



The CEFR/CV: a Tool for Teaching and Learning

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Common European Framework of Reference for languages:

- learning
- teaching
- assessment

CEFR Companion Volume:

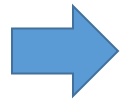
- Key aspects of the CEFR for teaching & learning
- Updated and new illustrative descriptor scales

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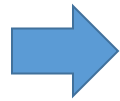
Foreword: the context of the work

- Key aspects of the CEFR for teaching and learning
- Updated 2001 descriptor scales – including some new scales
- Descriptor scales for new areas:
 - online interaction
 - mediation (including reactions to creative text)
 - plurilingual and pluricultural competence
- Outline of the research and development project

Other policy documents that further develop the educational principles and objectives of the CEFR:

- [a Guide for the development and implementation of curricula for plurilingual and intercultural education](#));
- [a Handbook for curriculum development and teacher education concerning the language dimension in all subjects.](#)
- [a Guide for the development of language education policies in Europe – from linguistic diversity to plurilingual education](#);
- [policy guidelines and resources for the linguistic integration of adult migrants](#);
- [guidelines for intercultural education and an Autobiography of Intercultural Encounters](#);
- [the framework of competences for democratic culture.](#)
- [education, mobility, otherness: the role of mediation in schools](#)

- Foreword: the context of the work



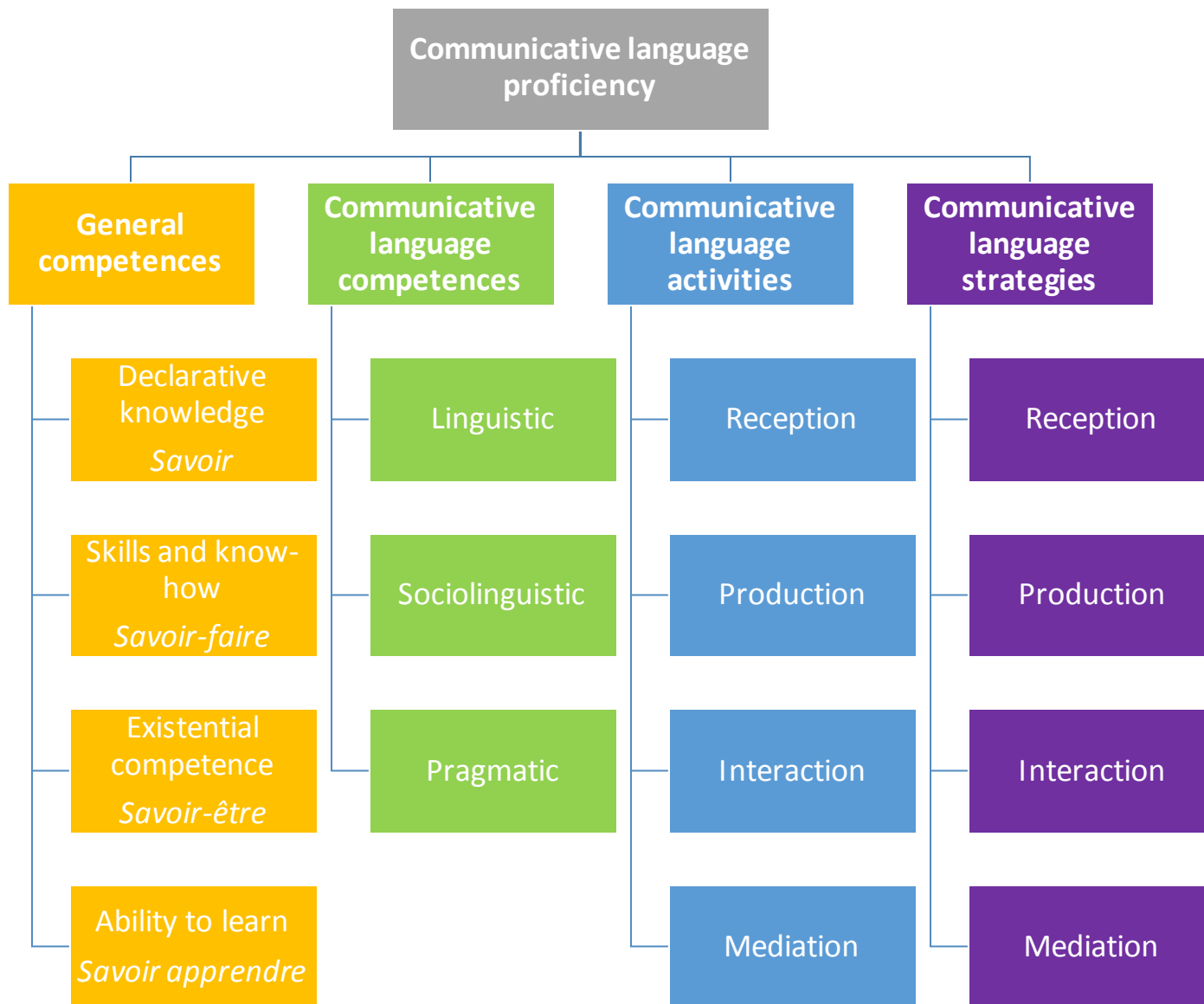
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Key aspects of the CEFR for teaching and learning

- The aims of the CEFR
- Implementing the action-oriented approach
- Plurilingual and pluricultural competence
- The CEFR descriptive scheme
- Mediation
- The CEFR common reference levels
- CEFR profiles
- The CEFR illustrative descriptors
- Using the CEFR illustrative descriptors
- Some useful resources for CEFR implementation

CEFR descriptive scheme



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

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

or a combination of two or more of these”

(CEFR, p. 157)

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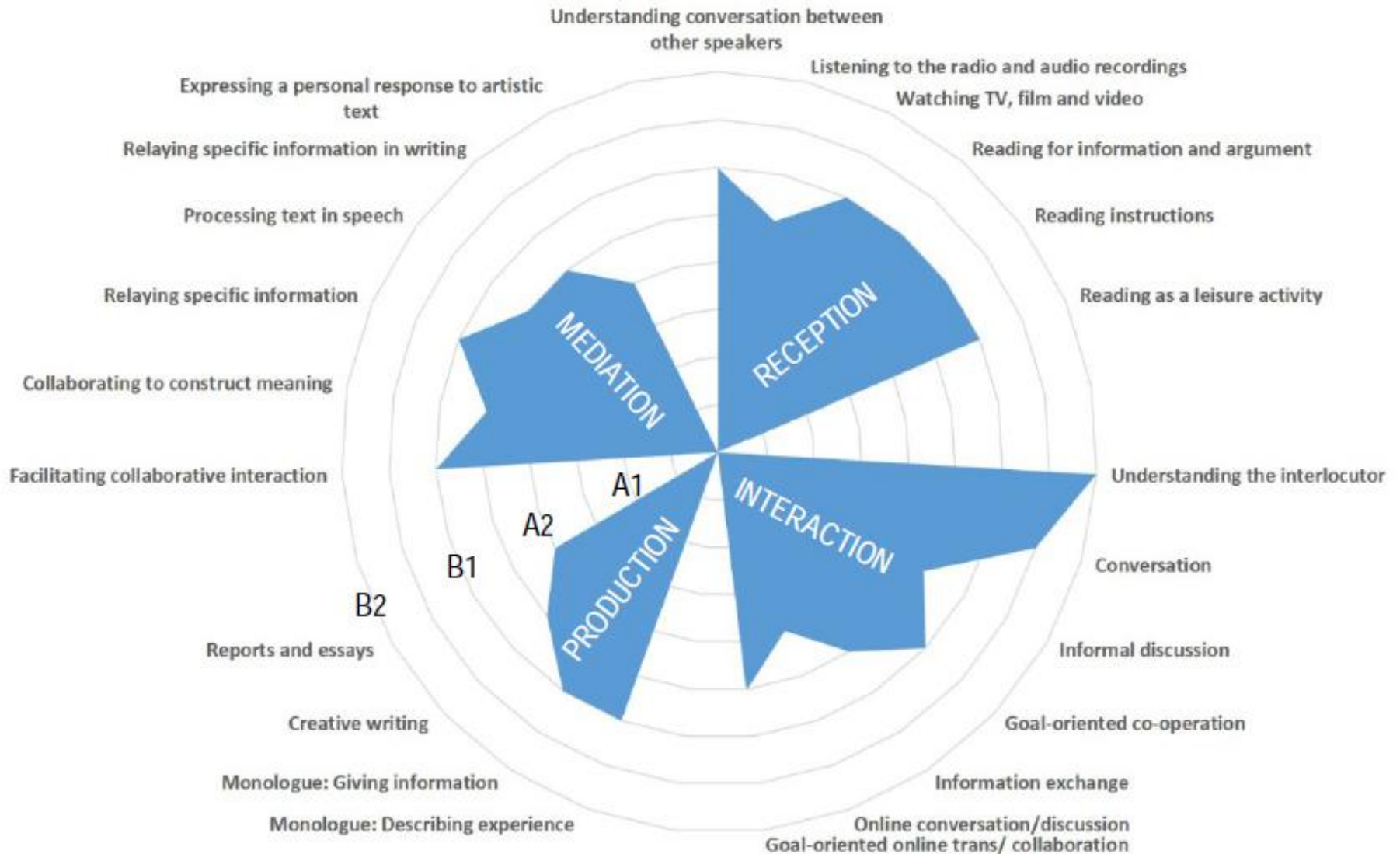
We simplify to communicate



Profiling

not

Levelling



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- **independent, stand-alone descriptors**
- not primarily intended for assessment.
- do not attempt to cover each relevant aspect at every level
- are presented as non-mandatory examples
- provide only *illustrations* of competence at the different levels.
- focus on **aspects that are new and salient** – not comprehensive
- **open-ended and incomplete**

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

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- ➔ Updated 2001 descriptor scales – including some new scales
 - **Rationale for each scale**
- Descriptor scales for new areas:
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RECEPTION:

- Reading **as a leisure activity**

PRODUCTION:

- Sustained monologue: **Giving information**

INTERACTION:

- **Using telecommunications**

LINGUISTIC COMPETENCE:

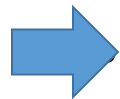
- **Phonological control** (2001 scale replaced)

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

Key concepts operationalized:

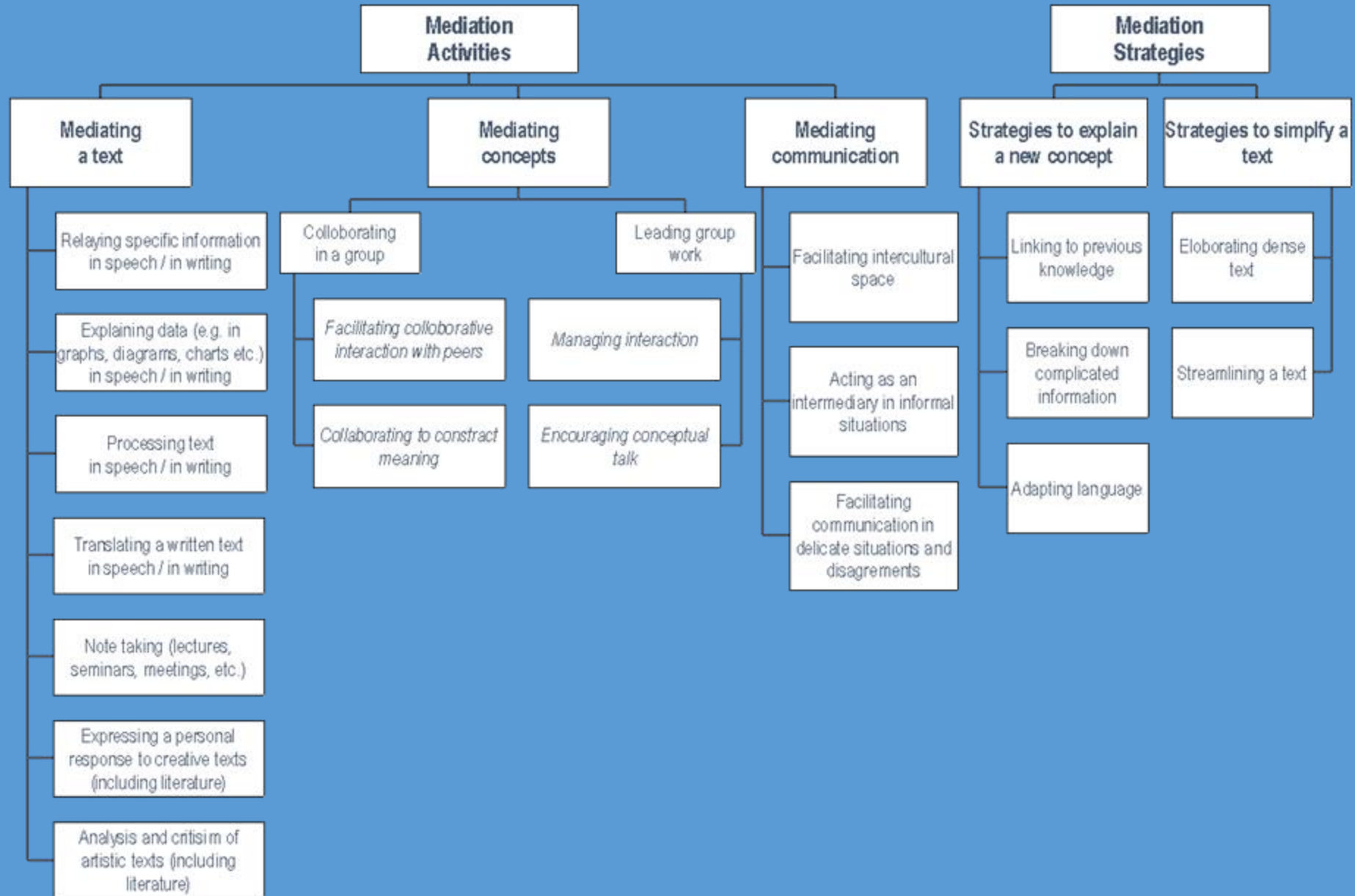
- **length**, **variety** of texts and whether there are illustrations;
- **type of texts**, from simple descriptions to contemporary and classical writings in different genres;
- **topics**, from everyday topics to a full range of abstract and literary topics;
- **type of language**: from simple to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

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Mediating concepts – collaborative group work

- Can use questions, comments and simple reformulations to maintain the focus of a discussion.
- Can ask questions to invite people to clarify their reasoning.

Facilitating pluricultural space

- Can support an intercultural exchange using a limited repertoire to introduce people from different cultures and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.

Plurilingual

- Can exploit creatively his/her limited repertoire in different languages for everyday contexts, in order to cope with an unexpected situation.

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

Conclusions:

The CEFR/CV:

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

