

CEFR Online Workshop Series 2023

#1

Title

The updated CEFR website – Key concepts and ideas for implementation: Videos, workshop materials, documents, articles, ...

Date & Time

2 February, 16.00 CET

Presenter

Brian North

Handout 1

Overview & Screenshots

The CEFR website (www.coe.int/lang-cefr) has been designed in order to highlight the key aspects of the CEFR vision for teaching and learning, the CEFR descriptors, and ideas for implementing the concepts in the CEFR in course planning, classroom teaching and assessment. All the information about the CEFR as a framework that was already on the site is also still there under the tab The Framework.

In addition to the reorganization itself, quite a wide range of resources have been added to the various tabs and subtabs of the site, including videos, documents, workshop materials, recommended websites, and articles on open access. Unfortunately, the tab “Resources” itself has not yet been reorganised, but the intention is to list there all the resources now available on the site.

The main website tabs are now:

- **Home** (revised)
- **The Framework** (merged from existing tabs)
- **News / Events** (new)
- **Key Concepts** (new)
- **Descriptors** (revised)
- **Ideas for Implementation** (new)
- **Resources** (to be developed)

The full organisation of the website is now as shown in the table below:

Home	The Framework	News/Events	Key Concepts	Descriptors	Ideas for Implementation	Resources
<ul style="list-style-type: none"> -Key Concepts -Descriptors -Ideas for Implementation 	<ul style="list-style-type: none"> -The Council of Europe and Language Education -Purposes of the CEFR -Levels <ul style="list-style-type: none"> - The CEFR Levels - Illustrations of levels - Reference Level Descriptions -Descriptive Scheme -History <ul style="list-style-type: none"> - Development of the CEFR -Responsibilities of member states -Recommendations 	<ul style="list-style-type: none"> -2022 Online workshops -2021 Online workshops -2020 Web conference -2018 Webinar 	<ul style="list-style-type: none"> -Transparency and Coherence -The user/learner as a social agent -Action-oriented Approach - Plurilingualism -Mediation -Online interaction -Phonological competence 	<ul style="list-style-type: none"> -CEFR Descriptors <ul style="list-style-type: none"> - Global scale - Self-assessment grid - Language activities and strategies - Plurilingual/-cultural - Language competences - Signing competences -Supplementary Descriptors <ul style="list-style-type: none"> - Extras from Companion Volume - Young learners - From Portfolios - Lingualevel - Equals 	<ul style="list-style-type: none"> -Course planning - Reference Level Descriptions - Guide for implementation - Classroom Teaching <ul style="list-style-type: none"> - Transparency & Coherence - The user/learner as social agent - Action-orientated Approach - Plurilingualism - Mediation - Online interaction - Phonological competence - Assessment <ul style="list-style-type: none"> - Classroom Assessment - Tests & Examinations - Projects 	<p><i>[to be developed]</i></p>

Home

The dynamic banner at the top of the page scrolls through the items under the News/Events tab.

WWW.COE.INT HUMAN RIGHTS DEMOCRACY RULE OF LAW EXPLORE English Connect

Common European Framework of Reference for Languages (CEFR)

Home News and events The framework Key concepts Descriptors Ideas for implementation Resources

You are here: Democracy and Human Dignity > Common European Framework of Reference for Languages (CEFR) > Home

CEFR ONLINE WORKSHOP SERIES 2022

Promoting action-oriented plurilingual and intercultural education

Mediation in/for the language classroom: Learning situations and formative assessment

ONLINE | 3 NOVEMBER 2022

The eighth workshop of CEFR Online Workshop Series 2022 entitled "Mediation in/for the language..."

[View all News](#)

Under the text in the centre of the page are three boxes, highlighting respectively the CEFR Key Aspects, the Descriptors, and Ideas for Implementation. At the bottom of the page there are short video clips explaining some of the key aspects, with teacher voices.

The **Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume** broadens the scope of language education, reflecting academic and societal developments since the CEFR publication in 2001. It presents the **key aspects of the CEFR for teaching and learning** in a user-friendly form and contains the **complete set of extended CEFR descriptors**, replacing the 2001 set. These now include descriptors for **mediation, online interaction, plurilingual/pluricultural competence, and sign language competences**. The illustrative descriptors have been adapted with **modality-inclusive** formulations for sign languages and all descriptors are now **gender-neutral**.

This publication marks a crucial step in the Council of Europe's engagement with language education, which seeks to protect **linguistic and cultural diversity**, promote **plurilingual and intercultural education**, reinforce the right to **quality education for all**, and enhance **intercultural dialogue, social inclusion and democracy**.

The new version updates and extends the CEFR 2001, which was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.

The CEFR online :

- [CEFR - Companion volume \(2020\)](#)
- [French version](#) (Version française)
- [Arabic version](#) (النسخة العربية)
- [Basque version](#) (Euskarazko bertsoa)
- [Italian version](#) (Versione italiana)
- [Spanish version](#) (Versión en español)
- [Turkish version](#) (Türkçe versiyonu)
- [CEFR - Companion volume with new descriptors \(2018\)](#)
- [CEFR \(2001\)](#)
- [CEFR Descriptors \(Searchable\)](#)

Key concepts

CEFR Descriptors

Ideas for implementation

[Language Policy Portal](#)

On the right of the Home Page, as on some other pages, the 'CEFR online' is listed: the CEFR Companion Volume (2020); the translations of it available, the 2018 version, and finally the CEFR 2001.

News/Events

This tab lists CEFR events held since 2018. Clicking on an event opens a page with details and materials.

CEFR ONLINE WORKSHOP SERIES 2022 | NUMBER 9

Developing CEFR-based assessment rubrics and rating scales for interaction and production

2 DECEMBER 2022 | ONLINE

The ninth workshop of CEFR Online Workshop Series 2022 entitled "Developing CEFR-based assessment rubrics and rating scales for interaction and production" took place on Thursday, 1 December 2022. The workshop focused on developing rating scales and rubrics for assessing productive and integrated...

CEFR ONLINE WORKSHOP SERIES 2022 | NUMBER 8

Mediation in/for the language classroom: Learning situations and formative assessment

3 NOVEMBER 2022 | ONLINE

The eighth workshop of CEFR Online Workshop Series 2022 entitled "Mediation in/for the language classroom - Learning situations and formative assessment" took place on Thursday, 3 November 2022. The implementation of such a rich construct as mediation to language learning offers a wide array of...

Language Policy Portal
www.coe.int/lang

The eighth workshop of CEFR Online Workshop Series 2022 entitled "**Mediation in/for the language classroom - Learning situations and formative assessment**" took place on Thursday, 3 November 2022.

The implementation of such a rich construct as mediation to language learning offers a wide array of pedagogical opportunities, notably the possibility of designing new learning situations and fostering formative assessment. In this webinar the participants explored both these dimensions by focusing on the KSAs (knowledge, skills and abilities) required when mediating in a foreign language and how these KSAs can be integrated in learning activities and in self- and peer-assessment rubrics for students to monitor their output.

The workshop was facilitated by **Adolfo Sánchez Cuadrado**. Mr Cuadrado holds a BA in Translation and Interpreting (ES, EN, DE) from the University of Granada (Spain), an MA in Foreign Language Pedagogy from the University of Delaware (USA) and a PhD in Linguistics from the University of Granada.

He is a lecturer in Linguistics at the University of Granada. He has also taught at the University of Delaware 1999-2000, at the Modern Language Centre of the University of Granada 2000-2016, and at University College London 2016-2018. His research interests lie within the fields of pedagogical translation, linguistic mediation, cross-linguistic cognitive grammar, and language teacher training. He has edited a monograph on mediation in language learning (Mediación en el aprendizaje de lenguas, Anaya 2022). He contributed as main translator to the official translation of the CEFR Companion volume into Spanish.

The working language of the workshop was English.

- Download the [Handout](#)
- Download the [Presentation](#)
- Watch the [Presentation](#) (42:48)
- Watch [Discussion I - Familiarisation with rubrics](#) (16:02)
- Watch [Discussion II - Designing a rubric](#) (11:28)

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www.coe.int/lang

Italian version (Versione italiana)
[Spanish version](#) (Versión en español)
[Turkish version](#) (Türkçe versiyonu)
[CEFR - Companion volume with new descriptors \(2018\)](#)
[CEFR \(2001\)](#)
[CEFR Descriptors \(Searchable\)](#)

[Contact us](#)

The Framework

This tab contains a lot of subtabs on the history behind and purpose of the CEFR as well as information about the CEFR Common Reference Levels, as well as relevant Council of Europe Recommendations.

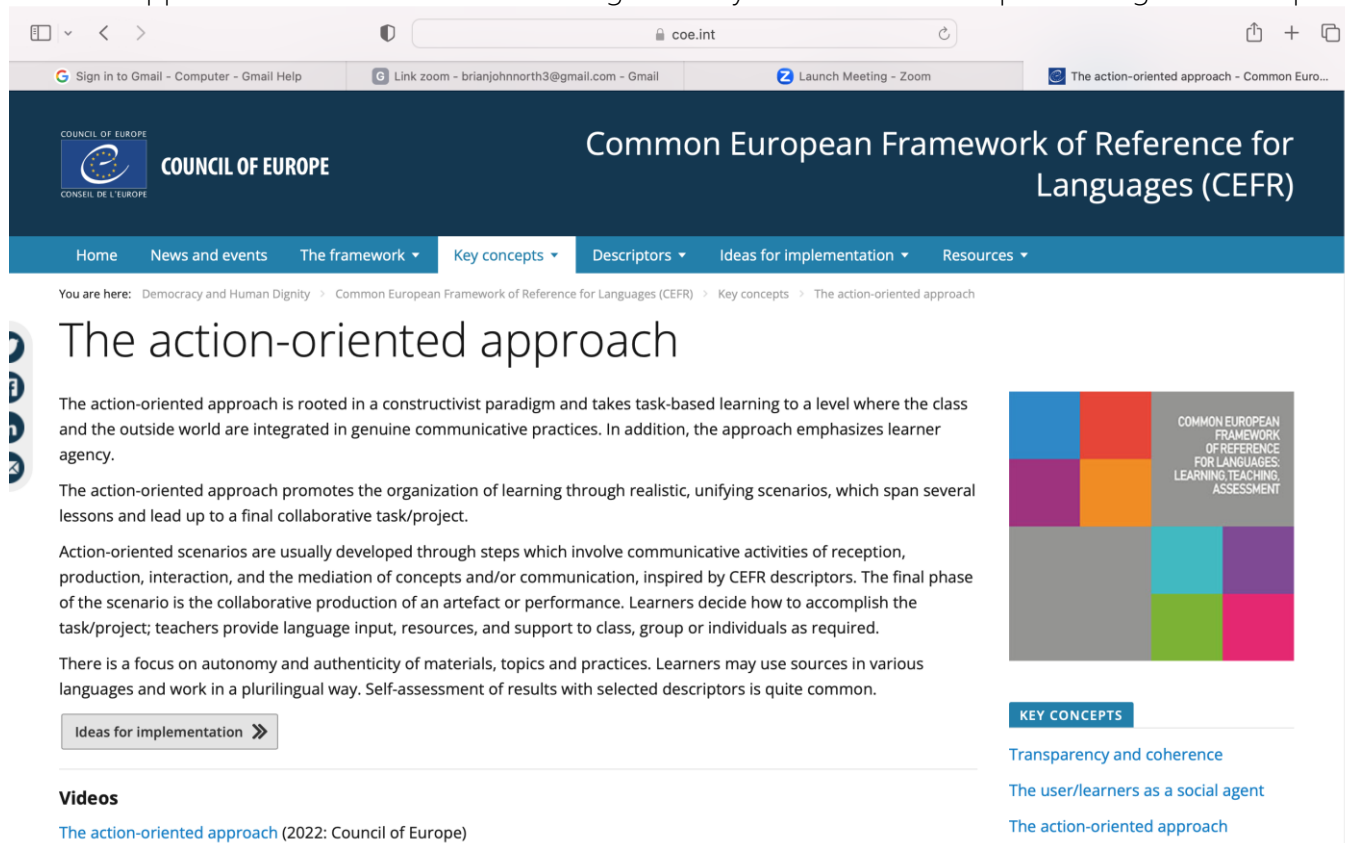
The screenshot shows the 'The framework' tab of the CEFR website. The header includes the Council of Europe logo and the title 'Common European Framework of Reference for Languages (CEFR)'. The navigation bar has tabs: Home, News and events, The framework (selected), Key concepts, Descriptors, Ideas for implementation, and Resources. The main content area is titled 'The Council of Europe and Language education'. It features a sidebar with a list of subtopics: The Council of Europe and Language education, Purposes of the CEFR, Descriptive scheme, The CEFR Levels, Illustrations of levels (highlighted), Reference Level Descriptions (RLD), History, Responsibility of member states, and Recommendations. The main text area discusses the Council of Europe's role in language learning and the development of the CEFR. A 'SHORTCUTS' section on the right lists 'The Council of Europe and Language education' and 'Purposes of the CEFR'. A colorful grid logo for the CEFR is also visible.

Key concepts

This tab, in addition to the overview page, contains materials explaining the key concepts of the CEFR.

The screenshot shows the 'Key concepts' tab of the CEFR website. The header is the same as the previous page. The navigation bar has tabs: Home, News and events, The framework, Key concepts (selected), Descriptors, Ideas for implementation, and Resources. The main content area is titled 'Key concepts'. It features a sidebar with a list of subtopics: Transparency and coherence, The user/learner as a social agent, The action-oriented approach, Plurilingualism and pluriculturalism, Mediation, Online interaction, and Phonological competence. The main text area discusses the CEFR Companion volume and its focus on language learning and use. A 'Read more' button is present. A 'KEY CONCEPTS' section on the right lists 'Transparency and coherence' and 'The user/learners as a social agent'. A colorful grid logo for the CEFR is also visible.

The submenu is displayed on the right as well as in the drop-down menu. Each key concept has its own page with short explanatory texts, videos, documents, and articles, as shown for the action-oriented approach. There is also a button to go directly to the Ideas on implementing this concept.



The screenshot shows the 'Common European Framework of Reference for Languages (CEFR)' website. The 'Key concepts' menu is active, and the 'The action-oriented approach' page is displayed. The page includes a navigation bar with links to Home, News and events, The framework, Key concepts, Descriptors, Ideas for implementation, and Resources. A breadcrumb trail indicates the current location: 'You are here: Democracy and Human Dignity > Common European Framework of Reference for Languages (CEFR) > Key concepts > The action-oriented approach'.

The action-oriented approach

The action-oriented approach is rooted in a constructivist paradigm and takes task-based learning to a level where the class and the outside world are integrated in genuine communicative practices. In addition, the approach emphasizes learner agency.

The action-oriented approach promotes the organization of learning through realistic, unifying scenarios, which span several lessons and lead up to a final collaborative task/project.

Action-oriented scenarios are usually developed through steps which involve communicative activities of reception, production, interaction, and the mediation of concepts and/or communication, inspired by CEFR descriptors. The final phase of the scenario is the collaborative production of an artefact or performance. Learners decide how to accomplish the task/project; teachers provide language input, resources, and support to class, group or individuals as required.

There is a focus on autonomy and authenticity of materials, topics and practices. Learners may use sources in various languages and work in a plurilingual way. Self-assessment of results with selected descriptors is quite common.

[Ideas for implementation >>](#)

Videos

[The action-oriented approach](#) (2022: Council of Europe)

KEY CONCEPTS

- [Transparency and coherence](#)
- [The user/learners as a social agent](#)
- [The action-oriented approach](#)

Descriptors

This tab remains largely unchanged. There are two subtabs, for the official, calibrated CEFR descriptors, and for recommended supplementary descriptors adapted from the CEFR for different purposes.



The screenshot shows the 'Common European Framework of Reference for Languages (CEFR)' website. The 'Descriptors' menu is active, and the 'CEFR Descriptors' page is displayed. The page includes a navigation bar with links to Home, News and events, The framework, Key concepts, Descriptors, Ideas for implementation, and Resources. A breadcrumb trail indicates the current location: 'You are here: Democracy and Human Dignity > Common European Framework of Reference for Languages (CEFR) > Descriptors'.

CEFR Descriptors

The CEFR Common Reference levels are fully defined in a structured set of illustrative 'can-do' descriptors for many different categories.

The original descriptors for both the CEFR and European Language Portfolio were based on those developed in a Swiss National Research Project while also drawing on earlier Council of Europe's "threshold levels" specifications. The descriptors have been updated and extended in a large-scale international project resulting in the publication of the: [CEFR Companion volume](#) in 2020.

Videos

[CEFR Companion volume - Descriptors for mediation and related concepts](#) (2018: Enrica Piccardo & Brian North) (50:53)

Documents

[Developing illustrative descriptors of aspects of mediation for the CEFR](#) (2016: Brian North and Enrica Piccardo)

Articles

[Developing new CEFR descriptor scales and expanding the existing ones: constructs, approaches and methodologies](#) (2019: Brian North & Enrica Piccardo)

Ideas for Implementation.

As with The Framework and the Key Aspects, there is a lot of material under this tab, focused on Course planning, Classroom teaching, Assessment (Classroom Assessment as well as Tests and Examinations).

The screenshot shows the 'Ideas for implementation' page on the CEFR website. The page has a dark blue header with the Council of Europe logo and the title 'Common European Framework of Reference for Languages (CEFR)'. Below the header is a navigation bar with tabs: Home, News and events, The framework, Key concepts, Descriptors, Ideas for implementation (selected), and Resources. The 'Ideas for implementation' dropdown menu is open, showing sub-tabs: Course planning, Classroom teaching (selected), Assessment, and Projects. The 'Classroom teaching' sub-tab is further expanded, showing a list of topics: Transparency and coherence in the classroom, Learners as social agents in the classroom, Action-orientation in the classroom, Plurilingualism in the classroom, Mediation in the classroom, Online interaction in the classroom, Phonology in the classroom, and Marta. The main content area on the left is titled 'Ideas for implementation' and contains text about the CEFR's role in language education, including a quote from the 2007 intergovernmental Policy forum. Below the text is a 'Documents' section with a link to 'Pathways through assessing, learning and teaching in the CEFR: Guide (2011: ECML)'. The right sidebar features a vertical stack of colored squares (blue, green, yellow, red, purple, pink) and a small graphic of the CEFR framework.

Classroom teaching has tabs for each Key Aspect, with workshops, documents, websites, articles etc.

The screenshot shows the 'Action-orientation in the classroom' page on the CEFR website. The page has a dark blue header with the Council of Europe logo and the title 'Common European Framework of Reference for Languages (CEFR)'. Below the header is a navigation bar with tabs: Home, News and events, The framework, Key concepts, Descriptors, Ideas for implementation (selected), and Resources. The 'Ideas for implementation' dropdown menu is open, showing sub-tabs: Course planning, Classroom teaching (selected), Assessment, and Projects. The 'Classroom teaching' sub-tab is further expanded, showing a list of topics: Transparency and coherence in the classroom, Learners as social agents in the classroom, Action-orientation in the classroom, Plurilingualism in the classroom, Mediation in the classroom, Online interaction in the classroom, Phonology in the classroom, and Marta. The main content area on the left is titled 'Action-orientation in the classroom' and contains text about the action-oriented approach, including a quote from the 2011 ECML Guide. Below the text is a 'Workshops' section with links to 'Developing an action-oriented pathway in the classroom (2021: Danielle Hunter)', 'Developing meaningful tasks for teaching, learning and assessment with the action-oriented approach (2021: Johann Fische)', and 'The action-oriented approach: from theory to practice (2022: Enrica Piccardo)'. Below the workshops is a 'Documents' section with links to 'Linguistic and Cultural Diversity REinvented (LINCDIRE) - Info sheet (2019: Enrica Piccardo)' and 'Action-oriented approach: Handbook (2019: Danielle Hunter et al.)'. Below the documents is a 'Websites' section. The right sidebar features a vertical stack of colored squares (blue, green, yellow, red, purple, pink) and a small graphic of the CEFR framework.

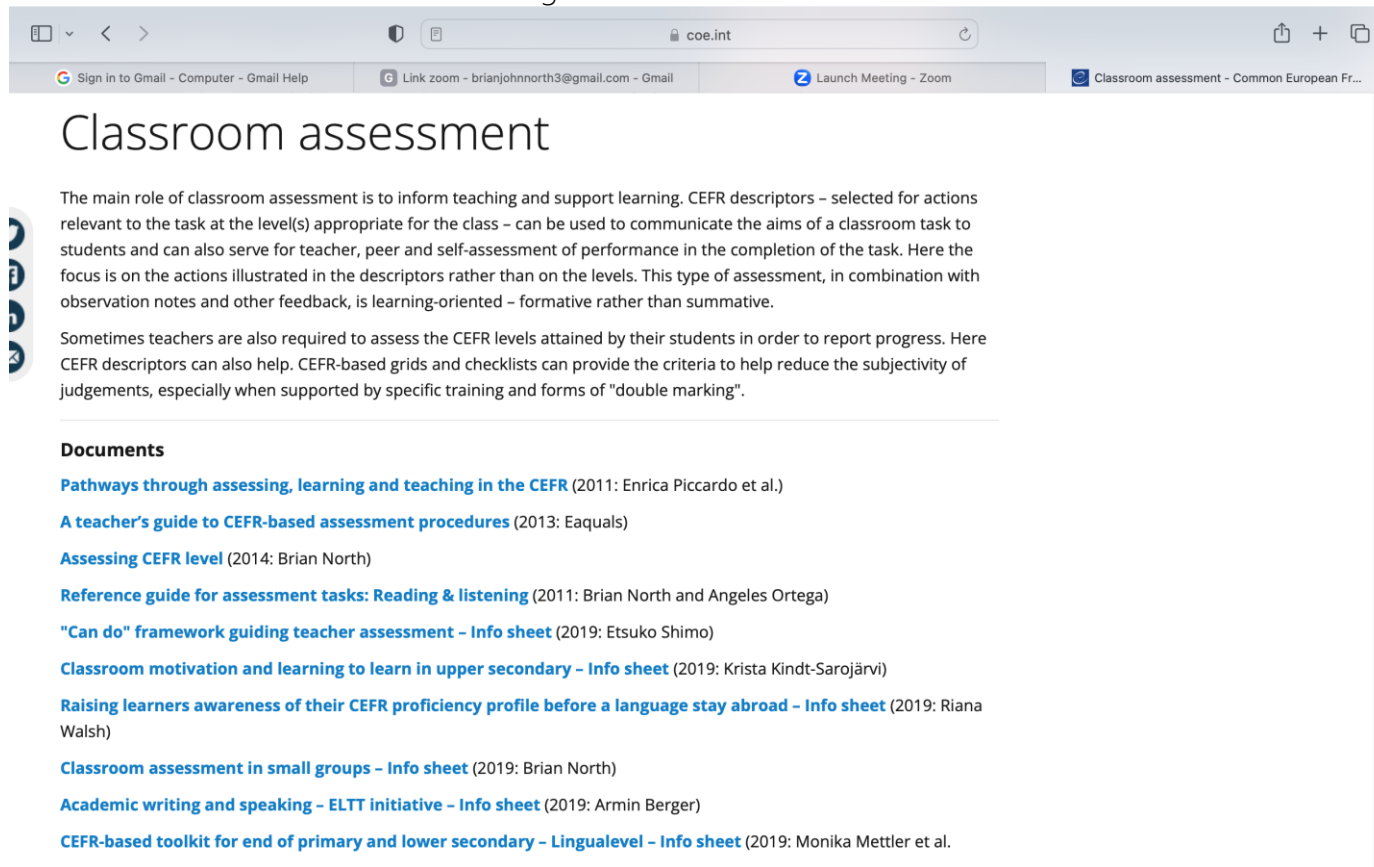
Assessment is also a tab with many submenus and materials.

The screenshot shows the 'Ideas for implementation' page of the CEFR website. The header includes the Council of Europe logo and the title 'Common European Framework of Reference for Languages (CEFR)'. The navigation bar has tabs for Home, News and events, The framework, Key concepts, Descriptors, Ideas for implementation (selected), and Resources. A sidebar on the left contains social media icons. The main content area is titled 'Ideas for implementation' and includes a 'You are here' breadcrumb trail. The text explains the CEFR's role as a stimulus for reflection and innovation in language education, providing common reference points for curriculum and assessment alignment. It mentions the 2007 intergovernmental policy forum and the importance of alignment to the CEFR. A 'Documents' section lists 'Pathways through assessing, learning and teaching in the CEFR: Guide (2011: ECML)'. A right-hand sidebar contains a menu with options like 'Course planning', 'Classroom teaching', 'Assessment', 'Projects', 'Classroom assessment', 'Tests/Examinations', 'Relating examinations to CEFR', 'Further Material', 'Developing tests and examining', and 'Using Illustrative tasks'.

The Assessment page lists resources relevant to all types of assessment. The short video on “Learning-oriented assessment” is particularly good.

The screenshot shows the 'Assessment' page of the CEFR website. The header and navigation bar are consistent with the previous page. The 'You are here' breadcrumb trail leads to 'Assessment'. The main content area is titled 'Assessment' and includes a paragraph explaining the aim of providing descriptors to facilitate an action-oriented approach to teacher assessment in the classroom, focusing on what learners can do. It states that tests and examinations play an important role but assessment is broader than testing. A second paragraph notes that both learning-oriented assessment and aligning assessment to CEFR descriptors are relevant to classroom assessment and tests/examinations. A third paragraph mentions that the CEFR website provides descriptors and video clips illustrating learner performances to guide teachers and learners. A 'Videos' section lists two resources: 'CEFR Companion volume - Assessment - Ensuring a balanced and principled approach (2018: Brian North) (38:22)' and 'Learning-oriented assessment: The stages of the Learning-oriented assessment cycle (Cambridge Assessment)'. A 'Workshops' section lists two resources: 'Developing CEFR-based assessment rubrics and rating scales for interaction and production (CEFR Online Workshop Series 2022: Claudia Harsch)' and 'Assessing plurilingualism: An example from practice (CEFR Online Workshop Series 2022: Belinda Steinhuber)'. A 'Documents' section is partially visible at the bottom.

Classroom assessment lists a large number of documents outlining various techniques, and the tab for Tests and Examinations remains unchanged.



The screenshot shows a web browser window with the address bar displaying 'coe.int'. The page title is 'Classroom assessment - Common European Fr...'. The main heading is 'Classroom assessment'. Below the heading, there are two paragraphs of text. The first paragraph discusses the role of classroom assessment and CEFR descriptors. The second paragraph discusses the requirement for teachers to assess CEFR levels. Below the text, there is a section titled 'Documents' which lists several documents with their titles and authors.

Classroom assessment

The main role of classroom assessment is to inform teaching and support learning. CEFR descriptors – selected for actions relevant to the task at the level(s) appropriate for the class – can be used to communicate the aims of a classroom task to students and can also serve for teacher, peer and self-assessment of performance in the completion of the task. Here the focus is on the actions illustrated in the descriptors rather than on the levels. This type of assessment, in combination with observation notes and other feedback, is learning-oriented – formative rather than summative.

Sometimes teachers are also required to assess the CEFR levels attained by their students in order to report progress. Here CEFR descriptors can also help. CEFR-based grids and checklists can provide the criteria to help reduce the subjectivity of judgements, especially when supported by specific training and forms of "double marking".

Documents

- [Pathways through assessing, learning and teaching in the CEFR](#) (2011: Enrica Piccardo et al.)
- [A teacher's guide to CEFR-based assessment procedures](#) (2013: Eaquls)
- [Assessing CEFR level](#) (2014: Brian North)
- [Reference guide for assessment tasks: Reading & listening](#) (2011: Brian North and Angeles Ortega)
- ["Can do" framework guiding teacher assessment – Info sheet](#) (2019: Etsuko Shimo)
- [Classroom motivation and learning to learn in upper secondary – Info sheet](#) (2019: Krista Kindt-Sarjõarvi)
- [Raising learners awareness of their CEFR proficiency profile before a language stay abroad – Info sheet](#) (2019: Riana Walsh)
- [Classroom assessment in small groups – Info sheet](#) (2019: Brian North)
- [Academic writing and speaking – ELTT initiative – Info sheet](#) (2019: Armin Berger)
- [CEFR-based toolkit for end of primary and lower secondary – Lingualevel – Info sheet](#) (2019: Monika Mettler et al.)

Resources

As stated above, the Resources tab has not been replaced. It currently lists various CEFR-related documents, the most important of which are available elsewhere on the site.