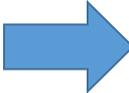




The CEFR Companion Volume and Curriculum: fostering enrichment and positive impact

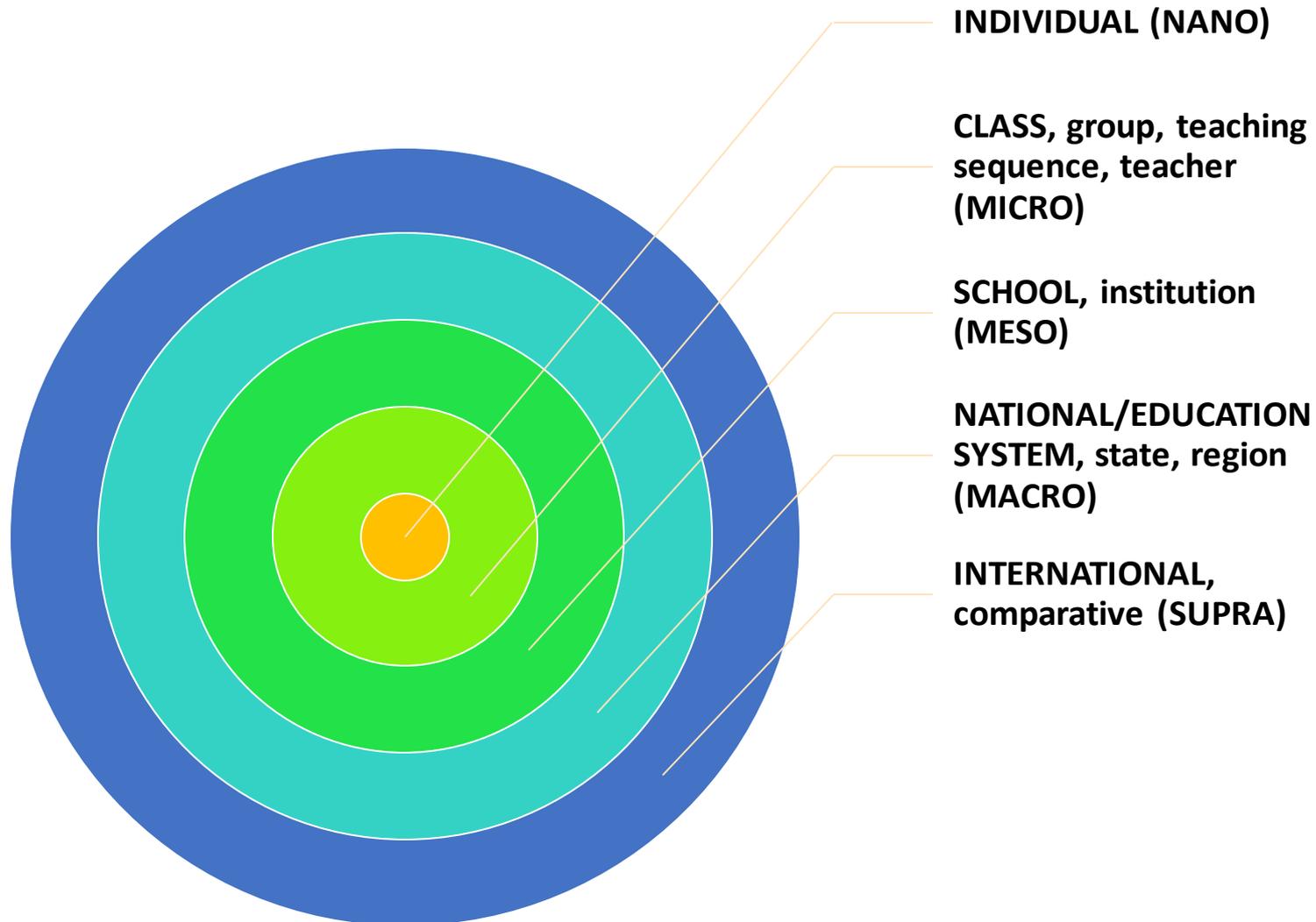
Tim Goodier (Eurocentres Foundation)

- **Objectives:** Learning aims and outcomes
- **Teachers:** Fostering a community of practice
- **Learners:** The European Language Portfolio revisited

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The components of curriculum planning

(adapted from van den Akker, J. 2006 in Beacco et al., CoE 2016)



The components of curriculum planning

(adapted from van den Akker, J. 2006 in Beacco et al., CoE 2016)

Components			Commonest level
1	General aims	What is/are the learner's/s' aim/s in learning?	MACRO (nation, state, region)
2	Specific aims/ competences	What aims are they pursuing/are assigned to them?	
3	Content	What are they required to learn?	
4	Approaches and activities	How are they required to learn?	MICRO (class) and MESO (school)
5	Grouping and location	Where, and with whom, do they learn?	
6	Time	When do they learn? How much time do they have?	
7	Aids and resources	With what do they learn?	
8	Role of teachers	How do teachers promote, organise and facilitate learning processes?	
9	Co-operation	What types of co-operation, particularly between teachers, are needed to facilitate learning?	
10	Evaluation	How are progress and acquired competences evaluated?	From NANO (individual) to SUPRA (international)

<https://www.coe.int/en/web/common-european-framework-reference-languages/home>

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Common European Framework of Reference for Languages (CEFR)

Home Introduction Purposes Levels Learning, Teaching, Assessment Tests/Examinations Resources

You are here: Common European Framework of Reference for Languages (CEFR)

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

<https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home>

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Platform of resources and references for plurilingual and intercultural education

Home The learner Languages of schooling Other taught languages Language as subject Language in other subjects Intercultural

You are here: Democracy > Platform of resources and references for plurilingual and intercultural education

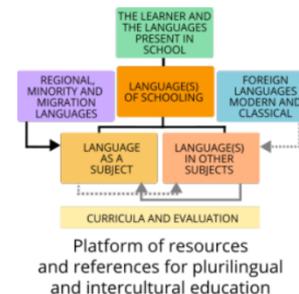
Access to education and success at school depend heavily on language competences

The Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefiting from their own experience and expertise.

It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.

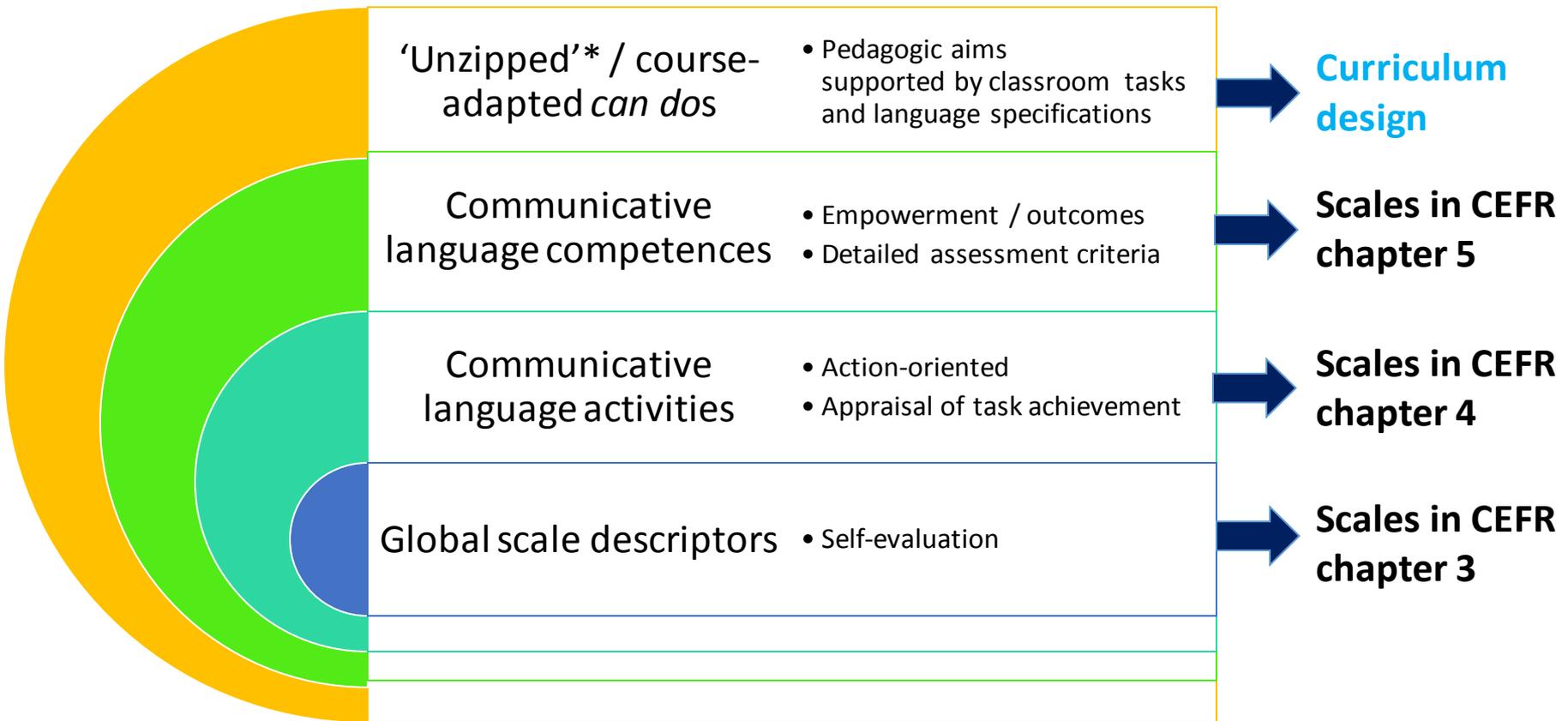
[The Platform in the context of the Language Policy Programme](#)

[History of the Platform: a Council of Europe policy choice](#)



- 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

From illustrative descriptors to curriculum (revisited)



(*North, 2014)

Good 'can do' curriculum aims:

- Are based on local **needs analysis**
- Retain where possible original validated descriptor wording
- Describe something **concrete** the learner can do
- Remain **positive** and **short** (max 20 words)
- May contain a **proviso** or **example** to clarify the level of the descriptor
- **Avoid qualifiers, quantifiers, frequency adverbs and adjectives** that rely on arbitrary opinion

(After North. 2014)

e.g. A2 / A2 + online interaction (Eurocentres)

'Post feelings and activities online and answer other people's comments (e.g. with thanks or apology)'

Key areas reinforced, enriched and added in the CEFR/CV illustrative descriptor scales

2001 Scales:

- C-level enrichment
- Pre-A1 & A1 enrichment
- Plus levels
- Phonology

New Scales:

- Mediation
- Plurilingual and pluricultural competence
- Online interaction

Main consultation survey: **top ten** scales for ratings of 'helpful' or 'very helpful' in CEFR/CV

1. Processing text	6. Online conversation and discussion
2. Acting as an intermediary	7. Adapting language
3. Explaining data	8. Collaborating to construct meaning
4. Facilitating collaborative interaction with peers	9. Translating a written text
5. Relaying specific information	10. Goal-oriented online transactions and collaboration

PROCESSING TEXT IN SPEECH (B2)

Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above.

However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

PROCESSING TEXT IN SPEECH (B2)

Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).

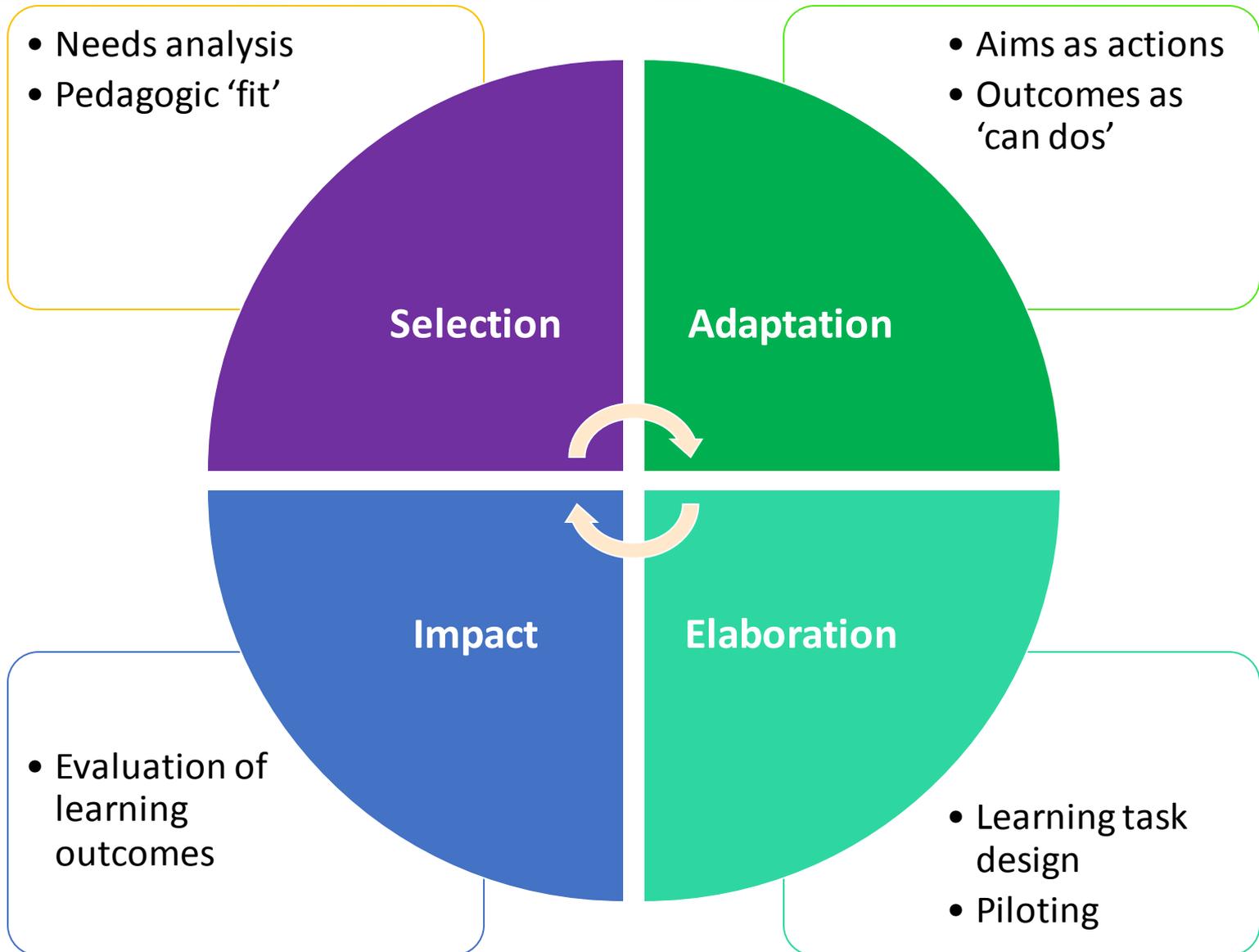
Example adaptation across languages

Can synthesise and report in French information and arguments from a number of spoken and/or written sources in another language he/she understands.

Example adaptation within the same language

Can synthesise and report, in a formal style, information and arguments from a number of informal spoken and/or written sources.

Aims, objectives, outcomes



Example context – preparation for international higher education / career, with '21st century skills'

- International immersion stays
- Local extensive tuition
- University modular programmes
- In-company training for career development



Extract: policy-oriented definition of '21st century skills'

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism

(source: Glossary of Education Reform edglossary.org
accessed 4/11/2017)

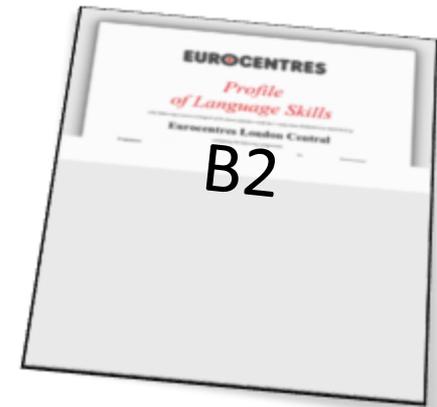
Example project: Eurocentres curriculum update 2017-2018



Inclusion of mediation and online interaction aims in the core curriculum



Mediation and online interaction become a core part of productive skills assessment criteria



Mediation and online interaction have a strong presence on the course certificate in a profile of skills

A shift in **emphasis** and intended positive washback on teaching and learning

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

- **Objectives:** Learning aims and outcomes
- ➔ • **Teachers:** Fostering a community of practice
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A developmental community of practice

Institutional learning community

Teachers

Learners

Local 'leading practitioners' as
champions of new developments

Senior
teachers

Managers

Curriculum Developers

Project Leader

Project members

Building a developmental community of practice

Small scale pilots

- Learning aims
- Activities
- Assessment criteria

Cascade training

- Conceptual presentation
- Scaffolding peer group selections for exploratory practice

Group exploratory practice

- Task design / implement
- Learner feedback

Teacher peer presentations

- Outcomes / impact
- Recommendations



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The Language Passport

- Overview of (plurilingual) proficiency

The Language Biography

- Goal setting and self-assessment
- Includes detailed checklists as 'can do' statements

The Dossier

- Illustration of achievement and experiences

<https://www.coe.int/en/web/portfolio>

Example: language biography checklists online, which correspond with aims for teacher course planning

Level:

Communicative Tasks

[Language Resources](#)

Receptive Skills

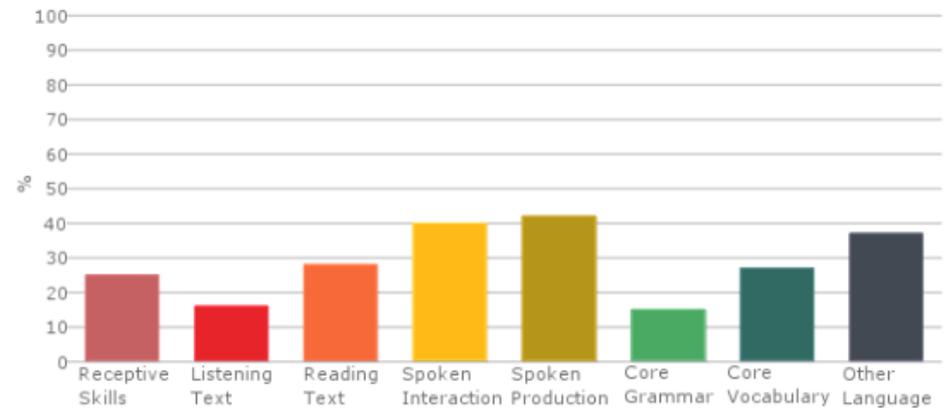
- Focus on information that is interesting or important to you
- Distinguish the main point from specific details
- Understand the important details
- Understand a line of argument and main conclusions

Listening Text Types

- Everyday conversations and discussions
- Clear, simple stories and narratives
- Directions, messages, announcements
- Talks, presentations on familiar topics
- Film clips, video (e.g. interviews, reports, cookery programmes, documentaries, mainstream entertainment shows, etc.)
- Short podcasts, audio news items

Reading Text Types

Progress



My progress and tutorials

[all tutorials](#)

At level B1, I feel confident in the following aims:

- **Receptive Skills:**
 - Understand a line of argument and main conclusions
- **Listening Text Types:**
 - Directions, messages, announcements
- **Reading Text Types:**
 - Brochures, leaflets, webpages
 - Notes, text messages, Twitter, Facebook, etc.
- **Spoken Interaction:**
 - Ask for & give information about feelings and news

Example: profiling plurilingual competence

Table 3: Spoken language skills

	A1	A2	B1	B2	C1	C2
German						
English						
Spanish						
Italian						
Other language (spoken in the family setting)						

(taken from Beacco et al., CoE 2016)

‘Can do’ statements as the meta-language of ongoing needs analysis, and recognition of plurilingual profiles





Selected References / Readings

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Web resources:

Common European Framework of Reference for Languages (CEFR) home page www.coe.int/en/web/common-european-framework-reference-languages/home

Platform of resources and references for plurilingual and intercultural education www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home

European Language Portfolio (ELP) home page www.coe.int/en/web/portfolio

Plurilingual Education, European Centre of Modern Languages of the Council of Europe: www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/Default.aspx

A framework of reference for pluralistic approaches to languages and cultures: <http://carap.ecml.at/>

Linguistic Integration of Adult Migrants home page, Council of Europe: www.coe.int/lang-migrants