by Cambridge ESOL.

After the projects that produced these DVDs, it was realised that degrees of severity or leniency regarding the level of proficiency may vary to some extent from one language to another. These differences probably also stem from the fact that while the illustrative samples are representative of one level, there is nothing to indicate whether they represent someone who is in the process of acquiring that level or who already masters it totally. Furthermore, the fact that the DVDs for different languages were produced on the basis of decisions taken at entirely separate seminars leaves open the possibility that the CEFR descriptors could have been interpreted differently by the different groups of experts. This explains why it was felt necessary to bring together plurilingual experts who could simultaneously assess performance samples in English, French, German, Italian and Spanish to reach a consensus on the interpretation of the CEFR levels in all five languages.

2 Aims

2.1 Process aims

Reports on previous seminars (in Sèvres, Munich, Vienna and Perugia) have raised several questions concerning methodology.
Should the initial assessment be a single, global rating or a detailed profile?
- Should candidates be rated according to the CEFR descriptors or by comparison with one another?
- What is the impact of the choice of tasks?
- How valid are ratings after discussion?
- Are raters more or less severe depending on the criteria applied?

- Does the use of "plus levels" make assessment easier?
- How should training be organised when there are no calibrated samples in the target language?

These points will not be discussed again here; the reader is referred to the reports by Jones (2005), North & Lepage (2005), Bolton (2005), Grego Bolli (2006) and Corrigan (2007) (all available on http://www.coe.int/portfolio/, under the heading "Material illustrating the CEFR levels"). As the cross-language benchmarking seminar was able to make use of previous experience, the following methodological choices were made:

- The first rating of each candidate was based on a single, global assessment, as raters instinctively tended to move from the general to the particular.
- Candidates were rated in two different ways: firstly, through comparison with one another in an on-line pre-task (*ranking*: see the Internet platform presented below) and, secondly, according to CEFR criteria, (*rating*), during the seminar itself.
- Tasks were similar to those adopted for the standardisation videos used on the Swiss research project which yielded the CEFR levels and descriptors.
- The sequences placed on line for the pre-task included several examples taken from existing DVDs for English, French, German and Italian.
- The table of "plus levels" was used during the seminar, as the DVD is designed to be a teacher-training tool. In language centres, there are as many levels as there are groups and, a considerable time is required to move up from B1 to B2 level. Plus levels make it easier to distinguish between learners and to demonstrate progress.
- The sequences used for training on the first day of the seminar were in English and in French. They were the subject of detailed documentation by the CIEP, which was reviewed by Brian North (English and French) and Angela French of Cambridge ESOL (English), who also drew up highly detailed documentation for a C2-level sequence.

All of these decisions will be accounted for below in more detail. The most important methodological change was the decision to combine the two types of assessment, evaluating candidates both through comparison with one another (*ranking: norm-referenced*) and with reference to the CEFR (*rating: criterion-referenced*). This decision was the result of a suggestion made by Neil Jones, the Principal Research and Validation Co-ordinator at ESOL Cambridge, that: "…*direct comparison of productions remains an important goal, because equating levels across languages can probably only be done satisfactorily by suitably qualified judges making such direct comparisons. Comparisons mediated by the text of the CEFR are indirect and subject to a problem evident in the seminar: that the wording of the illustrative scales is to an extent relative rather than absolute.*"

It was possible to arrange this kind of direct comparison between the two types of evaluation by setting up an Internet platform. This comparison of candidates was made especially important by the fact that it would have been difficult to rate 60 sequences during the three days of the seminar.

On-line pre-task

The pre-task was carried out on-line through an Internet platform giving each expert access to around ten sequences in two languages. The idea for this platformcame from Christophe

Lalanne, the head of the CIEP's psychometric department, who set it up with the help of his colleague, Pascal Bessonneau.
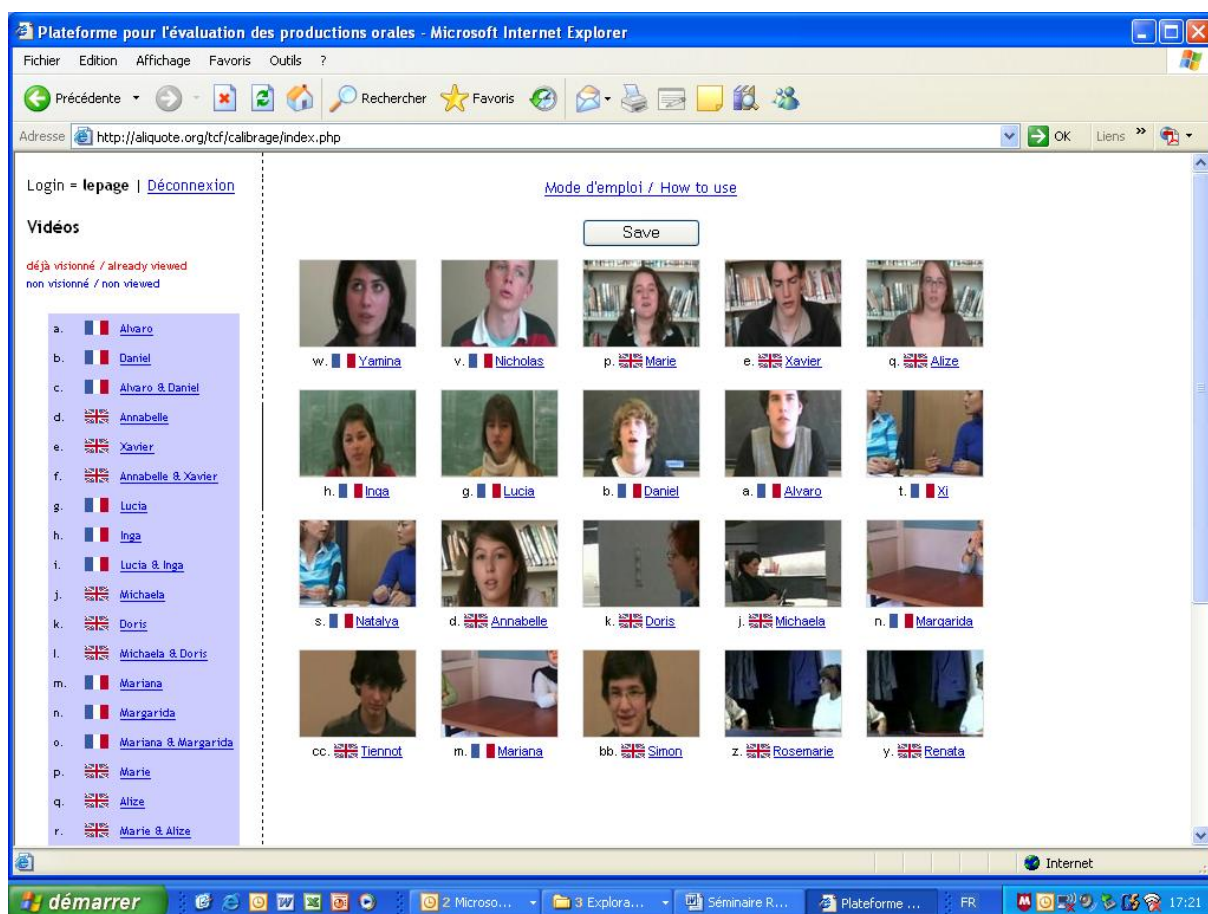
Before the seminar, each of the 48 experts viewed 10 to 12 sequences in two languages, either from level A1 to B2 or from level B1 to C2, according to their proficiency in the languages concerned.
Each sequence was divided into three parts:
- spoken production: learner 1
- spoken production: learner 2
- interaction
Each of these parts was accessible from the column on the left of the screen.

The learners then had to be ranked in order of proficiency from the best to the worst. All what was required to do this was to click on the picture of the learner and move it to the desired position. On the screen given as an example above, there are sequences in French and English, four of which come from the French DVD showing adult candidates (Natalya, Xi, Mariana and Margarida) and four of which come from Eurocentres' English DVD which also contains adult candidates (Doris, Michaela, Rosemarie and Renata).
There were two aims to this first stage:
   - to see whether, in the past, the CEFR levels were interpreted differently according to language
   - to compare productions in foreign languages by adults and teenagers.

Each sequence was rated by five to eight different experts on a matrix prepared by Neil Jones.

The experts were invited to rank the candidates through direct comparison rather than assigning them a level first and then ranking them according to the levels assigned (see detailed instructions in Annexe 3).

To facilitate the rating process, Brian North briefly summarised each of the five criteria in Table 3 of the CEFR. These short definitions of each qualitative aspect were translated into the other four languages (see Annexe 4).

The experts' ratings were then analysed according to the Rasch model by Neil Jones (Cambridge ESOL).

2.2 Product aims

The DVD produced after the seminar can be used for the following purposes:
1. For national language policies: providing reference tools for the CEFR levels targeted in school curricula.
2. For teaching itself: providing teachers with a tool giving examples of the skills required at one level or another of the CEFR, which can serve as training material.
3. For learning: providing learners with a tool showing them language targets to be reached.
4. Finally, at European level, for use by ministries responsible for education and language teaching, enabling the level of objectives to be made more comparable and/or harmonised.

The DVD is accompanied by this report, plus a report on the analysis and separate documentation on the levels assigned to the candidates. All three documents are published on the Council of Europe website.

It has two menus:
- by level (A1 in English, French, German, Italian and Spanish, A2, B1 etc)
- by language (from A1 to C2)

See the DVD title and the DVD navigation menu in Annexes 5 and 6.

3 Organisation of the seminar

3.1 Steering committee
A committee was appointed to steer operations including the choice of methods and procedures, validation of tasks proposed, preparation of schedules, choice of dates, drawing up of the seminar programme, allocation of experts and decisions on sequences to be viewed.
- Members of the academic board:
Brian North: Project co-ordinator (Eurocentres); Neil Jones (Cambridge ESOL); Johanna Panthier (Council of Europe); Christine Tagliante (CIEP); Gilles Breton (CIEP); Christophe Lalanne (CIEP); Sylvie Lepage (CIEP).

Meetings

A call for experts had already gone out before the first meeting of the steering committee and a large number had already agreed to attend. It was important to invite them a long time in advance as they were often in very high demand.

- Meeting of 11 February 2008

Determination of the process leading up to the seminar and the procedures specific to each operation including, in particular, the arrangements for the following:
- selection, in April, by the project partners (Goethe Institute, Cambridge ESOL, Perugia University for foreign students, Cervantes Institute, CIEP) of a comprehensive list of sequences (filmed between February and April) according to whether they were entirely representative of the level, relatively representative, representative but posing a problem, or unusable;
- selection of a short list of sequences to be compared with one another and ranked on an Internet platform (this involved a comparison between candidates for two languages);
- the organisation of the seminar over the three days: familiarisation and the formation of groups according to languages.
- Meeting of 7 May 2008
- review of filmed sequences and selection of sequences by partners
- choice of sequences to be placed on the platform for ranking by the experts
- division of experts into groups according to their language skills so as to fine-tune the programme
- Meeting of 6 June 2008

Final adjustments concerning:
- the order of proceedings and, in particular, the working arrangements on the first day, including an introduction to the voting procedures, information for the experts on the conditions under which filming took place and the type of people filmed (teenagers), plus familiarisation;
- the choice of sequences to be used as anchors and viewed on the first day, and those to be used as anchors for each group (identical English or French sequences in each group). It should be noted that the organisers had previously come to a consensus on these sequences and produced documentation on them;
- the choice of sequences to be viewed and calibrated during the seminar; a reserve list was drawn up (from which the group calibrating German samples drew).

3.2 Partners
- For English: Cambridge ESOL (Nick Saville/Neil Jones/Anthony Harvey)
- For German: Goethe Institute (Michaela Perlmann-Balme/Lothar Mader)
- For Italian: Perugia University (Guiliana Grego Bolli/Francesca Parizzi/Barbara Spinelli)
- For Spanish: Cervantes Institute (Ramon Parrondo/Alba Pardina)

The partners attended an initial working meeting whose aim was to draw up the tasks, translate them and make a comprehensive list of the 150 sequences filmed by the CIEP. Each organisation viewed between 30 and 40 sequences in their respective languages. They were divided into 4 categories:
- entirely representative of a level (++)
- relatively representative of a level (+)
- representative of a level but posing a problem

-    unusable (-)

This coding was accompanied by brief comments describing the level chosen, reasons for selection (particularly representative of the level, communicative nature of the sequence, sound and picture quality) or rejection (technical problem, imbalance between candidates, sequence too short, etc).

Cambridge ESOL also took part in drawing up or revising the documentation on the sequences intended for training and analysis. Subsequent to the seminar, Neil Jones produced a report on the analysis and calibration which is also available on the Council of Europe website.

3.3 Identification and grouping of experts

The experts, chosen for their proficiency in the area of language testing, mainly came from certifying bodies, university language departments, language schools or inspectorates. Priority was given to those who had already attended the Sèvres, Munich and Perugia seminars for the calibration of adult samples. Few were used to rating teenage performance, which explains why it was felt necessary to alert them to the differences between adult and teenage production during the training sessions at the beginning of the seminar **(see paragraph 5.1.1)**.

Experts had to have a receptive competence of at least B2 in two languages and B1 in a third. In fact most of them had a much higher level. They had to be capable of taking part in group discussions in English and French.

Annexes 7 and 8 contain the form on which the experts were required to enter their language levels and the accompanying note sent to them.

An analysis of the language competence of the 48 experts showed that the languages in common were English and French, as one might expect: 46 were able to assess English and 40 to assess French. By comparison, 23 experts were capable of assessing German, 22 Spanish and 18 Italian.

For the on-line pre-task, participants were asked to assess sequences in the two languages in which they had the highest level of competence. For the seminar itself, two groups were formed, each coincidentally consisting of exactly 24 participants:

- Group 1: Assessment of English, French and German
- Group 2: Assessment of English, French and Spanish

The 18 Italian speakers were divided between these two groups according to their knowledge of German or Spanish respectively. For the last day of the seminar, they formed a third group for Italian.

4 Organisation of filming sessions

4.1 Identification of schools, teachers and pupils

- Identification of schools

Filming took place in German, Italian and Spanish schools and in the international, European and national sections of lower and upper secondary schools in or around Paris:
- International sections of the Sèvres and Saint Germain en Laye upper secondary schools (*lycées*); Sèvres lower and upper secondary schools; the Franco-German upper secondary school in Buc; Lamartine lower and upper secondary schools, Paris, 9th district; Jacques Decour lower and upper secondary schools, Paris, 9th district; the Luis Bunuel Spanish upper secondary school, Neuilly sur Seine; the Paris German School, Saint-Cloud; the Chateaubriand upper secondary school in Rome.
This diverse nature of the schools made it possible to film learners whose first language outside school was not French and who came from various social and cultural backgrounds:
- First language (outside school): Spanish, Portuguese, Persian, German, Wolof, Russian, Dutch, Arabic, Tamil, English, Greek, Italian, French, Chinese.

- Identification of teachers

The co-operative approach of the administrative authorities in the schools concerned significantly facilitated contact with teachers and the organisation of filming. In some schools, teachers were fully aware of CEFR levels. This made it possible to use them as a reference to choose learners to be filmed.

- Identification of pupils, by level (from A1 to C2)

Pupils were identified by teachers, but there was a margin of error which had to be taken into account during filming by proposing, in so far as possible, tasks lower or higher than the level originally selected on the teacher's recommendation (depending on the pupils' availability).

4.2 Productions

- Number of productions to be filmed

It was decided to place an upper limit on the number of productions filmed (five per level from A1 to C2 and per language: English, French, German, Italian and Spanish) to make it easier to make the final choice for the DVD, as this was to contain only two productions per level and per language. As a result, over 150 recordings were made involving over 300 pupils.

- Pupils

It was originally planned to film children aged 15 on average; however, younger pupils (aged 13 to 14) and older ones (16 to 18) also had to be used because of the way that language learning is organised in French lower and upper secondary schools. Most pupils choose English as their first foreign language and A1 level is reached by quite young pupils; however, Spanish and, above all, Italian are chosen as second and third languages and most pupils reaching levels B1 or B2 are over 15 years of age (hence the decision to film at the Chateaubriand upper secondary school). Lastly, levels C1 and C2 are rarely reached at school level (the target level for the last year of upper secondary school is B2), except by pupils who have had an opportunity to learn the language outside school.

- Tasks

Pupils were able to choose between a number of spoken production tasks (from a relatively restricted range at A1 and A2 level and from a more diversified selection at B and C levels (see annexes). The decision to allow learners to choose a topic rather than imposing one on them stemmed from a desire to reduce the bias introduced by adopting a single mandatory subject (with which some may have been comfortable while others may not).

4.3 Choice of tasks

A preliminary draft list of tasks was drawn up by the CIEP in co-operation with its partners from the Goethe Institute and Perugia University in October 2007. At this meeting, it was decided to have no more than two tasks per level and to limit topics to school, family and the Internet, putting questions of varying degrees of complexity according to the pupil's level.

There were two reasons for this choice. Firstly, it was thought that it would be easier to compare performances if the number of tasks per level was limited; secondly, these topics had been those chosen most frequently by learners at previous seminars.

On Brian North's advice, the CIEP devised a good number of additional tasks to give pupils a broader choice. This freedom of choice was clearly appreciated, as all the topics were covered.

As stated above, the tasks were similar to those adopted for the standardisation videos for the Swiss research project which yielded the levels and descriptors for the CEFR.

The types of tasks and the matter of whether a teacher or examiner should take part in the interaction were discussed at the Council of Europe in October 2004 by experts who were also involved in devising tools to illustrate CEFR levels. The findings of the working group which investigated these questions were published in the "Guide for the organisation of a seminar to calibrate examples of spoken production", Lepage & North (2005: pp. 4 and 5).

Each sequence involved two learners (and no examiner) and was divided into three stages:
- a monologue on a topic chosen by the first learner, which could be followed by questions from the other learner
- a monologue on a topic chosen by the second learner
- a dialogue on another topic also chosen by the two learners.

The learners had three to five minutes according to their level to prepare a short monologue on the chosen topic. The interaction stage was quasi-spontaneous (pupils were given just enough time beforehand to agree on what roles to play).

The average length of recording was shorter than for the adult DVDs, as many teenagers are less inclined to speak about a topic for a long time (see paragraph 5.1 on training). For level A1, the individual production phases were very short (sometimes less than a minute).

The tasks for the cross-linguistic seminar were translated by the partners and are set out in Annexe 12.

5 The Seminar

5.1 Training
As can be seen from the programme given in the appendix, the first morning was devoted to familiarisation and training focused on the task at hand. In the first part of the morning, participants were informed of the rationale behind the selection of tasks and candidates and the experience of ranking sequences on line in the pre-task was discussed. This was followed in the latter part of the morning by more detailed consideration of what precisely

was to be rated in the seminar: the construct involved, the reference to the categories and descriptors of the CEFR and the need for a common interpretation of them.

5.1.1 Comparing the Performances of Teenagers and Adults
One of the difficulties of applying a common framework to different contexts is that representative performances at any given level (e.g. B2) may appear very different. The type of performance given by an immigrant adolescent learning the language by immersion as well as instruction will likely be markedly different from the performance at the same overall level by an adolescent receiving foreign language instruction in 2-4 language lessons per week. The performance of both types of adolescents will also likely be somewhat different from that of an adult. The adult will tend to transfer cognitive and communicative skills to the foreign language situation that the adolescent may not yet have acquired, but may lack the pronunciation acquired by the adolescent. Then again, the performance of a teenager at an international school in which the language of interest is the medium of instruction will be of a different type to that of a teenager in a conventional foreign language learning context. In addition, some of the teenagers at such an international school will also be bilingual in French and the language of interest in the strict sense of having at least one parent who speaks that language at home.

In the organisation meetings it became clear that the aims of the seminar might be complicated by a possible negative comparison of the adolescents' performances to adult performances (from the existing DVDs) rather than to the criteria of the CEFR.

Attention was therefore drawn to the problem by contrasting performances from the existing DVDs for English and French (adults) with sequences from the recently published Swiss "Lingualevel" project (15 year olds). Participants were also encouraged to discuss their experience in the on-line ranking exercise undertaken before the seminar, and to consider the nature of adolescent competence and what one might expect from them at different levels. There appeared to be three kinds of differences between the performances of adolescents and adults:

Linguistic factors: Adults sustained far longer performances with sequences being between 5 and 15 or more minutes, whereas all of the 60 sequences recorded for the seminar were between 3 and 10 minutes long. Adolescents in a foreign language learning context often lacked fluency for their level, tending to make short, unelaborated utterances; by comparison with 19-20 year olds and adults they tended not to structure their ideas or to build a coherent argument. In addition, many had very uneven profiles across the criteria (e.g. very good pronunciation or interaction) and there were sometimes far greater differences between the quality of the performance in interaction and sustained spoken production (in both directions) than was the case with older learners.

Task factors: The differences between the ways in which adolescents interpreted the task seemed greater than had been the case with adults. Some exploited the topic in a discursive, exploratory manner whereas others kept to a simpler, "scholastic" description. Two factors in the interaction were striking: firstly some learners interacted pro-actively, maintaining eye contact with their partner, back-channelling and following up remarks or questions, whereas others treated the interaction as linked productions to camera and just sat politely waiting for their turn. Secondly, in mixed pairs, some male learners took a more intellectual and slightly humourless approach to the topic, building a serious argument, whilst their female partner, forced into a supporting role, appeared to refuse to engage with the topic on

the boy's terms, preferring to keep the discussion on an interpersonal, subjective rather than ideational level.

Other factors: Considering that all the recordings were made in school, the sequences are actually remarkably natural. In the production phase, almost all candidates spoke straight to camera in a relaxed way, though several did have periods when they went blank for a moment, broke into giggles or looked uncomfortable. Compared to performances typical of adults, however, many of the adolescents tended not to have so much to say, possibly because they lacked confidence or experience, which resulted in the recordings being shorter than those of adults, as mentioned above. Finally, when the candidates did talk fluently at length, there was a strong tendency, especially between bilingual girls, to talk about themselves and their immediate experiences, likes and dislikes.

The airing of the problem, discussion of the issues and exchange of experience with rating adolescents and adults in the on-line task made participants more aware of the kinds of performances it was reasonable to expect and of the dangers of expecting teenagers to behave like adults, regardless of their language proficiency.

5.1.2 Familiarisation
In the late morning of the first day, just before breaking for lunch, two short activities were carried out to familiarize the participants with the criteria they would be using for the rating.

The first activity involved pairs sorting into the correct order descriptions, adapted from CEFR Section 3.6, of the salient characteristics of spoken ability at the six common reference levels as reflected in the illustrative descriptors. As pairs finished, they were given the texts for A2+, B1+ and B2+ to identify and to slot into their correct positions, before being given a copy of the text in English and French.

The second pair activity involved CEFR Table 3, which was presented with 6 of the 30 cells empty, with the descriptors for the 6 missing cells provided separately on squares of paper. The task was to place the 6 squares into the correct cells, and compare the result to the copy of Table 3 which was then distributed (see appendix 13).

As in the series of seminars for French, Italian, German and Portuese, the participants were then given Table 3, a global scale simplified from it, a supplementary grid with definitions for the plus levels, and sub-scales from the CEFR for Overall Spoken Production, Overall Spoken Interaction and Phonological Control.

Participants were reminded that these descriptor tools were the criteria for all rating at the seminar and not local, institutional interpretations of the CEFR levels.

5.1.3 The Role of the Anchor Sequences
As mentioned above, a set of sequences for English and French were selected that the organisers felt were particularly clear examples of specific levels. These sequences, announced as "Anchor sequences," were used for training in plenary on the afternoon of Day 1 and as a quasi-ritual introduction to each of the subsequent rating session which took place in the two groups (Day 2) or three groups (Day 3). Details on which sequences were used as anchors in this way are given in Appendix 9. This "cascade design" worked well in that the common evaluation of the anchor sequences strongly anchored the data collected from the different groups into one single data set for analysis.. It was also intended to be a

constant reminder to the participants of the fact that what the seminar was seeking to illustrate was a common interpretation of the CEFR standards. For this reason, in the voting process described in the next section, the criteria from CEFR Table 3 (Range, Accuracy, Fluency, Interaction, Coherence) were assessed and discussed in detail for each anchor candidate.
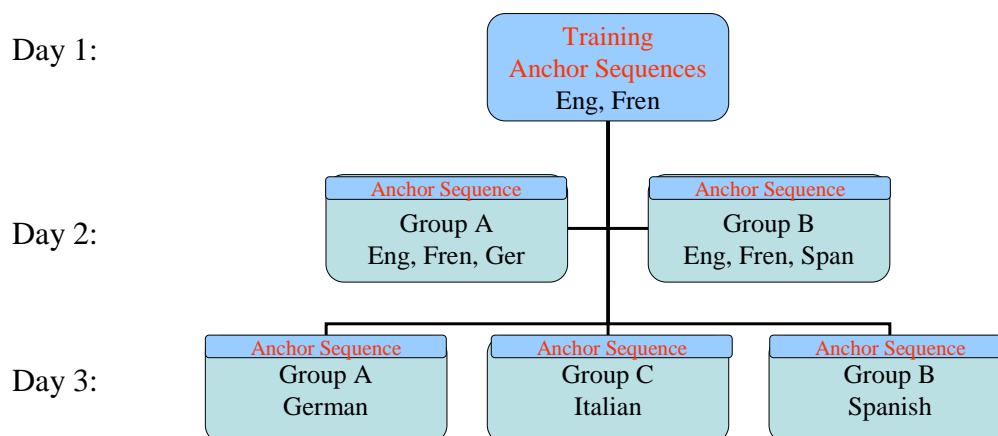
5.2 Calibration of the Language Proficiency of the Candidates

The aim of the seminar was to provide sequences showing the performances of candidates whose proficiency illustrate the levels of the CEFR. Each candidate gave two performances (production phase; interaction phase) and received one single assessment based on their overall performance. It is important to emphasise that what was calibrated is not the separate performances in the two phases (interaction/production). What was assessed, as in most oral assessment procedures, was the proficiency of the candidate. Any performance is, for a variety of reasons, imperfect and distorted. In an oral assessment activity, it is the task of the rater to generalize from the actual performance observed, trying to ascertain the competence of the candidate from the small sample that they have displayed. The use of generic criteria (like those in CEFR Table 3) to guide this judgement tends to assist this process of deduction. The resulting compromise: the deduction of practical competence that has been captured in the performance on a language test or in an assessment procedure, is conventionally called "language proficiency."

5.2.1   The Assessment Process

The process of watching the videos, discussing the performances and reaching decisions followed that of the previous series of seminars for French, Italian, German and Portuguese, but also drew on their experience.

The aim was to capture separate data independently for:
 a) individual judgements after training but before being influenced by any discussion;
 b) judgement after discussion;
 c) the final, consensus decision.

For this reason electronic voting was used as in the previous seminars. As in those seminars, CEFR levels and plus levels were related to the numbers on the electronic voting pad in the way shown below and a Power Point slide showing this relationship was displayed at each vote. During the course of the seminar, the display of this symbol served not just as a reminder, but took on the important ritual role of ending discussion.

After each vote, a histogram of the votes was displayed to guide the round of discussion that followed.
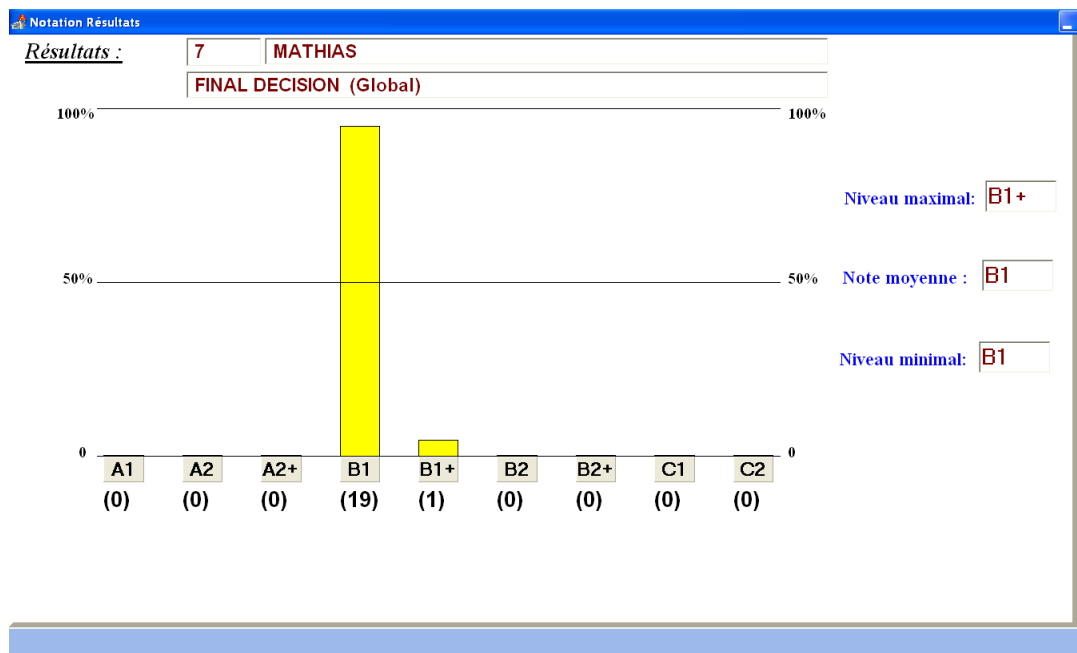
The process had three significant differences to those followed in the seminar at the CIEP in December 2004, the first of the series of international benchmarking events. Firstly, the initial vote was for the global level only. Experience had suggested that raters tended to (a) get swamped by detail in making an initial, detailed judgement with the 5 criteria from CEFR Table 3 and (b) transfer a holistic judgement to each of the criteria in any case at this stage. Secondly, in the vote after discussion, votes for each of the five criteria were taken only for anchor sequences. For the other sequences, the notation on paper was collected.

This decision was taken for purely logistical reasons: it was a challenge to calibrate 60 sequences (= 120 candidates) in three days, even subdividing into groups. Finally and most significantly, there were three rounds of judgement, not two:

- individual vote
- vote after discussion
- vote after further discussion of the previous result.

The precise procedure followed in the evaluation process thus followed three phases as outlined below.

Phase 1
- Individual Work
  − Watch sequence (both candidates)
  − Finalise notes and grades on sheet
- Vote 1: Individual electronic vote with no discussion   (GLOBAL only)
- Display Histogram 1

Phase 2
- Discussion
  − Small group
  − Plenary
- Vote 2: After discussion
  − Vote RANGE   (if an anchor sequence)
  − Vote ACCURACY   (if an anchor sequence)
  − Vote FLUENCY   (if an anchor sequence)
  − Vote INTERACTION   (if an anchor sequence)
  − Vote COHERENCE   (if an anchor sequence)
  − Vote CONSIDERED JUDGEMENT   (GLOBAL)
- Display Histogram 2

Phase 3
- Discussion
  − Reactions and plenary discussion
  − Intervention by group leader addressed to "outliers"
  − Further plenary discussion
  − Consensus to move to the vote
- Vote 3: Final decision   (GLOBAL only)
- Closure
  − Alter Rating Sheet if necessary
  − Complete notes
  − Hand in completed Rating Sheet (see appendix 10)
- Display Histogram 3

The third and final vote was introduced in order to facilitate the confirmation of consensus building for the following reasons:

a) In this seminar, participants were rating performances in languages in which they might have limited language competence and might wish, in the end, to signal that they deferred to the experts in that language.

b) On the other hand, the seminar was dealing with different pedagogic cultures associated with 5 languages, and members of such a subgroup might wish to signal that they deferred to the international consensus.

c) Finally, whereas the 2004 Sèvres seminar had produced the first standardisation sequences for French in a European context, this seminar was taking place after a period of 4 years in which institutions and national departments had been developing interpretations of the CEFR levels. Hence, there was a possibility that different interpretations might have emerged at a national or institutional level. The third vote offered participants who realised that they were representing a minority interpretation to defer to the international consensus.

These issues are discussed further in the next section.

5.2.2 The Role of the Group Leaders

Experience in the benchmarking seminars that produced DVDs and in Case Studies piloting the CEFR Manual for examination providers, plus the literature on standard setting, all recommend the value of an authoritative, neutral chair to lead benchmarking or standard setting activities.

The group leader has two essential challenges, apart from the obvious one of timekeeping. The first one concerns overall chairing: guiding discussions in a positive direction, ensuring that quiet, thoughtful raters get the space they need and dealing with opinionated raters who show signs of dominating the result. The second issue is a more difficult one: what should one do if the group, influenced by dominating raters, starts to coalesce around a consensus, which the group leader knows from collateral information to be wrong?

It became apparent in the discussion and documentation of sequences before, during and after the seminar that there is in fact no significant difference in the interpretation of the CEFR levels between the pedagogic cultures for different languages represented by the project's partner institutions. This in itself is perhaps the major outcome of the project – and a considerable relief. However, it appeared during the group work that some institutions, or at least the persons representing them, had in the 7 years since publication of the CEFR acquired an understanding of the CEFR levels that was at odds with that held internationally. When this occurred it seemed always to be a stricter interpretation. Fortunately, the analysis method adopted enabled an adjustment for such variation in severity.

In the event, because of the composition of the groups, authoritative interventions in such circumstances came from a number of sources:
- the group leaders themselves;
- the group of genuinely international experts involved in the CEFR, the Manual, the case studies, the benchmarking seminars;
- a person or sub-group acknowledged as the standards experts from an evaluation institution specialised in that language
- top-down logic (from general to more specific): a leading expert Dr Michaela Perlmann-Balme intervened from the floor to deal with one such situation by starting at Levels A, B and C, ruling out A and C on grounds of both tasks and performance

features, and inviting a discussion on whether the candidate was B1 or B2; this example had a positive effect on discussion thereafter.

In the one case in which intervention did not work and there was a suspicion of misjudgement by Group A, the project coordinator arranged for the same (French) sample to be rated by Group B. In any case, since the different groups were strongly anchored into one data set through the anchor sequences, and since the analysis estimated took into account the severity of each rater, the decisions of any one particular group did not over influence the calibration of the sequences.

Normally at a benchmarking/standard setting event there is little or no difference between the means of the individual judgements and the means after discussion; "outliers" give way to the majority and the laws of normal distribution tend to ensure that strict and lenient raters are balanced out. At this seminar, however, intervention and further discussion after Vote 2 sometimes lead to the final vote, Vote 3, being skewed away from the mean of Vote 2.

5.3   Analysis Methods

As mentioned previously, there were two sets of data, the ***rating*** data from the seminar and the ***ranking*** data from the pre-seminar on-line task. As with the previous seminars, following experience in the Swiss CEFR research project, the multi-faceted Rasch (IRT) one-parameter model as operationalised in the project *FACETS*[1] was used for analysis. Neil Jones of Cambridge Assessment provided the analysis.

Put simply, FACETS expands the two facets of a conventional Rasch analysis (item; person) with a third facet (judge). Other facets may also be defined if desired, but then the analysis starts to lose its robustness, as with more complex IRT models operating on several parameters. In a conventional Rasch analysis, the ability of the individual is determined in relation to the difficulty of the items, calibrated onto the same logit scale. In a three-facet analysis, the severity of the judge is added as a facet to take into account (in addition to the difficulty of the items) in estimating the ability of the candidates. Readers are referred to the report by Neil Jones on the first Sèvres seminar (December 2004)[2] on the Council of Europe's website, for technical explanation of FACETS and the way it can be used to analyse data from a seminar of this type.

The Rating Data

In this particular instance, only two "items" were included to calibrate the seminar data: Vote 1 (Individual vote before any discussion) and Vote 3 (Final consensus after all discussion). After some consideration, the ratings on the different CEFR Table 3 criteria at Vote 2 were excluded as it was clear that the ratings for the criteria were not independent from one another (e.g. the rating for "Fluency" was related to the rating for "Interaction") and thus lacked the technical criterion of "local independence" - a feature necessary in using the Rasch model.

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[1] Linacre, J.M. (1989): *Multi-faceted Measurement*. Chicago: MESA Press.
Linacre, J.M. (2008): *A User's Guide to FACETS. Rasch Model Computer Program*. ISBN 0-941938-03-4. www.winsteps.com.

[2] Jones, N. (2005): Seminar to Calibrate Samples of Spoken Performance, CIEP Sèvres 02-04.12.2004. Report on the Analysis. Cambridge ESOL,

Each of the two items was scored not dichotomously (right / wrong) but with the classic Rasch Rating Scale Model provided by *FACETS*. The numbers on the 0-9 rating scale corresponded to those on the electronic keypad used for voting: A1 = A1; 2 = A2; 3 = A2+; 4 = B1; 5 = B1+; 6 = B2; 7 = B2+; 8 = C1; 9 = C2.

In the analysis, the CEFR level at which the candidates were rated could be directly read from their placement on the rating scale. For example, 2.88 would mean a very strong A2 that was not yet an A2+. Such transparency during the analysis greatly helped the interpretation. Nonetheless, as a final step, as in the analysis of ratings from previous seminars, the steps of the scale (1:A1, 2:A2, 3:A2+ etc) were anchored to their values on the logit scale underlying the CEFR levels.[3] This further facilitated a study of scale cut-offs and a discussion of the problematic cases mentioned in the next section.

The Ranking Data

The on-line sorting task yielded ranking data which was analysed with a ranking approach[4] supported by one of the models offered by the *FACETS* program. This ranking approach is a further development of Thurstone's paired comparison method that exploits the truism that all evaluation involves comparison. In this approach, however, the need to compare sets of pairs is replaced by one single rank-ordering exercise: who is better than whom? Many of the sequences used at the seminar were also ranked in this way, as well as selected extracts from the CEFR illustrative DVDs for adults.

The figure below compares the abilities estimated for the candidates who were both ranked (on the website before the seminar) and rated (at the seminar).

Sevres June 2008: Ratings & ranks (all cases)
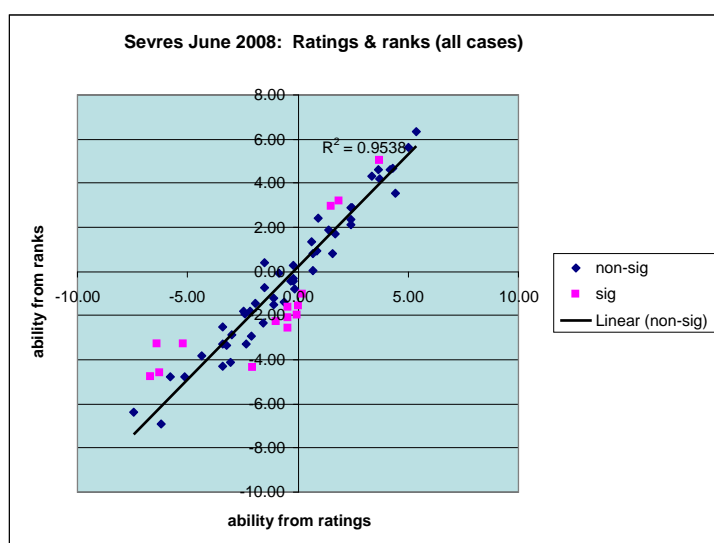
The lighter squares represent candidates whose calibration by the two methods shows a statistically significant divergence, one that cannot be explained by standard error of measurement. The correlation between the two sets of data is still high at 0.94 for all cases. Given the fact that the ranking exercise was done individually on-line without guidance, discussion or familiarisation with

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[3] North, B. (2000): *The Development of a Common Framework Scale of Language Proficiency*. New York, Peter Lang : 274.

[4] Bramley, T. (2005): A Rank-Ordering Method for Equating Tests by Expert Judgement. *Journal of Applied Measurement*, 6 (2), 202-223.

the procedure – plus an element of confusion in the instructions – this result is very positive. Such a high correlation enabled both data sets to be calibrated onto the same scale.

5.4. Results

The data analysis produced a vertical scale of candidates from C2 to A1. The table below shows an extract around the cut-off point between B2+ and C1.

Anchored	Smoothed	Name	Lang	modal	median	Cons-ensus	Border area	
3.03	3.03	Lena	all	C1	C1			
2.60	2.84	DANIELA	it	C1	C1			
2.64	2.64	NICHOLAS	fr	B2+	B2+	C1 ?		2.8
2.46	2.46	Natalia	fr	B2+	B2+			

In the first column is the value of the ability estimate on the logit scale produced from the analysis, once this was anchored to the cut-off points on the logit scale from the CEFR descriptor research project. Anchoring a scale to values from an analysis in a different context causes certain distortions. In this project, the data included rankings as well as ratings, producing a scale with slightly different properties. The second column therefore shows a result that is "smoothed" to in an attempt to take account of this. The result is an occasional reversal in the rank order of the candidates, for example Daniela being shown above Nicholas rather than below him. Daniela's name is green as she was rated only. Nicholas is in yellow because he was ranked on the on-line task as well as being rated at the seminar. Lena and Natalia are in white because they were only rated. Natalia, shown on the CIEP/Eurocentres DVD for French, was rated a B2+ at the first Sèvres seminar. The calibration of the samples of adults from previous DVDs is discussed in more detail below. The next column gives the language and is followed by a translation to CEFR levels of the two results reported by *FACETS* for each candidate: the modal and median calibration. The difference between the two is very slight, in this data set only affecting calibrations of the two candidates right at the bottom of the scale. The modal calibration would assign Suzanne (CIEP/Eurocentres DVD) and Tifaine to below A1, whereas the median calibration suggests they are Level A1. This difference reflects a controversy about precisely this point, much discussed at both seminars. In the analysis of all CEFR international benchmarking seminars so far, it is the median calibration that has been taken as definitive.

Borderline Candidates: In the following column (Consensus) there is only an entry if the modal/median calibration differs from that which was recorded as the consensus in the group(s) at the seminar. In Nicholas's case there is indeed such a discrepancy: he is just under the C1 cut off in the analysis – taking account of both the individual votes before discussion (Vote 1) as well as the final vote (Vote 3) and adjusting for the severity/lenience of the raters concerned. The next column, blue shaded, identifies an area of "**borderline candidates**" where there is an element of doubt caused by (a) being so close to the cut-off as to be within standard error of measurement, and/or (b) a noticeable difference between the "anchored" and "smoothed" logit scores, and/or (c) a contradiction with the majority view at the seminar, simplistically interpreted (such that 24 for B1 and 18 for B1+ would give B1). The last column gives the cut-off for the CEFR level concerned, written in blue.

On the smoothed analysis, Daniela thus comes out just above level C1 of the CEFR, reflecting the consensus, but Nicholas, as mentioned, does not.

In addition to the borderline candidates, three other groups of cases requiring further attention were identified:

- adult samples from previous DVDs, included in the ranking task;
- apparent bilinguals;
- anomalous cases.

Adult samples: These samples from previous DVDs were used only for the pre-seminar ranking task. It was noticeable that there was a strong tendency for them to be calibrated higher than their rating at the international benchmarking seminar at which they were originally calibrated. This reflected the fact that this task has been completed alone, without criteria defining levels or the Day 1 discussion on how adult and adolescent performances should be expected to differ. In this context, adult learners who were all filmed in an intensive, immersion context and who tended to show more real world experience and an ability to articulate it, naturally "shone" next to teenagers. There were a couple of exceptions such as the relatively wooden performance by Natalia, which did not receive this bonus.

Bilinguals and the Nature of Teenage Discourse: In retrospect, it became clear that it had perhaps been inappropriate to use CEFR Table 3 to rate adolescents since the descriptors for the C levels, and even sometimes those for B2, imply cognitive abilities and academically oriented discourse skills that they might not yet have acquired. In addition, adolescents with a clearly very high level of language fluency and perfect pronunciation sometimes restricted themselves to very fluent but day-to-day life conversations.
This produced different reactions from raters. Some stated that they clearly had a very sophisticated core competence for the interpersonal domain that was way above what one would expect at C2 and were clearly speaking exactly as they would in this situation in their mother tongue. On the other hand, other raters insisted that they were not demonstrating the kind of complex, academic discourse skills and the precision with the language that they as teachers associated with C2, and that they should therefore be rated C1 – or even B2.

As a result most groups decided not to rate these samples. It was felt that they would be misleading illustrations of C2 because:
- it was not reasonable to expect acquisition of this level of naturalness from a foreign language learner;
- the sequences did not show the range and precision of language and skills associated with definitions of C2.

These samples of young bilinguals and learners who achieved a very high degree of naturalness through immersion in an international school are made available on a second DVD along with samples of learners who have achieved these levels in a traditional way and been assessed at C1 or C2. This means that for some languages, there are no samples labelled as C1 or C2.

This issue of the nature of teenage discourse and questions as to the way in which it should be rated in relation to CEFR levels was not confined to the apparently bilingual candidates. It affected consideration of performances at B2 and above. The sensibilisation to the issue during the first morning was useful in that it gave a reference point for the many discussions that occurred on the subject in the groups. It is not reasonable to expect teenagers to speak

prose; they are not necessarily going to display the characteristics for coherence described in CEFR Table 3 for higher levels. There were several examples of mixed groups which suggested that some boys might focus more on linking in the sense of textual coherence, while girls might focus on discourse coherence: linking what they said to their partner's contribution rather than constructing an autonomous text.

The analysis results suggest that on the whole the raters made appropriate allowances for these issues. This impression is strengthened by those transcriptions that have been made.

Anomalous cases: There were three anomalous cases, two of which involved unexpected calibrations. The first of these involved Paula, speaking French, who had been considered by the CIEP to be C2, who was rated as C2 by a (small) majority at the seminar, but who came out in the analysis as a high C1. In many respects, this calibration reflected the type of issues discussed above in relation to the apparent bilinguals, plus an apparent reluctance on the part of many raters to use the top level on the scale (a common rater effect). It is noticeable that Paula was rated only by Group A on the morning on which the group lacked an authoritative figure for the French language.

The second case involved Benjamin, speaking German. He was already identified as a borderline candidate (A1/A2), but he was an example of an unsuccessful learner. He frequently used the perfect tense, sometimes even getting word order right with two auxiliary verbs, but equally frequently failing in the attempt. In the interaction he proved incapable of sustaining any performance at all. Does a bad A2 make an A1? It certainly doesn't make a suitable sample to illustrate what one can expect at A1 and therefore a decision was taken not to use this sequence on the DVD.

Resolving Problematic Cases:
The problematic cases discussed above were subjected to a formal consultation process with the project partners. Each examination institute was sent a list of cases to discuss with their chief examiners, in comparison to other standardization samples. It is the institution for the language concerned that has given the definitive decision on the 16 borderline and 2 anomalous cases.

5.5. Conclusion
The outcome of the seminar was a great success, providing 136 calibrated performances. Only 16 of these were "borderline" samples, - and many of those really *do* show candidates who are borderline in the sense that they are exactly on the border between the levels. This fact is certainly not a reason not to use these samples; they will be very valuable for discussion in a second round of training. Furthermore, 5 of these borderline cases are on the border between a criterion level (e.g. B1) and a plus level (B1+) and are therefore a very good example of the broader CEFR reference level, being situated exactly in the middle of it.

The seminar conclusively demonstrated that language professionals working with different languages do share the same understanding of the common reference levels. There was no systematic difference by language evident in either the discussions nor in the analysis of the data. Where there was a difference of emphasis, this could be attributed to an individual and the analysis method adopted adjusted for such cases.

The DVD therefore reliably shows performances of young people that are directly comparable across languages. The samples illustrate the principal characteristics of the levels themselves, as defined in the illustrative descriptors.

The seminar also broke new ground through successful experimentation with the linking of a ranking methodology to criterion-referenced rating. As pointed out in the body of the report, the technique employed may make it more feasible to provide illustrative samples of performance for lesser taught languages, especially as the data can be collected on-line.

For the participants, the event was as enjoyable as it was challenging. It was a great opportunity to meet fellow professionals from other pedagogic cultures and to further develop a European network.

Appendix 1

Département évaluation et certifications

Séminaire interlangues
Cross language benchmarking seminar
du 23 au 25 juin 2008

Coordonnateurs : Gilles Breton, Brian North

Public	50 experts internationaux ayant déjà participé à des séminaires de calibrage et/ou répondant aux critères de compétences dans au moins 3 langues. *50 international experts who have already taken part in calibration seminars and/or fulfil the criteria of competence in at least 3 languages.*

Contexte	Des séminaires de calibrage de productions orales par des adultes ont déjà été organisés pour le français langue étrangère en 2004(CIEP), l'allemand en 2005 et 2006 (Goethe Institut et ÖSD), l'italien en 2007 (Università per Stranieri di Perugia). Le séminaire interlangues s'appuie sur ces expériences, mais a pour objet des productions orales de jeunes en milieu scolaire en allemand, anglais, espagnol, français et italien. *Seminars calibrating oral production by adults have already been organised for French as a foreign language in 2004 (CIEP), German in 2005 and 2006 (Goethe-Institut and ÖSD) and Italian in 2007 (Università per Stranieri di Perugia). The cross language benchmarking seminar is based on these initiatives but is aimed at capturing samples of spoken language of young people at school in German, English, Spanish, French and Italian.*

Objectifs	Produire un DVD présentant de façon transparente et fiable, des échantillons comparables de productions orales calibrées sur les six niveaux du CECR en allemand, anglais, espagnol, français et italien, produits par des adolescents de 13 à 18 ans. *Produce a DVD which presents in a reliable and transparent way comparable samples of oral production at the six levels of the CEFRL in German, English, Spanish, French and Italian, produced by young people from 13 to 18 years old.*

Contenus et modalités de travail	- 1ère journée : session plénière. Familiarisation avec les concepts et entraînement à l'analyse de séquences calibrées - *1st day: Plenary session. Familiarisation with the concepts and training in analysing calibrated sequences.* - 2ème journée : Répartition en 2 groupes (groupe A : allemand, anglais, français ; groupe B : anglais, espagnol, français - *2nd day: Division into 2 groups (Group A: English, French, German. Group B: English, French, Spanish).* - 3ème journée : répartition en 3 groupes (Groupe A, groupe B, groupe C : anglais, français, italien) - *3rd day: Division into 3 groups (Group A, Group B and Group C: English, French, Italian.)* -

Les partenaires du CIEP

- Division des Politiques linguistiques du Conseil de l'Europe
- Cambridge ESOL, United Kingdom
- Instituto Cervantes, España
- Goethe Institut, Deutschland
- Università per Stranieri di Perugia, Italia

Liste des experts
List of experts

Mme Alonso Alberti Paloma	Ecole officielle de langues, Madrid, Espagne
M Amenos José	Ecole officielle de langues, Madrid, Espagne
M Balch Andrew	Cambridge ESOL, Royaume Uni
Mme Besch Denise	Ministère de la culture, Luxembourg
Mme Bolton Sibylle	Consultante, Allemagne
M Breton Gilles	Centre international d'études pédagogiques (CIEP), Sèvres, France
Mme Causa Maria	Université Paris III, France
Mme Colin Gaelle	Institut: Hogeschool, Utrecht, Pays-Bas
M Dobson Alan	Consultant, Royaume Uni
M Dolci Roberto	Université de Pérouse, Italie
Mme Figueras Neus	Ministère de l'Education de la Generalitat de Catalogne, Espagne
M Folny Vincent	Centre international d'études pédagogiques (CIEP), Sèvres, France
Mme French Angela	Cambridge ESOL, Cambridge, Royaume Uni
Mme Ganeva Veselina	Ministère de l'Education et des Sciences, Sofía, Bulgarie
M Gerbes Johanes	Goethe institut, Munich, Allemagne
Mme Grego Bolli Giuliana	Université de Pérouse, Italie
Mme Guerin Elisabeth	Université de Florence, Italie
M Halberstadt Wolf	IA IPR Versailles, France
M Harvey Anthony	Cambridge ESOL en France
M Hilton Stanley	Centre international d'études pédagogiques (CIEP), Sèvres, France
M Hughes Gareth	Bureau de coordination des écoles clubs, Fédération des coopératives, Migros, Zurich, Suisse
Mme Jolly Evelyne	IA IPR, Paris, France
M Johns Alec	Cambridge ESOL, Cambridge, Royaume Uni
M Jones Neil	Cambridge ESOL, Cambridge, Royaume Uni
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Mme Kecker Gabriele	Institut Test DAF, Bochum, Allemagne
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Mme Lorenz Helga	Université de Klagenfurt, Autriche
M Mader Lothar	Institut Goethe, Paris, France
M Martyniuk Waldek	Université Jagiellonan, Cracovie, Pologne
M Mègre Bruno	Centre international d'études pédagogiques (CIEP), Sèvres, France
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M Noijons Jose	CITO, Arnhem, Pays Bas
M North Brian	Eurocentres, Zürich, Suisse
Mme Ortega Calvo Angeles	Ministère de l'Education et des Sciences, Espagne
Mme Panthier Johanna	Conseil de l'Europe, Strasbourg
Mme Pardina Alba	Institut Cervantes, Paris, France
Mme Parizi Francesca	Université de Pérouse, Italie
M. Pascoal Jose	Université de Lisbonne, Portugal
Mme Peltier Sylvie	Alliance française de Paris, Ile-de-France, France
Mme Perlmann Balme Michaela	Institut Goethe, Munich, Allemagne
M Roman Sergio	Cambridge ESOL en France
Mme Sampsonis Beatrix	Alliance française de Paris, France
Mme Spinelli Barbara	Université de Pérouse, Italie
Mme Spoettl Carol	Université d'Innsbruck, Autriche
Mme Strobel Katja	Ecole officielle de langues, Madrid, Espagne
Mme Tagliante Christine	Centre international d'études pédagogiques (CIEP), France
M Verhelst Norman	CITO, Arnhem, Pays Bas

Liste des observateurs
List of observers

Mme Potonnier Anne	Direction des sections internationales du lycée de Sèvres
Mme Lévy Monique	Direction de l'évaluation, de la prospective et de la performance (DEPP), France
Mme Beuzon Sylvie	Direction de l'évaluation, de la prospective et de la performance (DEPP), France
Mme Taylor Muriel	Lycée Jacques Decour, Paris
Mme Solis Mercedes	Lycée espagnol Luis Buñuel, Neuilly/Seine
Melle Estefania Nuchera Gomez	Lectrice d'espagnol, Paris III, Paris

Programme du 23 au 25 juin 2008

LUNDI 23 JUIN		MARDI 24 JUIN		MERCREDI 25 JUIN		

LUNDI 23 JUIN
Session plénière
9 h 00 – 9 h 30
Accueil et ouverture du séminaire M Roger Pilhion, directeur adjoint du CIEP Mme Christine Tagliante, responsable du département évaluation et certifications
9 h 30-10 h 30
Présentation du dispositif: Brian North Le public et les tâches : Gilles Breton Les résultats des premières analyses : Neil Jones
10 h 30-11 h
Pause
11 h-12 h 30
Le contexte scolaire: comparaisons des productions adolescents et adultes : Brian North Familiarisation avec le tableau 3 du CECR: Brian North *Salle de conférences*

MARDI 24 JUIN

Groupe A 9-h – 12 h 30 (pause 10 h 30)	Groupe B 9 h – 12 h 30 (pause 10 h 30)
Allemand, anglais, français	Anglais, espagnol, français
Coordination : Gareth Hughes	Coordination : Christine Tagliante
Analyse de 4 séquences	Analyse de 4 séquences
Salle de conférences	*Salle des gardes*

MERCREDI 25 JUIN

Groupe A 9 h – 12 h 30 (pause 10 h 30)	Groupe B 9 h – 12 h 30 (pause 10 h 30)	Groupe C 9 h – 12 h 30 (pause 10 h 30)
Allemand, anglais, français	Anglais, espagnol, français	Anglais, français, italien
Coordination : Gareth Hughes	Coordination : Christine Tagliante	Coordination Giuliana Grego Bolli
Analyse de 7 séquences	Analyse de 7 séquences	Analyse de 7 séquences
Salle de conférences	*Salle des gardes*	*Salle Eugénie Cotton*

12 h 45 – 14 h 00 : déjeuner au CIEP	**12 h 45– 14h : d**éjeuner au CIEP	**12 h45 – 14h :** déjeuner au CIEP

Session plénière
14 h 00 – 16 h
Analyse et calibrage de 5 séquences (3 anglais, 2 français) Coordination : Brian North, Sylvie Lepage Gilles Breton
16 h – 16 h 30
Pause
16 h 30- 18 h 30
Suite des analyses et des calibrages des 5 séquences *Salle de conférences*

Groupe A 14 h – 18 h 30 (pause 16h)	Groupe B 14 h – 18 h 30 (pause 16h)
Allemand, anglais, français	Anglais, espagnol, français
Coordination : Gareth Hughes	Coordination : Christine Tagliante
Analyse de 5 séquences	Analyse de 5 séquences
Salle de conférences	*Salle des gardes*

Groupe A 14 h – 16 h	Groupe B 14 h – 16 h	Groupe C 14 h – 16 h
Analyse de 4 séquences	Analyse de 4 séquences	Analyse de 4 séquences
Salle de conférences	*Salle des gardes*	*Salle Eugénie Cotton*

Fin des activités à 16h

19 h 30 – 21 h 00 : Diner au CIEP	**19 h 30 – 21 h 00 : diner au CIEP**	

Séminaire inter-langues 23-25 juin 2008

Objectif
Produire un DVD présentant de façon transparente et fiable, des échantillons comparables de productions orales calibrées sur les six niveaux du CECR en allemand, anglais, espagnol, français et italien, produits par des adolescents de 15 à 16 ans (âge de la fin de cursus scolaire obligatoire).

Des rapports et fiches de commentaires seront publiés sur le site du Conseil de l'Europe.

Produce a DVD presenting transparent, reliable CEFR-calibrated samples of spoken performances by young people aged 15-16 (end of compulsory schooling) for German, English, Spanish, French and Italian.

Descriptif du DVD
Il présentera trois types de consultations :
- par niveau (A1 en allemand, anglais, espagnol, français et italien, A2, B1 etc.)
- par langue (de A1 à C2)
- par personne (production orale en langue 1 et production orale en langue 2)

The DVD will offer three types of comparative reference material
- by level (A1 in German, English, Spanish, French and Italian, A2, B1 etc.)
- by language (A1 to C2)
- by learner (spoken production in two foreign languages : language one and language two)

Conseil scientifique
Brian North: coordinateur du projet (Fondation Eurocentres) ; Neil Jones (Cambridge ESOL) ; Johanna Panthier (Conseil de l'Europe) ; CIEP :Christine Tagliante (CIEP) ; Gilles Breton (CIEP) ; Christophe Lalanne(CIEP); Sylvie Lepage (CIEP)

Partenaires
- Pour l'allemand : Institut Goethe (Michaela Perlmann-Balme/Lothar Mader)
- Pour l'anglais : Cambridge ESOL (Nick Saville/ Anthony Harvey)
- Pour l'espagnol : Institut Cervantes (Ramon Parrondo/Alba Pardina)
- Pour l'italien : Université de Pérouse (Guiliana Grego Bolli / Francesca Parizzi)

Organisation
- Le séminaire aura lieu les 23, 24 et 25 juin 2008, au CIEP. Le tournage aura lieu en France, dans les établissements scolaires allemands, anglais, espagnols et italiens et les sections internationales des collèges et lycées situés à Paris ou en région parisienne.

- The seminar takes place from 23rd to 25th at the CIEP. The filming will be undertaken in France in German, English, Spanish and Italian schools, plus the international departments of colleges and Lycées in the Paris region.

Performances attendues et modalités
- Les niveaux A1 à C2 sont représentés dans les 5 langues.
- Les élèves correspondent à la classe d'âge de fin du premier niveau du secondaire, soit plus ou moins 15 ans.
- Les élèves réalisent à l'oral des tâches identiques de production orale de façon à faciliter les comparaisons de niveaux.
- Les tâches concernent la production orale et l'interaction orale
- Chaque élève réalise ces tâches en au moins deux langues étrangères.

- Levels A1-C2 represented for all 5 languages.
- Learners at the end of lower secondary school, at approximately 15-16 years of age.
- Learners perform identical spoken tasks in order to facilitate comparison between levels
- Spoken tasks generate spoken production and spoken interaction
- Each learner performs these tasks in at least two languages.

Les organismes partenaires ont en charge :
1. L'identification des écoles ou des centres de langues
2. L'identification des enseignants
3. L'identification des élèves, par niveau (de A1 à C2)
4. Le nombre de productions à filmer (maximum 5 par niveau et par langue. Seules 2 productions par niveau et par langue seront retenues pour le calibrage)
5. L'identification des experts

Partner institutions are responsible for:
6. identification of schools and language centres
7. identification of teachers
8. identification of learners, (A1 to C2)
9. the number of performances filmed (maximum 5 per language and level; only 2 performances per language and level will be used for calibration)
10. identification of experts

Séminaire inter-langues 23-25 juin 2008
Pre-task
Tâche préliminaire

Aim

Calibrate 60 sequences for 5 different languages (German, English, French, Spanish, Italian: 12 per language) onto a single ordinal scale. After analysis the sequences will be in rank order on a single Rasch logit scale. **There is no reference to CEFR levels.**

Finalité:

Calibrer 60 séquences en 5 langues (allemand, anglais, espagnol, français et italien : 12 par langue) en les ordonnant sur une échelle simple ordinale. Après analyse, les séquences seront calibrées sur une échelle de mesure (Rasch). **Il n'y aura aucune référence aux niveaux du CECRL.**

Objectives

Provide a cross-linguistic calibration of the comparative proficiency level of the candidates independent of and complementary to the calibration of the same candidates in relation to CEFR levels that will take place at the seminar itself.

Provide, through the inclusion of certain sequences from existing DVDs illustrating CEFR levels for adults, an indication whether there is any tendency to different interpretations of CEFR levels for different languages.

Objectifs

Produire un calibrage interlangues du niveau de performance langagière des candidats comparés les uns avec les autres, indépendamment et en complément du calibrage de ces mêmes candidats sur les niveaux du CECRL. Ce dernier calibrage se fera pendant le séminaire.

Savoir, grâce à l'inclusion de certaines séquences des DVD actuels illustrant les niveaux du CECRL pour adultes, si les niveaux du CECRL dans différentes langues donnent vraiment lieu à des interprétations différentes selon les langues.

Method

Each participant receives a password to access their sequences on the web.
Each sequence shows two candidates, who each do a spoken production phase, followed by an interaction phase between the two of them.
Each participant watches and rates **10 sequences** out of the 60, in an overlapping "missing data" data collection matrix.
Sequences generally last between 5 and 10 minutes – for all three phases (Production 1, Production 2; Interaction).
Usually five sequences for each of two languages are presented.
Since there are two candidates in each sequence this means rating **20 candidates** (usually 10 for each language).
The ratings do not all need to be made in the same session. The website can be accessed as many times as necessary.
The sequences can be accessed as many times as necessary.

Méthode

Chaque participant recevra un mot de passe pour accéder aux séquences qu'il devra calibrer sur le site internet.

Chaque séquence montre 2 candidats et comporte 3 phases :

2 productions (chaque candidat produit un monologue) suivies d'une interaction entre les deux candidats.

Chaque participant regarde et évalue **10 séquences** sélectionnées aléatoirement parmi les 60 qui auront été retenues, selon une matrice de données prédéfinie.

La durée d'une séquence (pour les 3 phases : Production 1, production2 ; interaction) varie de 5 à 10 minutes.

En principe, sur les 10 séquences, 5 concerneront une langue et 5 une autre.

Pour ce travail préliminaire au séminaire, les experts établiront des comparaisons entre les productions en 2 langues seulement.

Comme il y a deux candidats par séquence, cela signifie qu'il faudra évaluer **20 candidats** (en principe 10 pour chaque langue).

Il n'est pas nécessaire de faire les évaluations en une seule fois. Il sera possible d'accéder au site autant de fois que nécessaire.

- **A single holistic rating is made of each candidate**. It is the candidates that are rated, not the separate performances (production / interaction).
- **No reference to CEFR levels is made**. Rating is done on the webpage by dragging the icons representing the **20** candidates into a single rank order. Ranking should be done purely on the basis that "She is better than him." It s important to compare candidates directly – not to assign to a CEFR level and then rank those levels. The candidates must be ranked directly.
- **The Rating Criteria** are the five qualitative aspects of language proficiency: Range, Accuracy, Fluency, Coherence and Interaction. These are defined briefly on an accompanying sheet. CEFR Table 3 (that also uses these categories) is also provided as a more comprehensive description of the 5 criteria but should not be used for rating. CEFR Table 3 will, on the other hand, provide the main rating criteria during the seminar itself.

- **Une évaluation holistique est faite de chaque candidat**. Ce sont les candidats qui sont évalués et non les performances séparément (productions/interaction).
- **Il n'y a aucune référence aux niveaux du CECRL**. L'évaluation est faite directement sur le site en déplaçant les icones représentant les 20 candidats selon un seul ordre de classement. Le classement se fait uniquement sur la base de l'affirmation selon laquelle « il/elle est meilleur/e que lui/elle ». Il est important de comparer directement les candidats - ne pas leur attribuer un niveau du CECRL pour ne pas les classer selon les niveaux attribués. Les candidats doivent être classés directement.
- **Les critères de classement** sont les 5 aspects qualitatifs de performance langagière. : étendue, correction, aisance, cohérence, interaction. Ces critères sont définis de façon succincte sur une feuille séparée. Le tableau 3 du CECRL (qui utilise aussi ces catégories) est aussi fourni pour donner une description complète de ces critères mais ne devrait pas être utilisé pour l'évaluation. Le tableau 3 du CECRL fournira cependant les critères qui serviront de référence pour l'évaluation pendant le séminaire.

Detailed Instructions

1. Print out and have available the communication giving you details of the website and the personal password necessary to access your sequences.
2. Access the website, follow the on screen instructions and enter your password.
3. Watch the first sequence. While watching, think about which of the two candidates is better (holistic judgement based on Range, Accuracy, Fluency, Interaction and Coherence).
4. Drag the icons representing these two candidates in the first sequence into position so that the candidate who is better appears at the top of the list of two icons.
5. Watch another sequence. While watching, think whether one or both of the two candidates are better than those in the previous sequence, and which of the two of them is better than the other.

6. Slot the icons for these two candidates into the correct position in your scale of 4 candidates. The best of the four is on top, the second best in second position, etc. – irrespective of which sequence they appeared in.
7. Repeat steps 6 and 7 for the other 8 sequences. You can view again (parts of) sequences you have already worked on if you wish.
8. View again any sequences you wish to
9. Finalise the rank order of your 20 candidates if necessary.
10. When you have finished, confirm your decision.

Consignes détaillées:
1. Imprimez l'information communiquée concernant les détails du site et le mot de passe personnel pour accéder à vos séquences.
2. Accédez au site, suivez les consignes et entrez votre mot de passe.
3. Regardez la première séquence. Pendant que vous regardez, demandez-vous lequel des deux candidats est le meilleur (jugement holistique basé sur l'étendue, la correction, l'aisance, la cohérence, l'interaction).
4. Déplacez les icones représentant les 2 candidats de la première séquence de telle façon que le meilleur soit placé au dessus de l'autre.
5. Regardez une autre séquence. Pendant que vous regardez, demandez-vous si un ou les deux candidats de cette deuxième séquence est/sont meilleur/s que celui/ceux de la séquence précédente et lequel des deux est meilleur que l'autre.
6. Placez les icones des deux candidats de la deuxième séquence selon l'ordre de classement sur l'échelle des 4 candidats. Le meilleur des 4 est en haut, le deuxième directement en dessous, etc…indépendamment des séquences dans lesquelles ces candidats apparaissent.
7. Répétez l'étape 6 et 7 pour les 8 autres séquences. Vous pouvez revoir des séquences (ou des parties) que vous avez déjà regardées.
8. Revoyez toutes les séquences si vous en éprouvez le besoin.
9. Finalisez l'ordre de classement de vos 20 candidats si nécessaire.
    10. Quand vous avez fini, confirmez votre décision.

Sèvres, 07 May 2008
CIEP : Gilles Breton, Christophe Lalanne, Sylvie Lepage
Fondation Eurocentres : Brian North

Appendix 4

Courtes définitions des critères du Tableau 3 du CECR

Range   **How much language?**
- how complex is the syntax, the sentence structures?
- how wide and sophisticated is the vocabulary?

Accuracy   **How well controlled is the language?**
- how accurate is the grammar?
- how accurate and appropriate is the selection of expressions?

Fluency   **How easily can the learner formulate what they say?**
- how smooth and flowing (automatic) is the delivery?
- how clearly can they formulate ideas and thoughts?

Interaction   **How skilful is the learner at working with others?**
- how well can he/she intervene in the discussion?
- how sensitively does he/she relate to the others' contributions?

Coherence   **How well-structured is the learner's production?**
- how easy is it to follow the direction of their story or argument?
- how sophisticated and appropriate is the linking in the context?

Spektrum   **Wie viel Sprache**?
- wie komplex sind Satzbau und Satzstrukturen?
- wie breit und differenziert ist der Wortschatz?

Korrektheit   **Wie gut wird die Sprache beherrscht**?
- wie korrekt ist die Grammatik?
- wie korrekt und angemessen ist die Ausdrucksweise?

Flüssigkeit   **Wie leicht fällt es dem Lerner, seine Aussagen zu formulieren?**
- wie fließend und glatt (automatisch) ist seine/ihre Rede?
- Wie klar kann er/sie Ansichten und Gedanken formulieren?

Interaktion   **Wie geschickt kann der Lerner mit anderen zusammenarbeiten?**
- wie gut kann er/sie sich in Diskussionen einbringen?
- wie gut kann er/sie auf die Beiträge anderer eingehen?

Kohärenz   **Wie gut strukturiert ist die Aussage des Lerners?**
- wie einfach ist es, dem Verlauf seiner/ihrer Geschichte oder Argumentation zu folgen?
- wie angemessen und flexibel werden die einzelnen Teile seiner Aussage verbunden?

Étendue :   **Quelle est l'étendue de la langue ?**
- Quel est le degré de complexité de la syntaxe ? Des structures de phrases ?
- A quel point le vocabulaire est-il varié et recherché ?

Correction : **Quel est le degré de maîtrise de la langue ?**
- A quel point la grammaire est-elle correcte ?
- Quel est le degré de correction et de maîtrise des expressions utilisées ?

Aisance : **Avec quelle facilité l'apprenant peut-il formuler ce qu'il dit ?**
- A quel point le débit est-il régulier et fluide (automatismes)?
- A quel point les idées sont-elles formulées de manière claire ?

Interaction : **Dans quelle mesure l'apprenant sait-il coopérer avec son partenaire ou répondre à ses sollicitations ?**
- Quelle est son aptitude à intervenir à point dans la discussion ?
- Quelle est son aptitude à tenir compte de la contribution de l'autre ?

Cohérence : **La production de l'apprenant est-elle bien structurée ?**
- A quel point est-il facile de suivre le fil conducteur de son récit ou de son argumentation ?
- A quel point la manière de relier les idées est-elle claire et recherchée ?

Estensione **Quanta lingua?**
- Quanto è complessa la sintassi e la struttura delle frasi?
- Quanto è ampio e sofisticato il vocabolario?

Correttezza **Quanto (bene) è controllata la lingua?**
- Quanto è accurata la grammatica?
- Quanto è accurata e appropriata la scelta delle espressioni?

Fluenza **Quanto facilmente il discente è in grado di formulare quello che intende dire?**
- Quanto scorrevole e fluido (naturale) è il discorso?
- Quanto chiaramente vengono formulate idee e concetti?

Interazione interlocutori? **Quanto capace è il discente di interagire con i suoi**

- Quanto (bene) il discente è in grado di intervenire nella discussione?
- Quanto facilmente il discente si rapporta agli interventi degli altri?

Coerenza **Quanto (bene) è strutturata la produzione del discente?**
- Quanto è agevole seguire il filo del discorso?
- Quanto appropriato e affinato è il riferimento al contesto?

Alcance **Cantidad de lengua (caudal lingüístico)**

- ¿Qué grado de complejidad tiene la sintaxis, la estructura de las frases?

- ¿Qué grado de elaboración tiene el vocabulario?

Corrección   **Control de la lengua**

- ¿Qué grado de corrección tiene la gramática?

- ¿Qué grado de corrección tiene la selección de expresiones?

Fluidez   **Desenvoltura en la formulación de lo que dice**

- ¿Qué grado de facilidad (automaticidad) tiene el aprendiz al expresarse?

- ¿Con qué grado de claridad puede formular sus ideas y pensamientos?

Interacción   **Habilidad del aprendiz al operar con otras personas**

- ¿Cómo de bien (con qué grado de pericia) interviene en las conversaciones?

- ¿Con qué grado de idoneidad relaciona sus aportaciones con las de los demás?

Coherencia   **Estructuración de la producción del aprendiz**

- ¿Con qué grado de facilidad se puede seguir el desarrollo de lo que dice (historia o argumento)?

- ¿Qué grado de elaboración y de adaptación al contexto tiene lo que dice?

Appendix 5

Mündliche Leistungen: Beispiele für die sechs Niveaustufen
Gemeinsamer europäischer Referenzrahmen für Sprachen

Spoken performances illustrating the 6 levels
Common European Framework of Reference for languages

Producciones orales que ilustran los 6 niveles
Marco común europeo de referencia para las lenguas

Produzioni orali che illustrano i 6 livelli
Quadro comune europeo di riferimento per le lingue

Productions orales illustrant les 6 niveaux
Cadre européen commun de référence pour les langues

Niveau 1	Commentaires

Niveau 2

Nom de la page :
page_info_O.psd

Page commune aux 2 dvd

2 boutons cliquables : Menu et Informations.
par défaut le bouton Menu présélectionné

Niveau 3

Nom de la page : menu_dvd1	Nom de la page : page_info_langues
Page commune pour toutes les langues du DVD 1 (adapter niveaux C1 et C2 au DVD2).	*Page commune à toutes les langues et aux 2 dvd*
Boutons deutsch, english… et A1, A2 … cliquables (pas les titres).	*bouton Deutsch présélectionné par défaut*
bouton Deutsch présélectionné par défaut	*clic sur la flèche = retour en arrière*
prévoir la navigation verticale et horizontale	

Niveau 4

menu_langue_fr.psd	menu_niveau.psd	page_info_1_fr.psd… page_info_3_fr.psd	Nom de la page : menu_langue_fr.psd	Nom de la page : menu_niveau.psd	Nom de la page : page_info_1_fr.psd… page_info_8_fr.psd

Nom de la page :
menu_langue_fr.psd

Mettre la langue traduite pour chaque langue en titre : ce qui donnerait à la place du Français :
Deutsch
English
Español
Italiano

+ les prénoms de la langue correspondante

+ le bouton « menu » et « niveau » déclinés dans la langue correspondante (voir document bouton.doc.)

Nom de la page :
menu_niveau.psd

garder pour tous les niveaux le bouton « menu » en français.

Nom de la page :
page_info_1_fr.psd…
page_info_8_fr.psd

page_info_2_fr.psd

Clic sur chaque logo pour voir le descriptif de l'institution (chaque descriptif sera en 1 seule langue et non pas en 5 langues).
Je vous transmets ces pages de présentation des institutions ultérieurement

Vers niveau 5

Vers niveau 5

SEMINAIRE INTERLANGUES 23,24,25 juin 2008
CROSS LINGUISTIC BENCHMARKING SEMINAR 23rd,24th,25th June
CIEP Sèvres

Merci d'indiquer votre niveau de compréhension orale dans les différentes langues. Ces informations nous permettront d'organiser les groupes pour le séminaire interlangues.
Veuillez noter qu'il vous faudra participer aux discussions de groupes dans les deux langues principales et bien sûr évaluer des productions dans les langues concernées au niveau B2 (B1 pour la troisième langue).

In order to organize the groups for the cross language benchmarking seminar, would you be so kind as to indicate your listening levels in the different languages.
Please be aware that you will need to take part in group discussions in the two main languages, and of course be capable of evaluating spoken performances in the languages concerned up to B2 (or B1 in the third language).

NOM et Institution NAME and institution	Compréhension orale/Listening					
	A1	A2	B1	B2	C1	C2
ALLEMAND/GERMAN						
ANGLAIS/ENGLISH						
ESPAGNOL/SPANISH/						
FRANÇAIS/FRENCH						
ITALIEN/ITALIAN						

Appendix 8
Lettre d'invitation aux experts

Dear Colleagues

The CIEP is organising a cross-linguistic benchmarking event on 23rd, 24th and 25th June in Sèvres, on which you will find information attached. The CIEP has decided to organize this seminar because the DVDs produced will:
- help to ensure comparability between CEFR-related projects for different languages;
- be a considerable assistance to teachers in school systems;
- be relevant to the European Commission's Language Indicator project. .

We are writing this mail to experts in the field of language testing, and in particular to people who participated in the CEFR-benchmarking events at Sévres, Perugia, Münich and Vienna.

If you are interested in participating in this event, you need to have a receptive competence of at least B2 in two languages, plus competence of at least B1 in a third. You would also need to be able to take part in group discussion in the two main languages, and of course to be capable of evaluating spoken performances in the languages concerned up to B2 (or B1 in the third language).

If you would like to take part, to assist the organization, please, by 10th January:
- confirm your interest;
- complete and return the attached table at the latest;
- indicate whether you would need accommodation at the CIEP (22-25th June: 3 nights).

Yours sincerely,

Gilles Breton, CIEP
Brian North, Eurocentres (for the Council of Europe)

Chers collègues,
Le CIEP organise les 23,24 et 25 juin 2008 un séminaire interlangues dont vous trouverez ci-joint les objectifs et les modalités d'organisation. Ce séminaire nous a paru d'autant plus nécessaire d'organiser que le DVD produit :
- permettra d'assurer une comparabilité entre les projets liés au CECR concernant différentes langues ;
- sera d'une grande aide aux enseignants dans le système éducatif ;
- est en adéquation avec le projet d'indicateur de compétences linguistiques de la commission européenne.
Nous nous adressons pour ce séminaire aux experts dans le domaine de l'évaluation des langues et en particulier à celles et ceux qui ont déjà participé aux séminaires organisés à Sèvres, Munich et Pérouse.
Si vous désirez participer à ce séminaire, il est nécessaire que vous ayez une compétence de réception orale d'un niveau minimum B2 dans deux langues et d'un niveau B1 dans une troisième langue. Vous devrez aussi être capables de participer aux discussions de groupes dans les deux langues principales et bien sûr pouvoir évaluer les productions orales dans les langues concernées à un niveau B2 (B1 dans la troisième langue).

Si vous désirez participer à ce séminaire, nous vous demandons instamment de :
- confirmer votre intérêt d'ici le 10 janvier 2008 (date impérative pour les modalités d'organisation) ;
- compléter et envoyer le tableau joint ;
- nous indiquer si vous comptez séjourner au CIEP du 22 au 25(inclus) et ce, afin de pouvoir nous organiser.

Le tout avant le 10 janvier 2008

Bien cordialement à vous et bonnes fêtes

Gilles Breton, CIEP
Brian North, Eurocentres (for the Council of Europe)

Appendix 9

ORAL ASSESSMENT CRITERIA GRID: CEF Table 3; Manual Table 5.5

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.		Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	
B2+					
B2		Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.		Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.		Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2		Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

ORAL ASSESSMENT CRITERIA GRID: CEF Table 3; Manual Table 5.5

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2					
C1			Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.		Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.			Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	
B1+					
B1			Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.		
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.				
A1					

Appendix 10 Formulaire d'évaluation analytique: Manuel pour Relier les examens de langue au CECR
CEFR Manual Form : Analytic rating form – North and Schneider (2000)

LEARNER

1. Initial Impression
   Einstufung
   Classement - échelle globale

2. Detailed Analysis with Grid / Beurteilung mit Raster /   Estimation – grille

RANGE Spektrum Étendue	**ACCURACY** Korrektheit Correction	**FLUENCY** Flüssigkeit Aisance	**INTERACTION** Interaktion Interaction	**COHERENCE** Kohärenz Cohérence

3. Considered Judgement
   Abschliessende Einstufung
   Classement final

COMMENT:

Appendix 11
Planning détaillé du visionnement des séquences

Formation/familiarisation : 23 après midi « starters »			Angl	Fra	All	Esp	Ital
1	Angl02 : Camille et Zofia	A1	1	I	I	I	I
2	Fr 05 : Tobias et Lena	A2	II	II	III	II	III
3	Angl 01 : Clara et Tifaine	B1	II	II	II	II	II
4	Fr 04 : Miguel et Quique	B2	II	II	I	III	I +II?
5	Ang 10 : Annabelle et Xavier	C1	I	II	I	II ?	II
		C2	I	I	I	II ?	II

24 juin	
Groupe A matin (Gareth)	Groupe B matin (Christine)
Angl 17 : Blandine et Théo	Angl 17 : Blandine et Théo
Fr 21 : Paula et Candelaria	Fr O7 : Anne Sophie et Moritz
All 07 : Bérangère et Sophie	Esp 11 : Francesca et Solenne
All 05 : Mathias et Pierre François	Esp 07 : Charlotte Gawin et laura
Groupe A Après midi (Gareth)	Groupe B Après midi (Christine)
Fr 18 : Gianfranco et Isabelle	Fr 18 : Gianfranco et Isabelle
Angl 04 : Marc et Lukas	Angl 07 : Simon et Thiennot
All 06 : Donya et Sonia	Esp 12 : Alice et Aurore
All 04 : Benjamin et Falilou	Esp 09 : Clémentine et Chloé
All 01 : Mathieu et Paul	Esp 04 : Alice et Alicia

25 juin matin		
Groupe A matin (Gareth)	Groupe B matin (Christine)	Groupe C matin (Giuliana)
Angl 06 : Amélie et Théo	Angl 06 Amélie et Théo	Angl 06 : Amélie et Théo
Fr 11 : Nicholas et Yamina	Fra 03 : Basilio + Julieta	Fr 22 : Daniela et Laura
Angl 12 : Claire et Thomas	Angl 18 : Audrey et Mathilde (sur nelle liste)	Itall Premier DVD : Camille Grassi et Coralie Carbajel
Fr 02 : Kajanan et Mohammed	Fr 09 : Lucia et Inga	Ital 10 : Irène et Anna
All 03 : Audrey et Julie	Esp 17 : Ivana et Gautier	Ital 15 : Géraldine et Victor
All 09 : Alice et Guillaume	Esp 05 : Alexandros et Théo	Ital Rome: Zoé Bedouin C1et Laure Dagba
All 11 : Carlota et Christine	Esp 02 : Kathrina et Marjorie	Ital : Rome Yanni Garcia Postigo et Andrew Tinguy De La Giroulière

25 juin après-midi		
Groupe A après midi (Gareth)	Groupe B après midi (Christine)	Groupe C après midi (Giuliana)
Angl 11 : Marie et Aliza	Angl 11 : Marie et Aliza	Angl 11 : Marie et Aliza
All 12 : Marie et Lena	Esp 01 : Anne Fleur et Venitia	Ital 05 : Thibault et Marc
All 10 : Caroline et Sylvain	Esp 19 : Yanis et Vicente	Ita 12 : Juliette et Coralie
All 15 : Sandrine et Thomas (Rés)	Esp 18 : Yanis et Celia	Ital 03 : Théo et Louise

Appendix 12
Mündliche Produktion Niveaus A1 und A2

Vorbereitungszeit : 3 Minuten
Dauer: 1 bis 3 Minuten

Mündliche Produktion

Sprechen Sie über sich selbst,
zum Beispiel:

- Ihre Interessen

- Was Sie mögen oder nicht mögen

- Ein normaler Tag in der Woche

- Was Sie am Wochenende machen

- Ihre Wohnung oder Ihr Haus

- Ihre Stadt / Ihr Stadtviertel / Ihr Dorf

- Ihre letzten Ferien

Interaktion Niveau A1

Dauer : de 3 bis 5 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

Thema 1

INTERAKTION

SCHULE

Fragen Sie Ihren Partner,
was er / sie über seine / ihre Schule denkt

Stellen Sie Fragen und antworten Sie auf die Fragen Ihres Partners.

Sie können sprechen z.B. über :

- **Ihren Stundenplan**
- **Ihre Fächer (Mathe, Erdkunde usw.)**
- **Ihre Lehrer**
- **Freunde**
- **Die Stimmung in der Schule**
- **Besondere Ereignisse in der Schule**
- **Probleme**

Interaktion Niveau A1

Dauer : de 3 à 5 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

Thema 2

INTERAKTION

FAMILIE

Stellen Sie Ihrem Partner Fragen über seine Familie.

Stellen Sie Fragen und antworten Sie auf die Fragen Ihres Partners.
Siehe die unten vorgeschlagenen Themen.

Sie können auch eine Familie erfinden, wenn Sie nicht über Ihre eigene
Familie sprechen wollen.

- Geschwister (Brüder, Schwestern)
    - Alter
    - Schule, Studium, Beruf
    - Sport
- Eltern / Großeltern
- Onkel und Tanten
- Familie / Fammilienleben
    - Fernsehen
    - Einkaufen
    - Mahlzeiten (gemeinsam?)
    - Andere Familienaktivitäten

Interaktion Niveaus A2 et B1

Dauer : 5 bis 7 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

Thema 1
Kandidat A

INTERAKTION
Das Schuljahr geht zu Ende und Sie sollen, zusammen mit einem Schüler aus dem Deutschkurs, ein Fest organisieren. Machen Sie Vorschläge und fragen Sie Ihren Partner, ob er einverstanden ist.

Dauer : 5 bis 7 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

Thema 1
Kandidat B

INTERAKTION
Das Schuljahr geht zu Ende und Sie sollen, zusammen mit einem Schüler aus dem Deutschkurs, ein Fest organisieren. Machen Sie Vorschläge und fragen Sie Ihren Partner, ob er einverstanden ist.
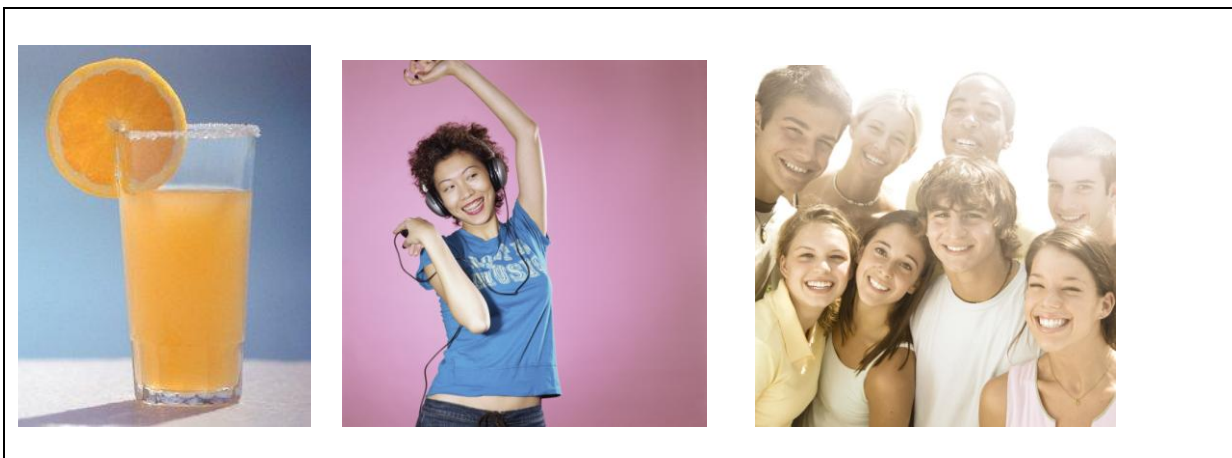
Interaktion Niveaus A2 et B1

Dauer : 5 bis 7 Minuten

Thema 2

Kandidat A

INTERAKTION
Sie organisieren, zusammen mit einem deutschen Freund, eine Reise. Machen
Machen Sie Vorschläge und fragen Sie Ihren Partner, ob er einverstanden ist.
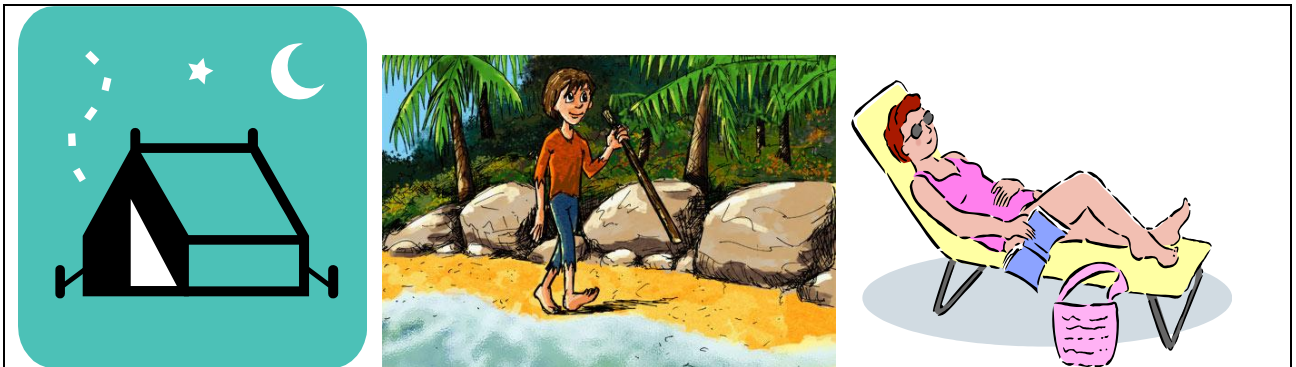
Dauer : 5 bis 7 Minuten

Thema 2

Kandidat B

INTERAKTION
Sie organisieren, zusammen mit einem deutschen Freund, eine Reise. Machen
Machen Sie Vorschläge und fragen Sie Ihren Partner, ob er einverstanden ist.
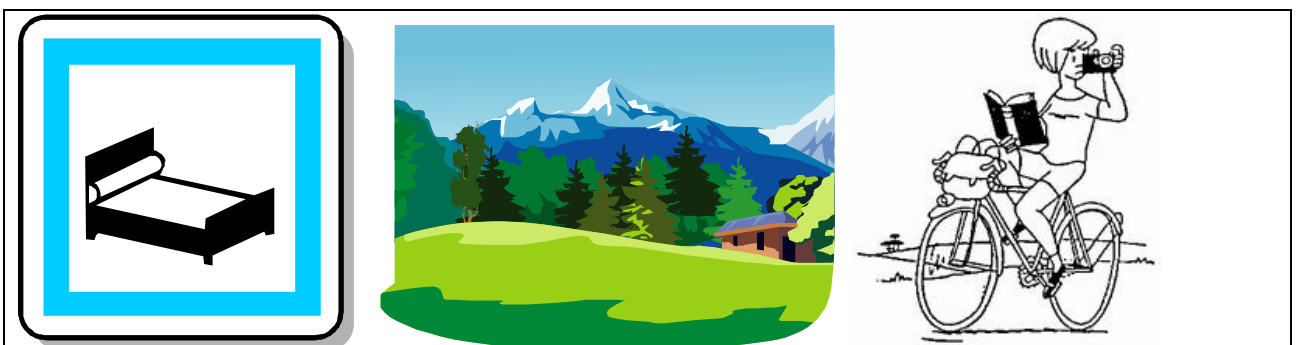
Vorbereitungszeit : 3 Minuten
Dauer : 3 bis 5 Minuten

MÜNDLICHE PRODUKTION

Wählen Sie eines der vorgeschlagenen Themen

Wenn Sie an der Reihe sind,
- stellen Sie sich vor: Name, Interessen usw.
- was Sie mögen oder nicht mögen
- Ihre Zukunftspläne
- Sprechen Sie dann über das gewählte Thema:

Sprechen Sie über :
- Eine berühmte Person, die Sie mögen. Warum mögen Sie diese Person?

oder
- Eine Fernsehsendung, die Sie mögen. Sagen Sie, warum.

oder
- Einen Film, den man unbedingt sehen muss. Sagen Sie auch, warum Sie diesen Film besonders mögen.

oder
- Ein Buch, das Ihnen besonders gefallen hat. Sagen Sie auch, warum.

oder
- Ein außergewöhnliches Ereignis in der Schule oder anderswo und erzählen Sie, wie Sie darauf reagiert haben.

oder
- Eine Erfahrung in der Arbeitswelt. Erzählen Sie etwas über Ihre Erfahrung und was Sie Ihnen gebracht hat.

Interaktion Niveau B2

Dauer : 5 bis 7 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

Thema 1

INTERAKTION B2	
INTERNET **Diskutieren Sie mit Ihrem Partner über die Vor- und Nachteile des Internets.** **Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners. Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.**	
VORTEILE	**NACHTEILE**
Kommunikation	"gefährliche" Webseiten
Information	Hacker und Piraten
Spiele	Terrorismus
Freundschaften schließen	Keine Zeit mehr für Freunde ?
Zeitgewinn	Zeitverschwendung

Thema 2

INTERAKTION B2	
HANDYS **Diskutieren Sie mit Ihrem Partner über die Vor- und Nachteile von Handys.** **Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners. Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.**	
VORTEILE	**NACHTEILE**
praktisch	Lärm
Anrufbeantworter	Stört die Nachbarn
Fotoapparat	Komplizierte Bedienung
Spiele	Abhängigkeit
Weckfunktion	Unnützes Spielzeug ?

Thema 3

INTERAKTION B2

FREUND / FREUNDIN

Sprechen Sie über den idealen Freund / die ideale Freundin.

Sprechen Sie über folgende wichtige Punkte:
- **Aussehen**
- **Ansichten**
- **Charakter**
- **Lebensweise**
- **Usw.**

Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners.

Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.

Thema 4

INTERAKTION B2

KARRIERE

Was ist für Sie wichtig für Ihre berufliche Karriere? Sprechen Sie über Ihren Traumberuf.

Sprechen Sie über folgende wichtige Punkte:
- **Arbeitsplatz**
- **Menschliche Kontakte**
- **Geld**
- **Berufliche Karriere, Beförderung**
- **Sicherheit des Arbeitsplatzes**
- **Usw.**

Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners.

Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.

Thema 5

INTERAKTION B2
FERIEN **Was sind für Sie die idealen Ferien?** **Sprechen Sie über folgende wichtige Punkte:** - **Ferienziel / Ferienort** - **Unterkunft** - **Leute** - **Aktivitäten** - **Preise / Kosten** - **Usw.** **Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners.** **Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.**

Thema 6

INTERAKTION B2
SPORT UND GELD **Diskutieren Sie mit Ihrem Partner über die Rolle des Geldes beim Sport (Vorteile / Nachteile).** **Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners.** **Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.**

VORTEILE	NACHTEILE
Anerkennung	**Korruption**
Bessere sportlilche Einrichtungen	**Stress für die Sportler**
Berufliche Perspektiven	**Sport ist kein Vergnügen mehr**
Qualität der Spiele / Wettkämpfe	**Übertreibung**
	Gefahren für die Gesundheit ?

Thema 7

<div align="center">

INTERAKTION B2

WERBUNG UND EMANZIPATION DER FRAUEN

</div>

Welches Bild von Frauen wird durch die Werbung vermittelt?
Was denken Sie darüber?

Sprechen Sie über folgende wichtige Punkte:
- **Aussehen**
- **Lebensweise**
- **Modell**
- **Usw.**

<div align="center">

Geben Sie Ihre Meinung wieder und reagieren Sie auf die Meinung Ihres Partners.

Unten finden Sie ein paar Ideen. Wenn Sie nicht über Ihre eigene Meinung sprechen wollen, können Sie auch den Standpunkt eines Freundes wiedergeben.

</div>

Vorbereitungszeit: 3 Minuten
Dauer : 4 bis 5 Minuten

MÜNDLICHE PRODUKTION

Sie müssen nicht unbedingt Ihre persönliche Meinung sagen.

Wie könnte man das Schulsystem verbessern, um auf die Bedürfnisse der Zukunft zu reagieren und die Schule interessanter zu machen?

oder

Warum haben Eltern und Kinder manchmal Probleme, sich gegenseitig zu verstehen? Wie könnte man Konflikte vermeiden und die Beziehung zwischen Eltern und Kindern verbessern?

oder

Ist die Rolle der Lehrer wichtiger als die der Eltern? Begründen Sie Ihre Meinung.

oder

Hat sich die Rolle der Frauen in Ihrem Land in den letzten 20 Jahren verändert? Erklären Sie, inwiefern.

Oder

Kann die Schule einen Beitrag leisten, um Gewalt zu verhindern? Wie? Wenn nicht, warum?

Oder

Die modernen Kommunikationsmittel entwickeln sich immer weiter. Kommunizieren die Leute dadurch besser und werden die Beziehungen zwischen den Leuten besser? Erklären Sie Ihre Meinung.

oder

Soll man sich sozial oder politisch engagieren und wofür?

Interaktion Niveau C1/C2

Dauer : 10 Minuten
Die Kandidaten einigen sich auf eines der vorgeschlagenen Themen.

INTERAKTION

Stellen Sie Ihre Meinung dar und reagieren Sie auf die Meinung Ihres Partners.

Sie müssen nicht unbedingt Ihre persönliche Meinung sagen.

Internet bietet gute Lern- und Kommunikationsmöglichkeiten, schadet aber unter Umständen Freundschaften und dem Familienleben.

oder

Werbung ist unbedingt nötig, damit man über neue Produkte informiert ist, aber sie verführt Leute dazu Geld auszugeben und vielleicht Schulden zu machen.

oder

Wer mit der Mode geht, mangelt an Originalität. Oder ist es wichtig, mit der Mode zu gehen, damit man von der Gesellschaft akzeptiert wird?

oder

Die heutige Gesellschaft (Familie, Schule) ist nicht streng genug mit den Jugendlichen.

oder

Hat Sport nur Vorteile oder auch Nachteile?

Production / levels A1 and A2

Preparation : 3 minutes
Length : 1 to 3 minutes

PRODUCTION
Tell us about yourself

Talk about, for example:

- Your interests

- Your likes and dislikes

- Your day during the week

- Your activities in your free time

- Your apartment or house

- Your town or district

- Your last holidays

Interaction level A1

Length : 3 to 5 minutes
Partners agree on one of the topics.
Choose the subject you would like to talk about :
- **Family**
- **School**

Topic 1

SCHOOL
Ask your partner about his/her school
Ask questions about, for example, the points below – and answer the questions of your partner
- Timetable ?
- Subjects ? (maths, geography…)
- Teachers ?
- Friends ?
- Atmosphere ?
- Opportunities ?
- Problems?

Topic 2

FAMILY
Ask your partner about his/her family
Ask questions about, for example, the points below – and answer the questions of your partner.
If your prefer, you may invent answers about a fantasy family instead of your real family.
- brothers ?sisters ?
  - age ?
  - pupil ?student? job?
  - sports?
- parents /grandparents
- uncles and aunts?
- your family/family life?
  - television?
  - shopping ?
  - meals (together ?)
  - other activities?

Interaction levels A2 and B1

Length : 5 to 7 minutes
Partners agree on one of the topics.

Topic 1
Candidat A

INTERACTION
You are going to organize a party for the end of the school year with a pupil from your English course. You make suggestions and ask your partner if he/she agrees.

Length : 5 to 7 minutes
Partners agree on one of the topics.

Topic 1
Candidat B

INTERACTION
You are going to organize a party for the end of the school year with a pupil from your English course. You make suggestions and ask your partner if he/she agrees.
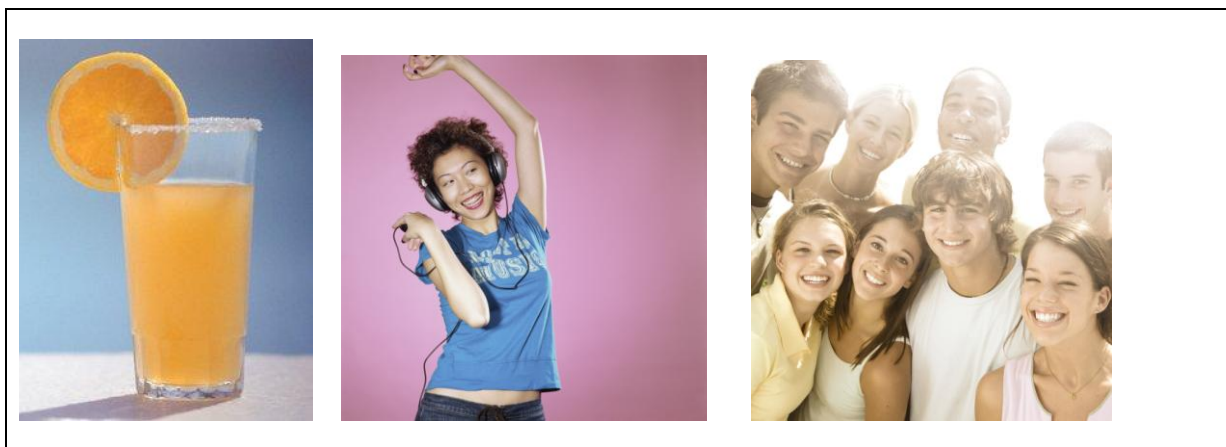
Interaction levels A2 and B1

Length : 5 to 7 minutes
Partners agree on one of the topics.

Topic 2
Candidat A

INTERACTION
You organize a trip with an English friend. You make suggestions and ask your partner if he/she agrees.
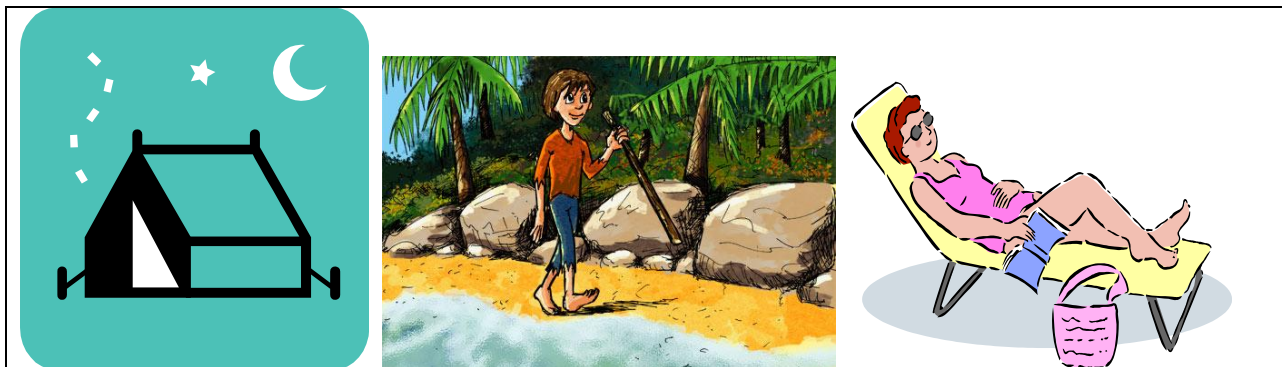
Length : 5 to 7 minutes
Partners agree on one of the topics.

Topic 2
Candidat B

INTERACTION
You organize a trip with an English friend. You make proposals and ask your partner if he/she agrees.
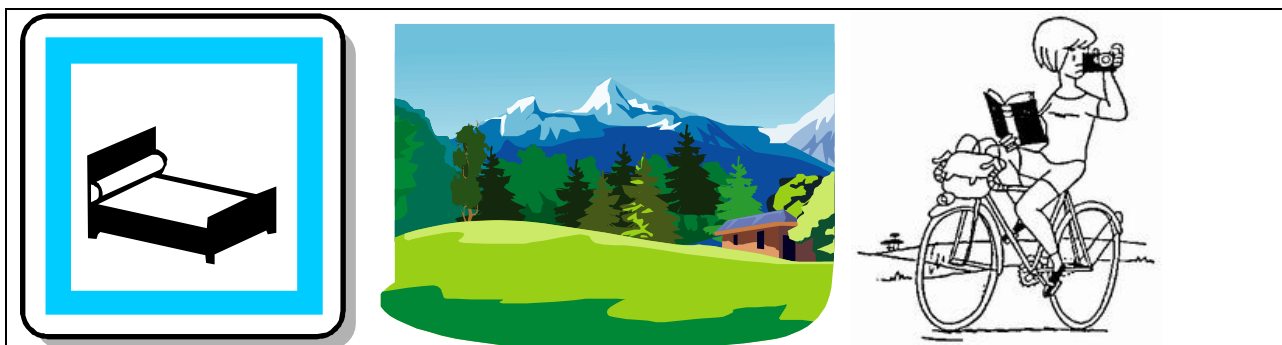
Production levels B1 and B2

Preparation : 3 minutes

Length : 3 to 5 minutes

Choose one of the following subjects to talk about

When it is your turn:
- first introduce yourself: your name, your interests, what you like and dislike, your ambitions

- then talk about the topic you selected

Talk about:

- a person (celebrity) you like - and why
or
- a TV programme you like - and why
or
- a film everyone should see - and why you liked it
or
- a book you have liked. Say why you liked it.
or
- an unusual event at school (or elsewhere) - and your reaction.
or
- an experience you had at a work place. What did you do and what did it bring you?

Interaction level B2

Length : 5 à 7 minutes
Partners agree on one of the topics.
Topic 1

<table>
<tr><td colspan="2" align="center">THE INTERNET
Discuss the advantages and disadvantages of the internet with your partner.
Express your views and react to the views of your partner.
Use the prompts to give you ideas
If you prefer, you may express the views of a friend rather than your own views.</td></tr>
<tr><td align="center">ADVANTAGES</td><td align="center">DISADVANTAGES</td></tr>
<tr><td>Communicate

Get informed

Play

Make friends

Save time</td><td>Get connected to dangerous sites

Be a victim of piracy

Be a victim of terrorism

Loose friends

Waste time</td></tr>
</table>

Length : 5 à 7 minutes
Partners agree on one of the topics.
Sujet 2/Topic 2

<table>
<tr><td colspan="2" align="center">MOBILES
Discuss the advantages and disadvantages of mobile phones with your partner.
Express your views and react to the views of your partner.
Use the prompts to give you ideas
If you prefer, you may express the views of a friend rather than your own views.</td></tr>
<tr><td align="center">ADVANTAGES</td><td align="center">DISADVANTAGES</td></tr>
<tr><td>Practical

Messages

Photos

Games

Alarm</td><td>Noise

Discomfort for the neighbours

Difficult to use

Dependence

Gadget</td></tr>
</table>

Length : 5 à 7 minutes
Partners agree on one of the topics.
Sujet 3/Topic 3

<table>
<tr><td align="center">PARTNERS
<div align="left">What, in your opinion, is important in a partner? Discuss your ideal boyfriend/girlfriend.

Talk about aspects like:
     o   Appearance
     o   Opinions
     o   Personality
     o   Behaviour
     o   etc</div>
Express your views and react to the views of your partner.
<div align="left">If you prefer, you may express the views of a friend rather than your own views.</div></td></tr>
</table>

Interaction Level B2

Length : 5 à 7 minutes
Partners agree on one of the topics.
Sujet 4/Topic 4

CAREERS

What, in your opinion, is important in a career? Discuss your ideal job.
Talk about aspects like:
    o **Workplace**
    o **Chances to meet people**
    o **Money**
    o **Chances for promotion**
    o **Security**
    o **etc**
        Express your views and react to the views of your partner.
      If you prefer, you may express the views of a friend rather than your own views.

Length : 5 à 7 minutes
Partners agree on one of the topics.
Topic 5

HOLIDAYS

What, in your opinion, is important for a successful holiday? Discuss your ideal holiday.
Talk about aspects like:
    o **Destinations**
    o **Accommodation**
    o **Companions**
    o **Activities**
    o **Cost**
    o **etc**
        Express your views and react to the views of your partner.
      If you prefer, you may express the views of a friend rather than your own views.

Length : 5 à 7 minutes
Partners agree on one of the topics.
Topic 6

SPORTS AND MONEY	
Discuss the advantages and disadvantages of sport related to money with your partner. **Express your views and react to the views of your partner.** **Use the prompts to give you ideas** **If you prefer, you may express the views of a friend rather than your own views.**	
ADVANTAGES	**DISADVANTAGES**
Acknowledgement	**Corruption**
Improvement of the equipment	**Pressure on the players**
New jobs	**End of sport as a pleasure**
Better events	**Excess , Health in danger**

Length : 5 à 7 minutes
Partners agree on one of the topics.
Topic 7

ADVERTS AND WOMEN LIBERATION

Which image of women is given by the adverts and what is your opinion ?
Talk about aspects like:
- **appearance**
- **behaviour**
- **model**
- **etc.**
      Express your views and react to the views of your partner.
    If you prefer, you may express the views of a friend rather than your own views.

Production and interaction levels C1/C2

Preparation : 3 minutes
Length : 4 to 5 minutes

PRODUCTION
If you prefer, you may express the views of a friend rather than your own views.

How could the school system be improved to better meet your future needs and make school more interesting?

or

Why do teenagers and their parents sometimes have difficulties in understanding each other? How could conflicts be avoided and relationships be improved?

or

Do teachers play a more important role than parents? Justify your position.

or

Has the role of women changed in your country over the last 20 years? Explain how.

or

Can school play a role against violence? Which one? If you think it cannot, explain why.

or

New technologies are improving all the time. Do you think that people communicate better nowadays? Justify your position.

or

Is it necessary be volunteer for causes and for which ones?

Length : 10 minutes
The partners agree on one of the topics.

INTERACTION
Express your views and react to the views of your partner.
If you prefer, you may express the views of a friend rather than your own views.

The internet may help with learning and with communication, but it ruins real friendships and family life.
or
Advertising is necessary to inform adults and children about new products, but it seduces people into consumerism and debt.
or
Some people think that those who are keen on fashion lack originality. Others think that it is important to be fashionable so as not to be rejected. What is your position?
or
Is society (family, school) today too lax with young people?
or
Does sport have only positive aspects?

Producción / niveles A1 y A2

Preparación: 3 minutos
Duración: 1 a 3 minutos

PRODUCCIÓN

Habla sobre ti mismo/a

Habla, por ejemplo, sobre:

- Tus aficiones, gustos y preferencias

- Las cosas que te gustan y las que no te gustan

- Lo que haces un día cualquiera

- Las actividades que realizas en tu tiempo libre

- Tu casa o tu apartamento

- Tu ciudad o tu barrio

- Tus últimas vacaciones

Interacción nivel A1

Duración : 3 a 5 minutos

Los participantes acuerdan tratar uno de los temas.
Escoja el tema del que le gustaría hablar:

   Tema 1: Escuela / colegio

   Tema 2: Familia

Tema 1

INTERACCIÓN

ESCUELA / COLEGIO
Haga preguntas a su compañero/a sobre su escuela

Pregunte, por ejemplo, sobre estos contenidos – y conteste a las preguntas de su compañero/a.
- Horarios
- Asignaturas (Matemáticas, geografía, …)
- Profesores/as
- Compañeros/as
- Ambiente
- Oportunidades
- Problemas

Tema 2

INTERACCIÓN

FAMILIA

Haga preguntas a su compañero/a sobre su familia.

Pregunte, por ejemplo, sobre estos contenidos – y conteste a las preguntas de su compañero/a.

Si lo prefiere, puede inventarse las respuestas sobre una familia ficticia, en vez de la suya propia.

- hermanos o hermanas
  - o edad
  - o ocupación : ¿estudian o trabajan?
  - o deportes
- padres / abuelos
- tíos y tías
- su familia / la vida familiar
  - o televisión
  - o compras
  - o comer juntos
  - o otras actividades

Interacción niveles A2 y B1

Duración: 5 a 7 minutos
Los participantes acuerdan tratar uno de los temas.

Tema 1
Candidato A

INTERACCIÓN
Usted va a organizar una fiesta de fin de curso con un compañero de su clase de español. Haga algunas propuestas y pregúntele si está de acuerdo.

.

Candidato B

INTERACCIÓN
Usted va a organizar una fiesta de fin de curso con un compañero de su clase de español. Haga algunas propuestas y pregúntele si está de acuerdo.
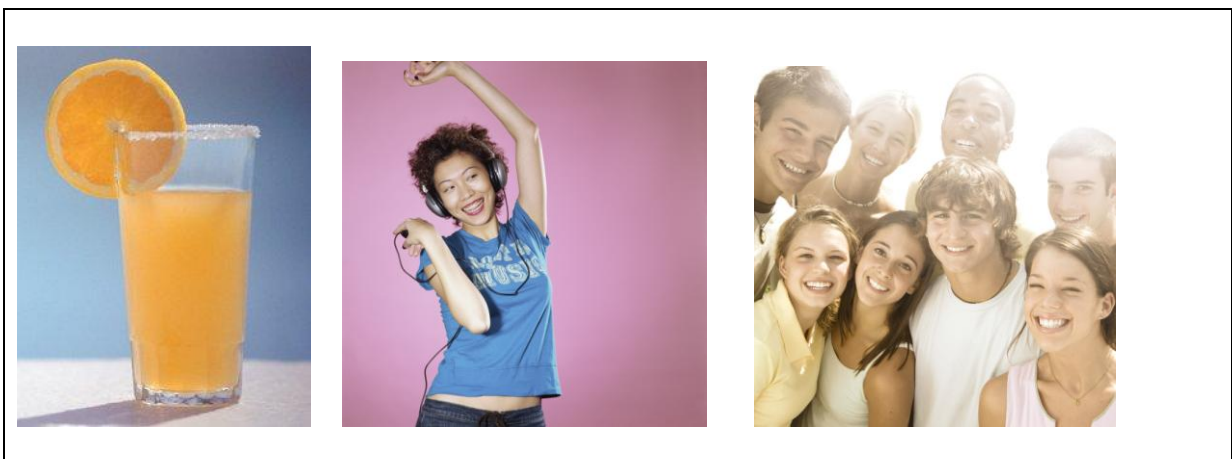
Interacción niveles A2 y B1

Tema 2

Candidato A

INTERACCIÓN
Esta usted organizando un viaje con un amigo español. Haga algunas propuestas y pregúntele si está de acuerdo.
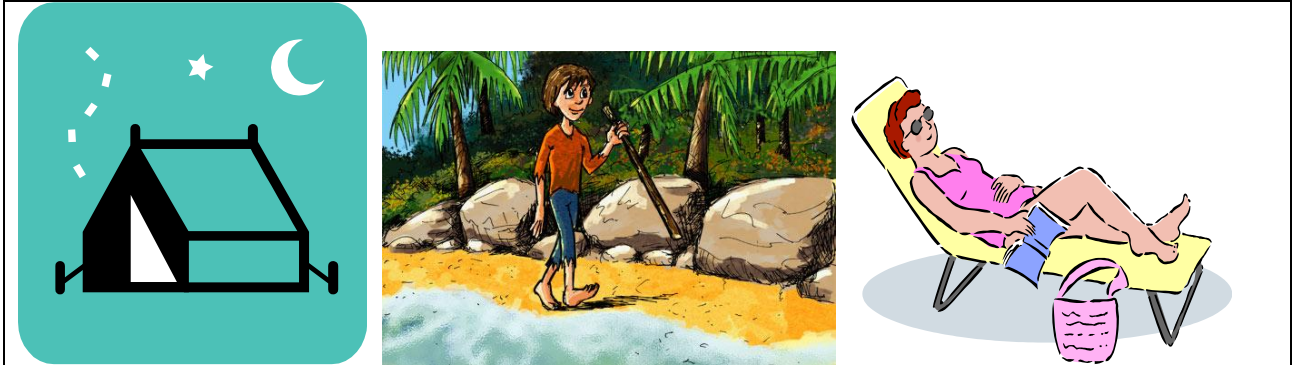
Candidato B

INTERACCIÓN
Esta usted organizando un viaje con un amigo español. Haga algunas propuestas y pregúntele si está de acuerdo.
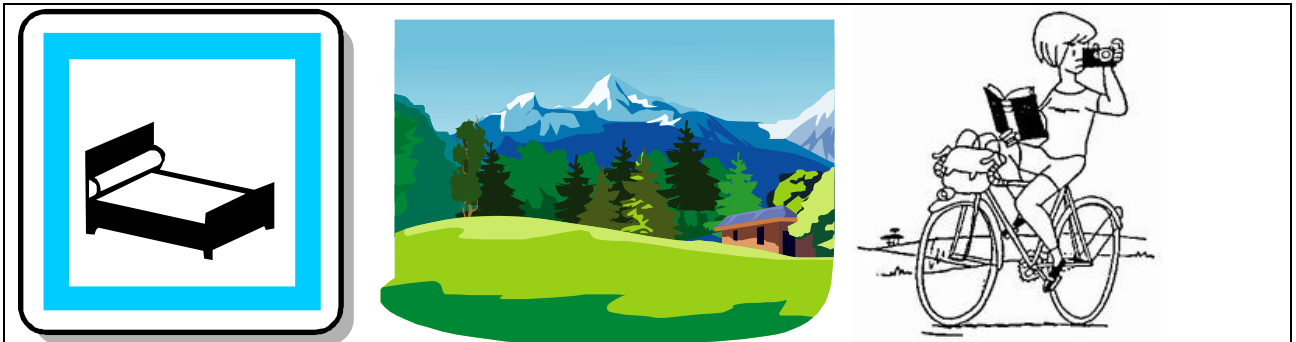
Producción niveles B1 y B2

Preparación: 3 minutos
Duración: 3 a 5 minutos

PRODUCCIÓN

Elija uno de los temas siguientes

Cuando le corresponda:
- primero, preséntese: su nombre, sus aficiones y gustos, sus deseos y planes
- después, hable sobre el tema elegido

Hable sobre:
- una persona (famosa) a quien admire - y por qué

o
- un programa de TV que le guste - y por qué

o
- una película que recomendaría - y por qué

o
- un libro que le haya gustado y por qué

o
- un suceso extraordinario en la escuela (o en otro sitio) - y su reacción.

o
- una experiencia vivida en el trabajo o en su centro de estudios. ¿Qué hizo usted y qué le aportó?

Interacción nivel B2

Duración: 5 a 7 minutos
Los participantes acuerdan tratar uno de los temas.

Tema 1

INTERACCIÓN B2	
INTERNET	
Debata con su compañero/a las ventajas y desventajas de Internet. Exprese sus opiniones y reaccione a las de su compañero/a. Utilice estas indicaciones como ideas Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.	
VENTAJAS	**DESVENTAJAS**
Comunicarse	**Conectarse a sitios peligrosos**
Obtener información	**Ser víctima de la piratería**
Jugar	**Ser víctima del terrorismo**
Hacer amigos	**Perder amigos**
Ahorrar tiempo	**Perder el tiempo**

Tema 2

INTERACCIÓN B2	
MÓVILES / CELULARES Debata con su compañero/a las ventajas y desventajas de los teléfonos móviles o celulares. Exprese sus opiniones y reaccione a las de su compañero/a. Utilice estas indicaciones como ideas Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.	
VENTAJAS	**DESVENTAJAS**
Práctico	**Ruidoso**
Mensajes	**Molesto para otros**
Fotos	**Difícil de usar**
Juegos	**Crea dependencia**
Alarma	**Trasto, artefacto**

Tema 3

INTERACCIÓN B2

PAREJAS

¿Qué es para usted lo más importante de su pareja? Valore las cualidades de su pareja ideal.

Hable sobre aspectos tales como:
- o **Físico**
- o **Opiniones**
- o **Personalidad**
- o **Comportamiento**
- o **Etc.**

Exprese sus opiniones y reaccione a las de su compañero/a.
Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

Tema 4

INTERACCIÓN B2

PROFESIONES

¿Qué es para usted lo más importante de su profesión? Valore su trabajo ideal.

Hable sobre aspectos tales como:
- o **Lugar de trabajo**
- o **Oportunidades para conocer gente**
- o **Dinero**
- o **Perspectivas de promoción**
- o **Estabilidad**
- o **Etc.**

Exprese sus opiniones y reaccione a las de su compañero/a.
Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

Tema 5

INTERACCIÓN B2

VACACIONES
¿Qué es para usted lo más importante para unas buenas vacaciones? Valore sus vacaciones ideales.
 	
Hable sobre aspectos tales como:
   o **Destinos**
   o **Alojamiento**
   o **Compañeros de viaje**
   o **Actividades**
   o **Precios**
   o **Etc.**
 	
Exprese sus opiniones y reaccione a las de su compañero/a.
Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

Tema 6

INTERACCIÓN B2
El deporte y el dinero **Debata con su compañero/a las ventajas y desventajas del deporte y el dinero.** **Exprese sus opiniones y reaccione a las de su compañero/a.** **Utilice estas indicaciones como ideas** **Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.**

VENTAJAS	DESVENTAJAS
Reconocimiento	**Corrupción**
Mejora del equipamiento	**Presión para los deportistas**
Creación de empleos	**El deporte no se practica por placer**
Mejor espectáculo	**Excesos**
	Peligros para la salud

Tema 7

INTERACCIÓN B2
Publicidad y género
¿Qué imagen de las mujeres proyecta la publicidad y cuál es su opinión sobre ella?
Hable sobre aspectos tales como:
- **imagen**
- **comportamiento**
- **modelos**
- **etc.**
Exprese sus opiniones y reaccione a las de su compañero/a.
Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

Producción niveles C1/C2

Preparación: 3 minutos
Duración: 4 a 5 minutos

PRODUCCIÓN

Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

¿Cómo se podría reformar el sistema educativo para satisfacer mejor sus necesidades futuras y para que sea más interesante?
o
¿Por qué en ocasiones padres y adolescentes tienen dificultades para entenderse? ¿Cómo podrían evitarse los conflictos y mejorar las relaciones?
o
¿Desempeñan los profesores un papel más importante que los padres? Justifique su opinión.
o
¿Ha cambiado el papel de las mujeres en su país en los últimos 20 años? Explique en qué medida.
o
¿Puede la escuela desempeñar un papel contra la violencia? ¿De qué tipo? Si cree que no, explique por qué.
o
Las nuevas tecnologías están en constante evolución. ¿Cree usted que la gente se comunica mejor hoy día? Justifique su opinión.
o
¿Es necesario participar como voluntario a favor de ciertas causas? En caso afirmativo, ¿a favor de cuáles?

Interacción nivel C1/C2

Duración: 10 minutos
Los participantes acuerdan tratar uno de los temas.

INTERACCIÓN
Exprese sus opiniones y reaccione a las de su compañero/a.
Si lo prefiere, puede expresar la opinión de un amigo en vez de la suya propia.

La red Internet puede facilitar el aprendizaje y la comunicación, pero estropea las verdaderas amistades y la vida familiar
o
La publicidad es necesaria para informar a adultos y jóvenes sobre nuevos productos, pero incita al consumismo y provoca la acumulación de deudas.
o
Algunos opinan que los seguidores a la moda carecen de originalidad. Otros creen que es importante ir a la moda para no sentirse rechazados. ¿Qué opina usted?
o
¿Es la sociedad actual (familia, escuela) demasiado permisiva con los jóvenes?
o
¿Solamente tiene aspectos positivos el deporte?

Production niveaux A1 et A2

Temps de préparation : 3 minutes
Durée : de 1 à 3 minutes

Production
Parlez-nous de vous,
par exemple de :

- Vos centres d'intérêt
- Ce que vous aimez et n'aimez pas
- Une journée de la semaine
- Vos activités pendant le week-end
- Votre appartement ou votre maison
- Votre ville ou votre quartier
- Vos dernières vacances

Interaction niveau A1

Durée : de 3 à 5 minutes
Les candidats se mettent d'accord sur un des thèmes proposés.

Sujet 1

INTERACTION
L'ECOLE
Demandez à votre partenaire ce qu'il/elle pense de son école
Posez des questions et répondez aux questions de votre partenaire. Vous pouvez parler par exemple de :

- **Emploi du temps ?**
- **Matières (maths, géographie, etc.) ?**
- **Professeurs?**
- **Amis?**
- **Ambiance ?**
- **Evènements ?**
- **Problèmes ?**

Sujet 2

INTERACTION
LA FAMILLE
Posez des questions à votre partenaire sur sa famille.

Posez par exemple des questions (voir les idées proposées) et répondez aux questions de votre partenaire
Vous pouvez aussi, si vous le préférez, imaginez des réponses sur une famille inventée au lieu de répondre à des questions sur votre famille.

- frères / sœurs ?
  - âge ?
  - élève ? étudiant? Profession ?
  - sports ?
- parents/grand-parents ?
- oncles / tantes ?
- votre famille / la vie de famille ?
  - télévision ?
  - achats dans les magasins
  - repas (ensemble) ?
  - autres activités ?

Interaction niveaux A2 et B1

Durée : de 5 à 7 minutes
Les candidats se mettent d'accord sur un des thèmes proposés

Sujet 1
Candidat A

INTERACTION
Vous allez organiser une fête de fin d'année avec un(e) élève du cours de français. Vous faites des propositions et vous demandez à votre partenaire s'il/elle est d'accord.

.

Durée : de 5 à 7 minutes
Les candidats se mettent d'accord sur un des thèmes proposés

Sujet 1
Candidat B

INTERACTION
Vous allez organiser une fête de fin d'année avec un(e) élève du cours de français. Vous faites des propositions et vous demandez à votre ami(e) s'il/elle est d'accord.

Interaction niveaux A2 et B1

Durée : de 5 à 7 minutes

Sujet 2

Candidat A

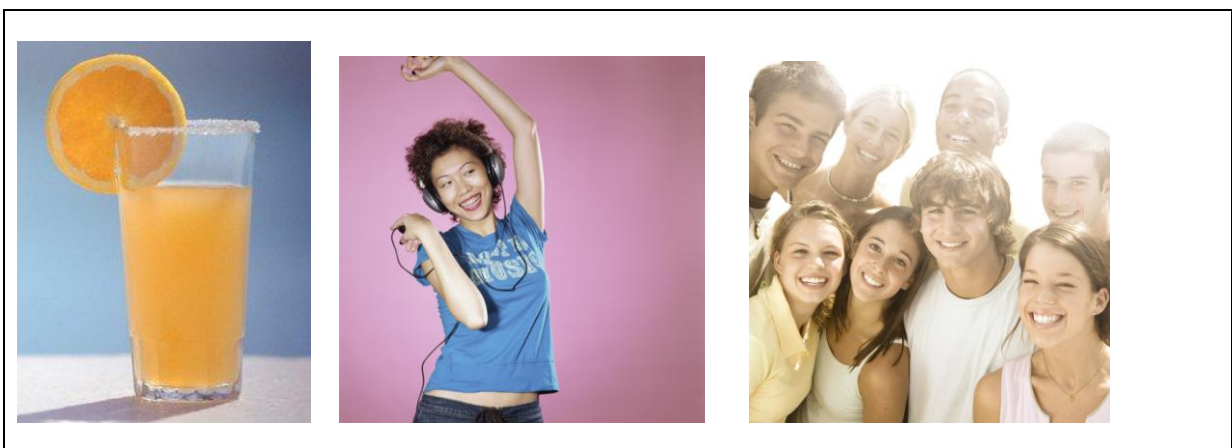| INTERACTION |
| --- |
| **Vous organisez un voyage avec un ami français. Vous faites des propositions et vous demandez à votre ami(e) s'il/elle est d'accord.** |
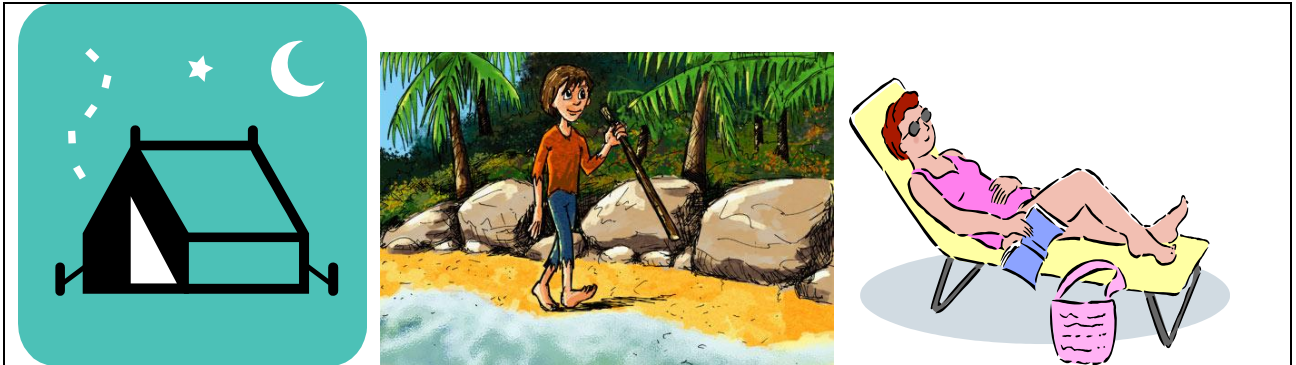
Durée : de 5 à 7 minutes

Sujet 2

Candidat B

INTERACTION
Vous organisez un voyage avec un ami étranger. Vous faites des propositions et vous demandez à votre ami€ s'il/elle est d'accord.
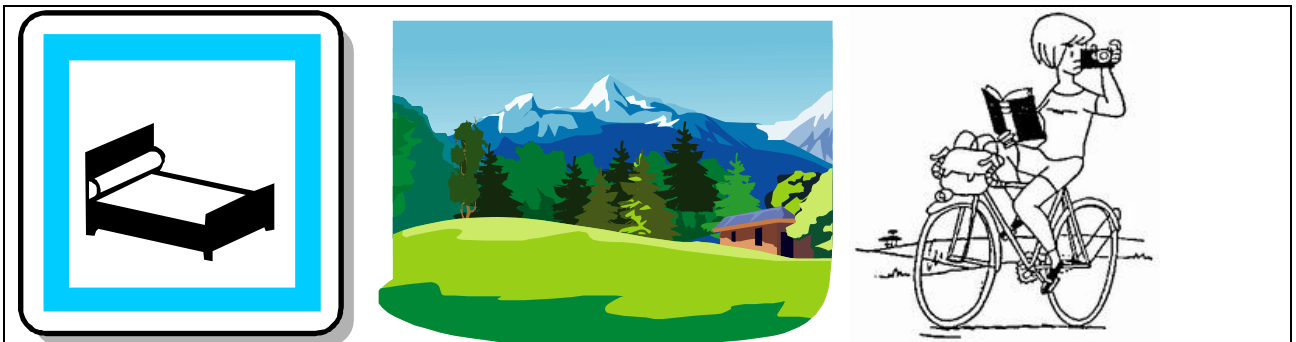
Production niveaux B1 et B2

Moments de préparation : 3 minutes

Durée : de 3 à 5 minutes

PRODUCTION
Choisissez un des thèmes proposés

Quand c'est votre tour :

- Présentez-vous : votre nom, vos centres d'intérêt
-
- Ce que vous aimez et n'aimez pas, vos projets d'avenir
-
- Parlez ensuite du thème que vous avez choisi

Parlez :
- d'une personne (célébrité) que vous aimez. Dites pourquoi.
ou
- d'un programme de télévision que vous aimez. Dites pourquoi.
ou
- d'un film qu'il faut aller voir et dites pourquoi vous l'avez aimé
ou
- d'un livre que vous avez aimé. Dites pourquoi vous l'avez aimé.
ou
- d'un événement inhabituel à l'école (ou dans un autre endroit) et dites quelle a été votre réaction.
ou
- d'une expérience dans le monde du travail et dites quelle a été votre expérience et ce que cela vous a apporté.

Interaction niveau B2

Durée : 5 à 7 minutes
Les candidates se mettent d'accord sur un des thèmes proposés

Sujet 1

INTERNET	
Discutez avec votre partenaire des avantages et inconvénients d'Internet. Donnez votre point de vue et réagissez à celui de votre partenaire. Inspirez-vous des éléments ci-dessous. Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.	
AVANTAGES	**INCONVENIENTS**
Communiquer	Se connecter à des sites dangereux
S'informer	Etre piraté
Jouer	Etre l'objet de terrorisme
Se faire des amis	Perdre ses amis ?
Gagner du temps	Perdre du temps

Sujet 2

LES TELEPHONES PORTABLES	
Discutez avec votre partenaire des avantages et inconvénients des téléphones portables. Donnez votre point de vue et réagissez à celui de votre partenaire. Inspirez-vous des éléments ci-dessous. Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.	
AVANTAGES	**INCONVENIENTS**
Pratique	Bruit
Messages	Gêne pour les voisins
Appareil photo	Difficulté à s'en servir
Jeux	Dépendance
Réveil	Gadget

Sujet 3

PETITS AMIS/PETITES AMIES
Parlez du petit ami idéal ou de la petite amie idéale.
Parlez d'éléments importants tels que : - **l'apparence** - **les opinions** - **la personnalité** - **la façon d'être** - **etc.** **Donnez votre point de vue et réagissez à celui de votre partenaire.** **Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.**

Interaction B2

Sujet 4

LA CARRIERE

Qu'est-ce qui est important pour vous dans une carrière? Parlez de votre métier idéal.

Parlez d'éléments importants tels que :

- **le lieu de travail**
- **l'occasion de rencontrer des gens**
- **l'argent**
- **les promotions**
- **la sécurité de l'emploi**
- **etc.**

Donnez votre point de vue et réagissez à celui de votre partenaire.
Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.

Sujet 5

LES VACANCES

Qu'est-ce qui fait que vous passez de très bonnes vacances ? Parlez de vos vacances idéales.

Parlez d'éléments importants tels que :

- **la destinatiohn**
- **l'hébergement**
- **les gens**
- **les activités**
- **le tarif**
- **etc.**

Donnez votre point de vue et réagissez à celui de votre partenaire.
Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.

Sujet 6/

LE SPORT ET L'ARGENT
Discutez avec votre partenaire des avantages et inconvénients de l'importance de l'argent dans les milieux sportifs.
Donnez votre point de vue et réagissez à celui de votre partenaire.
Inspirez-vous des éléments ci-dessous.
Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.

AVANTAGES	INCONVENIENTS
Reconnaissance	Corruption
Amélioration des installations	Pression sur les joueurs
Ouverture de débouchés professionnels	Fin du sport plaisir
Meilleurs spectacles	Excès, Santé mise en danger

Sujet 7

PUBLICITE ET LIBERATION DES FEMMES
Quelle image des femmes véhicule la publicité et qu'en pensez-vous ?

Parlez d'éléments importants tels que :

- **l'apparence**
- **la façon d'être**
- **modèle**
- **etc.**

Donnez votre point de vue et réagissez à celui de votre partenaire.
Si vous ne voulez pas exprimer votre point de vue, vous pouvez exprimer le point de vue d'un ami.

Production et interaction niveau C1/C2/

Préparation : 3 minutes
Durée : : 4 à 5 minutes

PRODUCTION

Vous n'êtes pas obligé de donner votre propre opinion.

Comment pourrait-on améliorer le système scolaire pour répondre à vos futurs besoins et pour rendre l'école plus intéressante ?

Ou

Pourquoi les adolescents et les parents ont-ils parfois des difficultés à se comprendre ? Comment faire pour éviter les conflits et améliorer les relations ?

Ou

Le rôle des professeurs est-il plus important que celui des parents? Justifiez votre position.

Ou

Le rôle des femmes a-t-il changé dans votre pays dans les 20 dernières années? Expliquez comment.
ou
L'école peut-elle jouer un rôle pour lutter contre la violence ? Si oui, lequel ? Sinon pourquoi ?

Ou
Les moyens de communication ne cessent de se développer. Les gens communiquent-ils mieux aujourd'hui ? Justifiez votre position.

Ou

Doit-on s'engager et pour quelle cause?

Durée : 10 minutes
Les candidates se mettent d'accord sur un des thèmes proposés

---

INTERACTION

Exprimez votre point de vue et réagissez à ce que vous dit votre partenaire.
Vous n'êtes pas obligé de donner votre propre opinion.

Internet est un bel outil d'apprentissage et de communication mais il est préjudiciable à l'amitié et à la vie de famille.
Ou
La publicité est indispensable pour s'informer en ce qui concerne les nouveaux produits mais elle conduit les gens à dépenser et à s'endetter
Ou
Est-ce que suivre la mode signifie qu'on manque d'originalité ? Ou est-ce important de suivre la mode pour ne pas être rejeté ?
Ou
La société actuelle (famille, école) est-elle trop laxiste avec les jeunes ?
Ou
Le sport n'a-t-il que des vertus?

Produzione livelli A1 e A2

Preparazione: 3 minuti
Durata : da 1 a 3 minuti

PRODUZIONE

Ci parli di Lei
Parli per esempio:

- dei Suoi interessi

- di quello che Le piace e di quello che non Le piace

- di una Sua giornata durante la settimana

- delle Sue attività durante il fine settimana

- del Suo appartamento o della Sua casa

- della Sua città o del Suo quartiere

- delle Sue ultime vacanze

Durata : da 3 a 5 minuti

I candidati si mettono d'accordo su uno degli argomenti proposti

Argomento 1

Scegliete l'argomento di cui volete parlare tra:
- **Famiglia**
- **Scuola**[i]

DIALOGO[5]
LA SCUOLA

Faccia delle domande al Suo compagno / alla Sua compagna sulla scuola che lui/lei frequenta.

Faccia delle domande e risponda alle domande del Suo compagno / della Sua compagna. Potete parlare, per esempio

- **dell'orario delle lezioni**

- **delle materie (matematica, geografia, etc.)**

- **dei professori**

- **degli amici**

- **dell'ambiente scolastico**

- **degli eventi**

- **dei problemi**

DIALOGO
LA FAMIGLIA

Faccia delle domande al Suo compagno / alla Sua compagna sulla sua famiglia.

Faccia delle domande e risponda alle domande del Suo compagno / della Sua compagna (può seguire i punti proposti).
Se preferisce, può anche rispondere parlando di una famiglia immaginaria invece che della Sua famiglia.

- fratelli / sorelle ?
  - età?
  - scuola/università? professione?
  - sport?
- genitori / nonni ?
- zii ?
- la Sua famiglia / la vita in famiglia ?
  - televisione?
  - acquisti nei negozi ?
  - pasti (insieme) ?
  - altre attività ?

Interazione livelli A2 e B1

Durata : da 5 a 7 minuti
I candidati si mettono d'accordo su uno degli argomenti proposti

Argomento 1
Candidato A

INTERACTION/ DIALOGO
Lei sta organizzando una festa per la fine della scuola con un compagno / una compagna del Suo corso di italiano. Faccia delle proposte e domandi al Suo compagno / alla Sua compagna se è d'accordo.

Candidat B / Candidato B

INTERACTION/ DIALOGO
Lei sta organizzando una festa per la fine della scuola con un compagno / una compagna del Suo corso di italiano. Faccia delle proposte e domandi al Suo compagno / alla Sua compagna se è d'accordo.

Interazione livelli A2 e B1

Argomento 2
Candidato A[6]

INTERACTION/ DIALOGO
Lei sta organizzando un viaggio con un amico italiano/ un'amica italiana. Faccia delle proposte e domandi al Suo compagno / alla Sua compagna se è d'accordo.

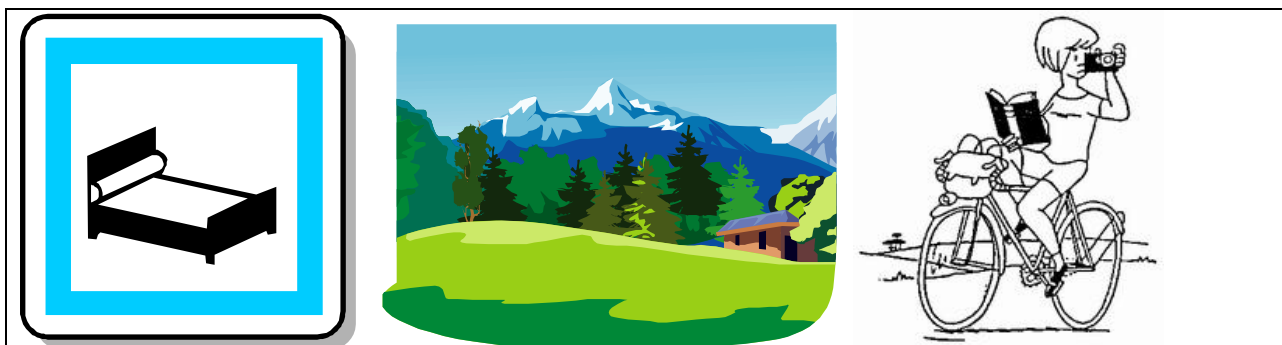**Candidat B / Candidato B**

INTERACTION / DIALOGO
Lei sta organizzando un viaggio con un amico italiano/ un'amica italiana. Faccia delle proposte e domandi al Suo compagno / alla Sua compagna se è d'accordo.

Produzione livelli B1 e B2

Preparazione: 3 minuti
Durata : da 3 a 5 minuti

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[6] No English translation

PRODUZIONE
Scelga uno degli argomenti proposti

Quando è il Suo turno:
- Si presenti: il Suo nome, i Suoi interessi, ciò che Le piace e ciò che non Le piace, i Suoi progetti per il futuro
- Parli poi dell'argomento che ha scelto

Parli:
- di una persona (famosa) che Le piace. Dica perché Le piace.

o

- di un programma televisivo che Le piace. Dica perché Le piace.

o

- di un film che tutti dovrebbero vedere e dica perché Le è piaciuto

o

- di un libro che Le è piaciuto. Dica perché Le è piaciuto.

o

- di un episodio particolare che è successo a scuola (o in un altro luogo) e dica quale è stata la Sua reazione.

o

- di una Sua esperienza nel mondo del lavoro. Dica che cosa faceva e che cosa Le ha dato questa esperienza.

Interazione livello B2
Durata : da 5 a 7 minuti
I candidati si mettono d'accordo su uno degli argomenti proposti

Argomento 1

INTERNET

Discuta con il Suo compagno / la Sua compagna sui vantaggi e gli svantaggi di internet.
Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna

> **Usi come spunto gli elementi di seguito elencati**
> **Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo**

VANTAGGI	SVANTAGGI
Comunicare	**Connettersi a siti pericolosi**
Ottenere informazioni	Diventare una vittima della pirateria informatica
Giocare	
Farsi degli amici	**Diventare una vittima del terrorismo**
Risparmiare tempo	**Perdere gli amici**
	Perdere tempo

Argomento 2

I TELEFONI CELLULARI **Discuta con il Suo compagno / la Sua compagna sui vantaggi e gli svantaggi dei telefoni cellulari.** **Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna** **Usi come spunto gli elementi di seguito elencati** **Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo**	
VANTAGGI	**SVANTAGGI**
Praticità **Messaggi** **Foto** **Giochi** **Sveglia**	**Rumore** **Fastidio per i vicini** **Difficoltà ad usarli** **Dipendenza** **Gadget**

Argomento 3

Parli del Suo ragazzo / della Sua ragazza ideale
 	
Parli di aspetti quali:
    o **l'aspetto fisico**
    o **il modo di pensare**
    o **la personalità**
    o **il modo di comportarsi**
    o **etc**
 	
Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
 	
Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo

Argomento 4

LA CARRIERA
Che cos'è importante in una carriera lavorativa? Parli del Suo lavoro ideale

Parli di aspetti importanti quali :
- **il luogo di lavoro**
- **l'opportunità di incontrare gente**
- **il denaro**
- **la possibilità di ottenere promozioni**
- **la sicurezza**
- **etc.**

Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo

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Argomento 5

LE VACANZE

Quali sono gli aspetti che caratterizzano una bella vacanza? Parli della Sua vacanza ideale .
Parli di aspetti importanti quali:
- **la destinazione**
- **l'alloggio**
- **i compagni di viaggio**
- **le attività**
- **i costi**
- **etc.**

Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo

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Argomento 6

<table>
<tr><td colspan="2">

LO SPORT E IL DENARO

Discuta con il Suo compagno / la Sua compagna sui vantaggi e gli svantaggi relativi all'importanza del denaro nel mondo dello sport
Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
      Usi come spunto gli elementi di seguito elencati
Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo
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VANTAGGI
</td><td>

SVANTAGGI
</td></tr>
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Riconoscimenti

Miglioramento degli impianti

Nuove opportunità di lavoro

Manifestazioni migliori
</td><td>

Corruzione

Pressione sui giocatori

Lo sport non più considerato come un piacere

Eccessi

Pericolo per la salute
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Argomento 7

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La pubblicità e l'emancipazione della donna

Quale immagine della donna viene veicolata dalla pubblicità e Lei che cosa ne pensa?

Parli di aspetti importanti quali :

- **l'immagine esteriore**
- **il modo di essere**
- **i modelli**[7]
- **etc.**

Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
Se preferisce, può esprimere il punto di vista di un Suo amico / una Sua amica piuttosto che il Suo
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Livelli C1 e C2[8]

Produzione livelli C1 e C2

Preparazione: 3 minuti
Durata : da 4 a 5 minuti

PRODUZIONE
Non è obbligato/a a dire la Sua opinione personale.

Come si potrebbe migliorare il sistema scolastico per rispondere alle Sue future esigenze e per rendere la scuola più interessante?
O
Perché gli adolescenti e i genitori qualche volta hanno difficoltà a comprendersi? Che cosa si potrebbe fare per evitare i conflitti e migliorare le relazioni?

O
Il ruolo degli insegnanti è più importante di quello dei genitori? Motivi la Sua opinione al riguardo.

O
Il ruolo delle donne è cambiato nel Suo paese negli ultimi 20 anni ? Spieghi in che modo.

O
La scuola può giocare un ruolo nella lotta contro la violenza? Se sì, che ruolo? Se no, perché?
O
I mezzi di comunicazione sono in continua evoluzione. La gente comunica meglio oggi? Motivi la Sua opinione al riguardo.
O

Dobbiamo impegnarci ? E per quale causa ?

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[8] No English translation

Interazione livelli C1 e C2

Durata : 10 minuti
I candidati si mettono d'accordo su uno degli argomenti proposti

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DIALOGO
Esprima il Suo punto di vista e replichi a quello del Suo compagno / della Sua compagna
Non è obbligato/a a dire la Sua opinione personale.

Internet è uno strumento utile per imparare e per comunicare, ma può compromettere le amicizie e la vita familiare

O

La pubblicità è indispensabile per dare informazioni sui nuovi prodotti, ma può spingere la gente a spendere soldi inutilmente e ad indebitarsi.

O

Seguire la moda significa mancare di originalità ? O è importante seguire la moda per non essere emarginati ?

O

La società attuale(la scuola, la famiglia) è troppo permissiva nei confronti dei giovani?

O

Lo sport ha solo aspetti positivi ?

ORAL ASSESSMENT CRITERIA GRID: CEF Table 3; Manual Table 5.5

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.		Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	
B2+					
B2		Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.		Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.		Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2		Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

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	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2					
C1			Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.		Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.			Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	
B1+					
B1			Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.		
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.				
A1					