



CEFR Online Workshop Series

2nd June 2022

Assessing Plurilingualism: An example from practice

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PART 1 – Presentation + Questions

- **Background and context**
- **Types of exams**
- **The oral school-leaving exam**
- **Ongoing activities**

PART 2 – Group Work

- **Discussion of examples**

PART 3 – Presentation of results

PART 4 – Conclusion

Upper Secondary Vocational Colleges in Austria

- 5-year-course
- several different types
- English taught in all of them, minimum level in the final year B2
- two additional („foreign“) languages compulsory in some types
- second additional language mostly French, Italian or Spanish, minimum level in the final year B1 or A2+
- increasing number of learners with heritage languages other than German

Our project



**PLURILINGUAL
LESSONS**

**AND
PLURILINGUAL
EXAMS**

The ideas behind the exams



- to promote plurilingualism
- to give learners the chance to show their abilities in two further languages
- to create opportunities for talented learners
- to contribute to European goals (L1 + 2 other languages)
- to meet the requirements of the job market

Types of exams at upper secondary vocational colleges

PLURILINGUAL COMPETITION

as part of the national
language competition

PLURILINGUAL ORAL EXAM

as an option for the high stakes
school-leaving („final“) exam
(English + second additional
language + German)



SUPPORT

Support <https://www.cebs.at/service-angebote/mehrsprachiger-unterricht/>

How to deal with stress



upload: 06/2019

Kompetenzen: Processing text in speech, processing text in writing, spoken production & interaction, collaborating in a group

Niveau: French – B1, English – B2

Thema: Stress

Influencer Marketing



upload: 05/2019

Kompetenzen: Processing text in speech, Processing text in writing, Sprechen

Niveau: ITA – B1, E – B2

Thema: Marketing, Social Media, Influencer

TechTools: Mentimeter, Linoit (oder Padlet)

Picture your feelings



upload: 06/2019

Kompetenzen: Listening, Speaking, Creative writing, Processing text in writing,

Niveau: SPA – B1, E – B2

Thema: Matters of personal interest, emotions

TechTools: Quizlet, Toondoo

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Support



IN-SERVICE TEACHER TRAINING

Seminars on a national and local level

Training teachers to enable them to

- design exam tasks
- administer the exam
- set up lesson plans
- create teaching materials

Plurilingual Exams – Features



- two levels combined in one exam: B2 for English and B1 for the second additional language
- exam tasks include spoken production, spoken interaction, and also mediating spoken and written information
- languages used: L1 + L2 + L3

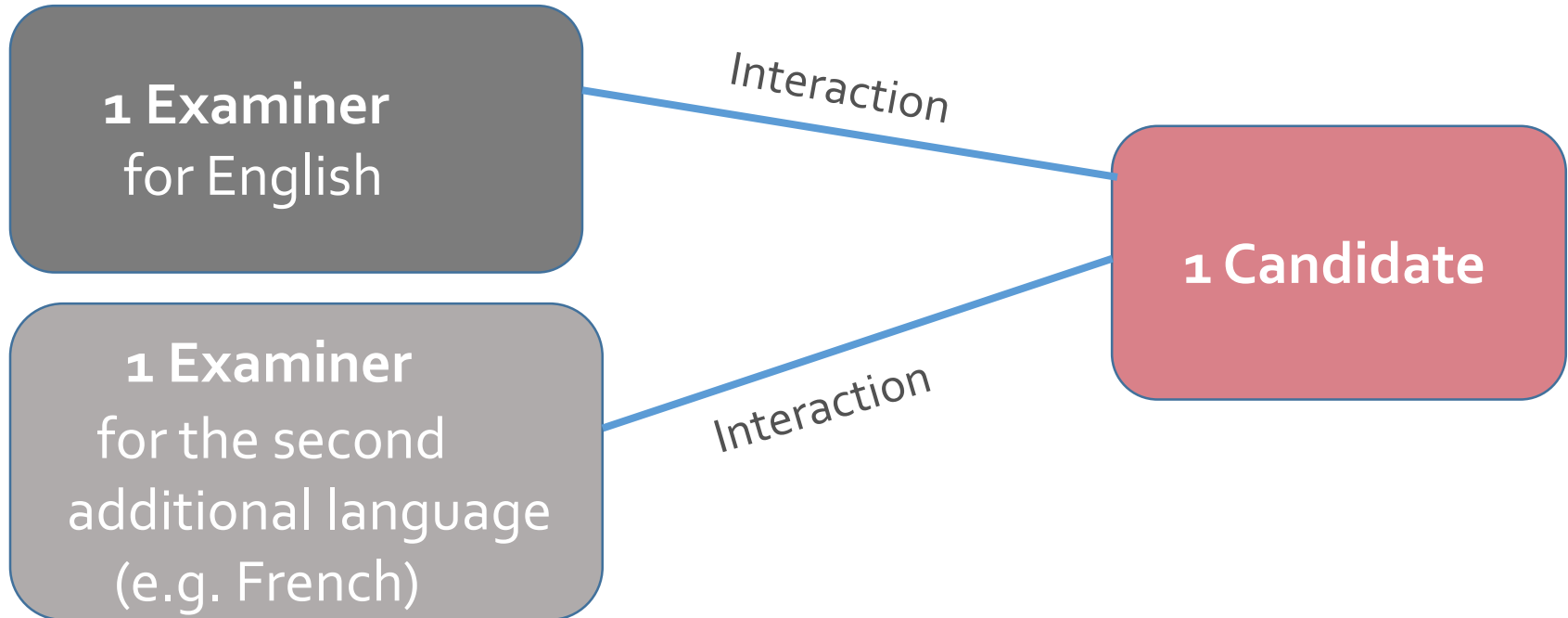
Plurilingual Exams – Focus



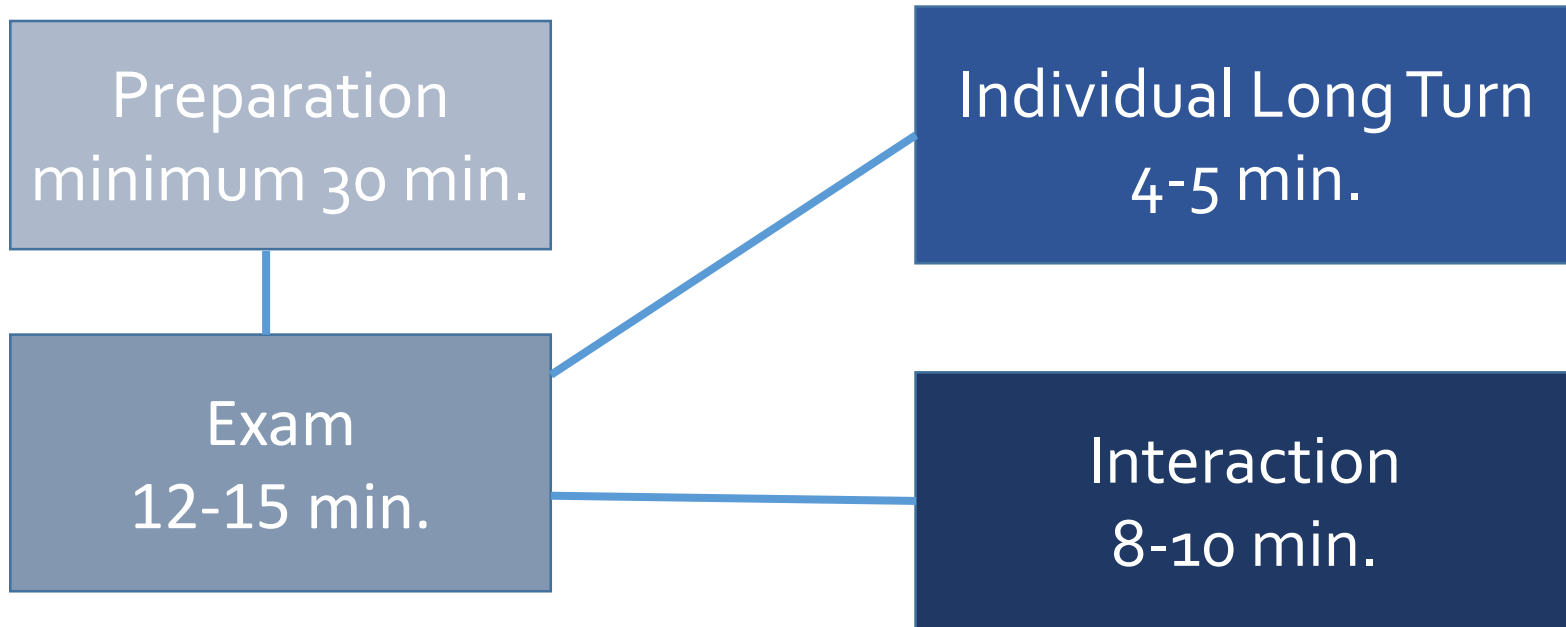
to assess the ability to

- relay specific, relevant information in speech (in two different languages)
- mediate between two interlocutors with different cultural backgrounds
- enable communication between interlocutors who don't speak the same language

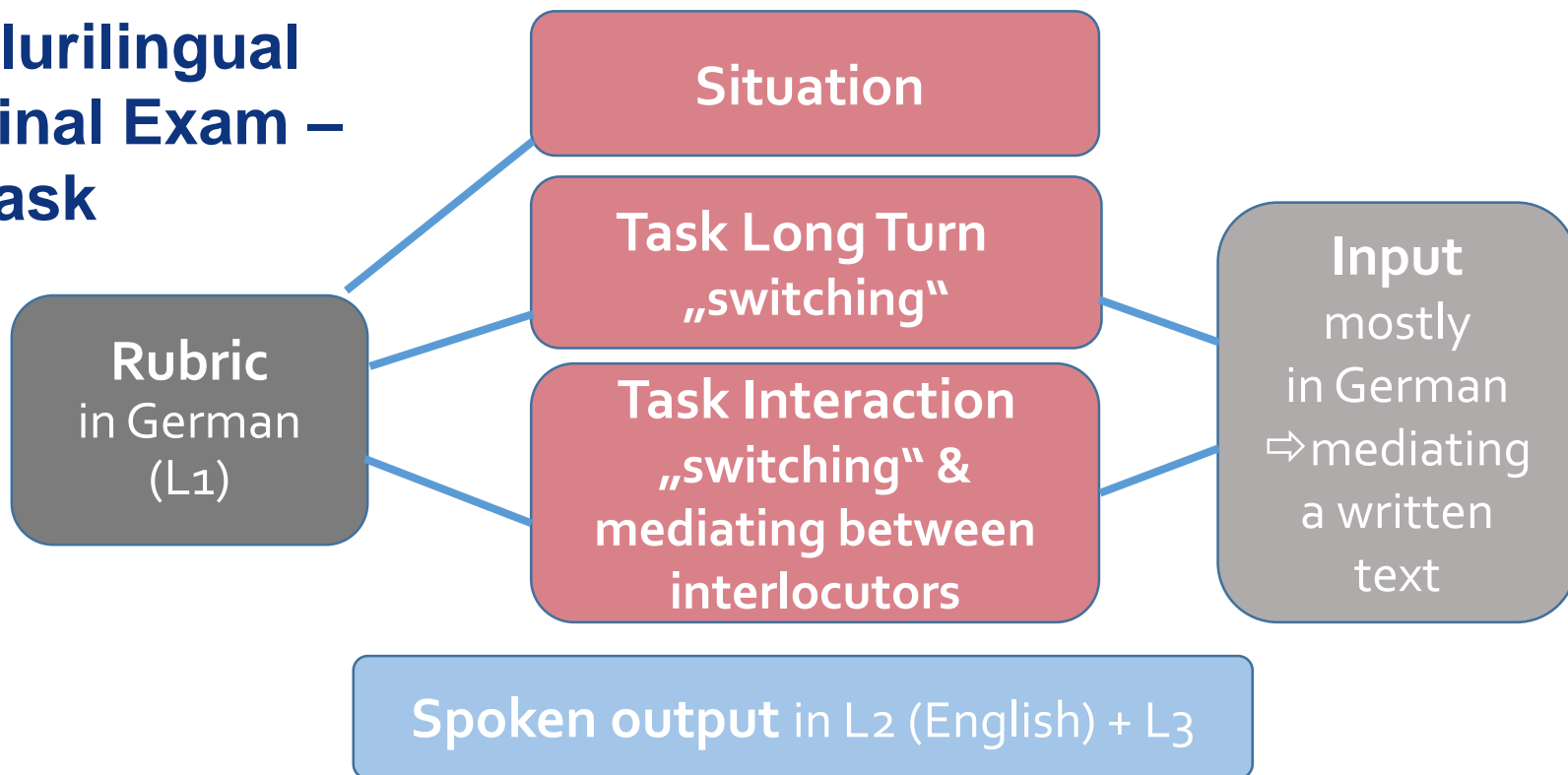
Plurilingual Final Exam – Participants



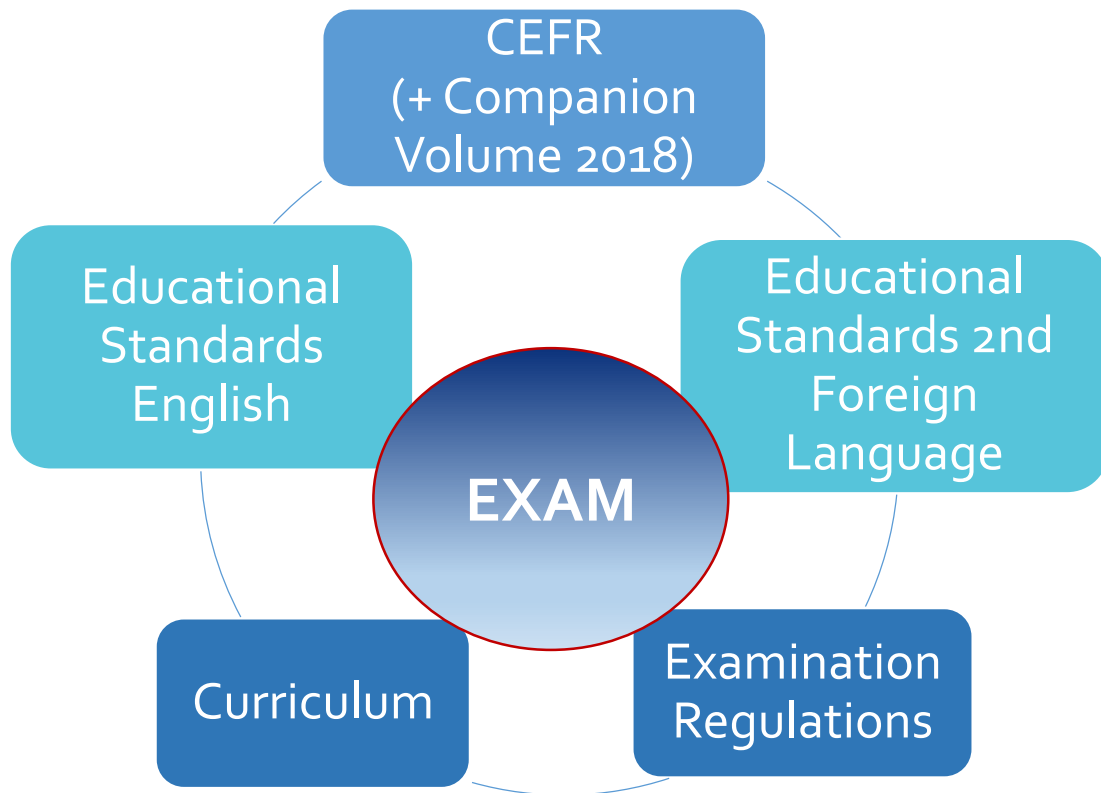
Plurilingual Final Exam – Time Frame



Plurilingual Final Exam – Task



Plurilingual Final Exam – Basis



Test specifications: Descriptors for specific goals

- adapted from CEFR 2001
- descriptors needed to combine two levels
- scales for Spoken production and Spoken interaction, Processing text and Cooperating as main sources
- existing descriptors combined and adapted
- new descriptors elaborated for areas that were not covered in the CEFR 2001 edition

Examples for new descriptors 1

- Shows plurilingual competence and can cooperate and interact flexibly and in a goal-oriented manner in a given context.

Examples for new descriptors 2

- Can act as an intermediary to facilitate communication between interlocutors who are unable to understand each other directly.
- Ensures that all interlocutors are included in the conversation and receive the desired information.

Examples for new descriptors 3

- Can, in both languages, invite others to express their opinions and can then briefly comment on these points of view.
- Can, as a member of a team, take on responsibility and contribute constructively to a common solution.

Examples for new descriptors 4

- Can, in both languages, pass on information reliably and in detail provided that he/she is familiar with the topic and that the input is expressed clearly and in well-structured language.

Plurilingual Exams – Assessment

Two assessors = interlocutors ⇒ one grid

Criteria:

Task Achievement

Language Switch
and Interaction

Range and Accuracy

Crucial: task achievement

⇒ successful communication in both languages

Challenge: different levels

6.3. Assessment grid (COPY TEMPLATE)

Candidate:	Class/School:
Exam paper & Topic:	Date:

Band	Task achievement (Relevance, detail, accuracy, clarity, identification with the context/situation)	Language switch and interaction (Flexibility, spontaneity, initiative, coherence and cohesion, accommodation to interlocutor, ability to mediate)		Range and accuracy (of spoken language) (Appropriateness of vocabulary and structure in relation to context, task and topic; flexibility; frequency and communicative significance of mistakes in vocabulary, structure, pronunciation and intonation)	
		Monologue	Dialogue	Monologue	Dialogue
10	(1) all aspects of the tasks are addressed and are convincingly executed (2) both interlocutors receive all the desired information (3) conduct continuously corresponds to the context/situation		(1) switches language on his/her own initiative when it appears logical and sensible in a given situation (2) leads the course of conversation satisfactorily for both interlocutors (3) mediates successfully between the interlocutors (4) reacts flexibly to a change in language (5) reacts appropriately and spontaneously		(1) demonstrates a broad linguistic range in both languages for the given tasks (2) paraphrases or circumlocutes to compensate for occasional lack of vocabulary (3) mistakes are rare in both languages and they do not cause misunderstanding; they can often be corrected by the candidate himself/herself (4) to a certain extent, pronunciation and intonation are natural and smooth
9					
8	(1) all aspects of the tasks are addressed and executed (2) both interlocutors receive nearly all of the desired information (3) conduct, for the most part, corresponds to the context/situation		(1) generally switches language on his/her own initiative when it appears logical and sensible in a given situation (2) generally leads the course of conversation satisfactorily for both interlocutors (3) generally mediates successfully between the interlocutors (4) generally reacts flexibly to a change in language (5) generally reacts appropriately and spontaneously		(1) demonstrates a fairly broad linguistic range in both languages for the given tasks (2) compensates verbally for his/her lack of vocabulary (3) mistakes rarely interfere with communication and occasional misunderstandings can be clarified (4) pronunciation and intonation are easily understood
7					
6	(1) most aspects of the tasks are addressed and sufficiently executed (2) both interlocutors receive most of the desired information OR one interlocutor receives all of the desired information while the other interlocutor receives only a part of the desired information (3) conduct generally corresponds to the context/situation		(1) infrequently switches language on his/her own initiative (2) mainly leads the course of conversation satisfactorily for both interlocutors (3) mainly mediates successfully between the interlocutors (4) mainly reacts flexibly to a change in language (5) mainly reacts logically		(1) demonstrates a sufficient linguistic range in both languages in order to cope with the given tasks (2) compensates non-verbally and most of the time also verbally for his/her lack of vocabulary (3) mistakes sometimes interfere with communication; possible misunderstandings can usually be clarified (4) pronunciation and intonation can be sufficiently understood
5					
4	(1) only some aspects of the tasks are addressed but not sufficiently executed (2) both interlocutors receive only a part of the desired information OR one interlocutor hardly receives any of the desired information (3) conduct rarely corresponds to the context/situation		(1) never switches language on his/her own initiative (2) the course of conversation is mainly guided by the interlocutors (3) shows little success in mediating between the interlocutors (4) rarely reacts flexibly to a change in language (5) does not always react appropriately		(1) linguistic range is too insufficient in one of the languages to be able to cope with the given tasks (2) has major difficulty compensating for lack of vocabulary (3) mistakes often interfere with communication
3					
2	(1) only some aspects of the tasks are partially addressed (2) neither of the interlocutors receive much information at all (3) conduct does not correspond to the context/situation		(1) - (2) course of conversation is guided by the interlocutors (3) cannot mediate between the interlocutors (4) does not react flexibly to a change in language (5) rarely reacts appropriately		(1) linguistic range is too insufficient in both of the languages to be able to cope with the given tasks (2) cannot compensate for lack of vocabulary (3) mistakes often prevent communication
1					
0	Tasks are not achieved			not enough language to assess	

Assessment grid – some descriptors

Band 8 (TA)

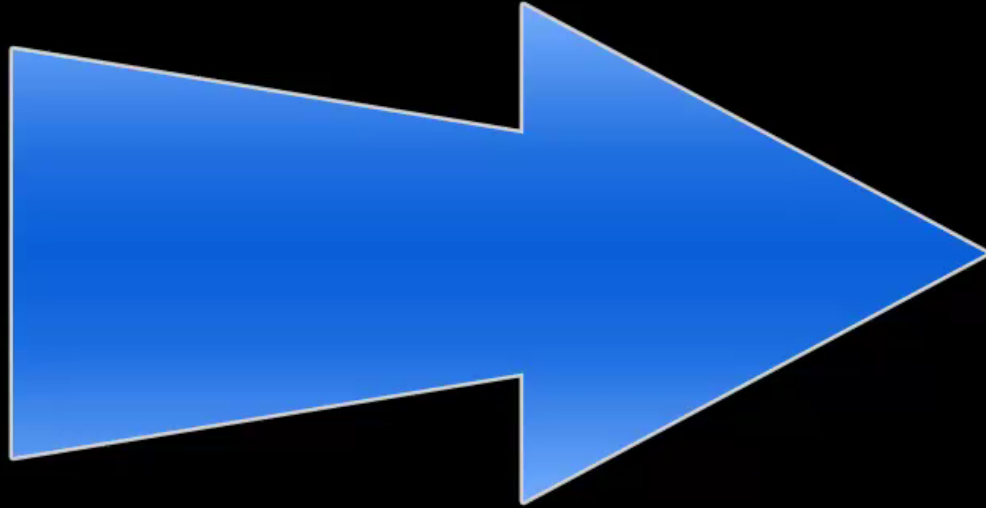
(2) both interlocutors receive nearly all of the desired information

Band 6 (LS&I)

(3) mainly mediates successfully between the interlocutors

Band 6 (R&A)

(1) demonstrates a sufficient linguistic range in both languages in order to cope with the given tasks



Impact

- more natural conversation in the interaction
- increased opportunity for the candidate to take the initiative in the interaction
- stronger focus on general communicative ability
- teachers developing some skills in the 2nd language

Ongoing activities



TESTING

Learners actually taking the **plurilingual oral exam**

TEACHING

Plurilingual lessons (English + second additional language) compulsory in some schools

SUPPORT

Website offering

- exam guidelines
- materials

TRAINING

One **in-service teacher training & development** workshop per year on a national level
Workshops on a local level when needed


Please discuss the following questions in your groups:

- To what extent are these tasks suitable for assessing plurilingual competence?
- Which of the descriptors do you see most strongly reflected in the tasks? Please also compare descriptors used for the two tasks.
- Which other aspects of plurilingual competence would you like to cover in an oral exam task?
- If you decided to adapt these tasks to suit your context, which changes would you need to make?

If you use tasks for assessing plurilingual competence in oral exams, please add a short description.

Organisation of breakout rooms:

- Breakout Room **1** – look at Examples **1 and 4**
- Breakout Room **2** – look at Examples **2 and 5**
- Breakout Room **3** – look at Examples **3 and 6**
- Breakout Room **4** – look at Examples **4 and 1**
- Breakout Room **5** – look at Examples **5 and 2**
- Breakout Room **6** – look at Examples **6 and 3**
- Breakout Room **7** – look at examples **1 and 5**
- Breakout Room **8** – look at examples **2 and 6**
- Breakout Room **9** – look at examples **3 and 4**
- Breakout Room **10** – look at examples **3 and 5**

A large mosaic composed of many small, overlapping photographs of people from various ethnicities, ages, and genders, creating a diverse and inclusive visual background.

Thank you for your attention!
Merci ! Grazie! ¡Gracias!

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Picture:
www.pixabay.com



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