



CEFR Webinar Series 2021 – Number 2

4 March 2021

Digital agency in social practice and language education: The CEFR Companion volume and online interaction

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Programme

- 16.00 Opening
- 16.05 Introduction
- 16.30 Breakout session
- 17.30 Group presentations
- 18.00 Wrap-up

Online interaction and transaction

- ▶ Normalisation and digital tools
- ▶ Digital tools and FLTL
- ▶ The CEFR Companion volume reflecting and representing ...
 - ▶ Changing social and interactional contexts
 - ▶ Online interactional and transactional practices
 - ▶ Embedded holistic views on mediation
- ▶ Sample activities



Normalisation



Normalisation (cont'd.)

- ▶ Technology is so integrated into our lives that it becomes invisible = “normalized”. (Bax: 2003)
- ▶ Technology has reached its fullest possible effectiveness in language education when it has arrived at the stage of “normalization”, namely when it is used without our being consciously aware of its role as a technology, as a valuable element in the language learning process. (Bax: 2011)
- ▶ Normalisation [means] to carefully analyse what learning means, [what] learners do & need [in the real world], and then use technology to serve those needs. (Bax: 2003)



Normalisation (cont'd.)

- ▶ ... millennials have adopted technology as a 'sixth sense' that serves as the principal means through which they interact with the world. (Hershatter and Epstein: 2010/2017)



Digital tools and FLTL

Human beings are sense makers
(cf. Piaget)



Kreativität ist ein
menschlicher Reflex
(Smudo)

Digital tools and FLTL (cont'd.)

- ▶ Digital tools afford ...
 - ▶ Agency
 - ▶ Authenticity
 - ▶ Output orientation
 - ▶ Action orientation
 - ▶ Competence orientation
 - ▶ Self-directed (collaborative) knowledge construction
 - ▶ Flexibility in participatory classroom practice and interaction
 - ▶ Flexibility in time and space



Changing social and interactional contexts

- ▶ ... the methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations, ...
- ▶ ... the CEFR descriptive scheme and the action-oriented approach put the **co-construction of meaning (through interaction)** at the centre of the learning and teaching process ...



Changing social and interactional contexts (cont'd.)

- ▶ Globalization
- ▶ Digitalization
- ▶ Connectivity
- ▶ Diversification and hybridity of modes of
 - ▶ communication
 - ▶ interaction
 - ▶ social/professional networking
 - ▶ learning
- ▶ Increase in awareness/appreciation of plurilingualism
- ▶ Changing perception of native-speaker model

Changing social and interactional contexts (cont'd.)

- ▶ Changes and increasing multimodality in digitally enhanced communicative practices
- ▶ Increased awareness of plurilingual dispositions
- ▶ Expanding scope of genres/cultural artifacts, e.g., multimodal literature, ...
- ▶ Perception of Mediation reflects a truly holistic, multi-modal, plurilingual & pluricultural approach to describing communicative and transactional practices
- ▶ Mediation perceived as social practice



Online interaction and transaction

- ▶ ... the digital environment provides an unprecedented means for people to express themselves, to assemble and participate, and opens new opportunities to improve access and inclusion ... (Council of Europe CM/Rec(2019)10)



Online interaction and transaction (cont'd.)

- ▶ Since 2001 the role of online modes of interaction has developed exponentially worldwide
- ▶ The existing 2001 illustrative scales do not adequately represent multi-modal online interaction and collaboration
- ▶ Online interaction can, and does involve multiple remote social actors who can flexibly remix media and texts to support their message
- ▶ Online interaction can be synchronous, asynchronous, spoken and written, and is often a blend of these

Online interaction and transaction (cont'd.)

- ▶ (often) the need for more redundancy in messages
- ▶ the need to check that the message has been correctly understood
- ▶ ability to reformulate in order to help comprehension, deal with misunderstanding
- ▶ ability to handle emotional reactions
- ▶ inter-cultural sensitivity
- ▶ participation in sustained interaction with one or more interlocutors
- ▶ composing posts and contributions for others to respond to
- ▶ reactions to embedded media
- ▶ the ability to include symbols, images, and other codes for making the message convey tone
- ▶ instances of simultaneous (real time) and consecutive interaction

Online interaction and transaction (cont'd.)

- ▶ Scales cover the following categories:
 - ▶ Online interaction, conversation and discussion
 - ▶ Goal-oriented online transactions and collaboration
- ▶ ... scales concern the **multimodal activity** typical of web use, including just checking or exchanging responses, spoken interaction and longer production in live link-ups, using chat (written spoken language), longer blogging or **written contributions to discussion**, and **embedding other media**. (CEFR Companion volume, p. 51)



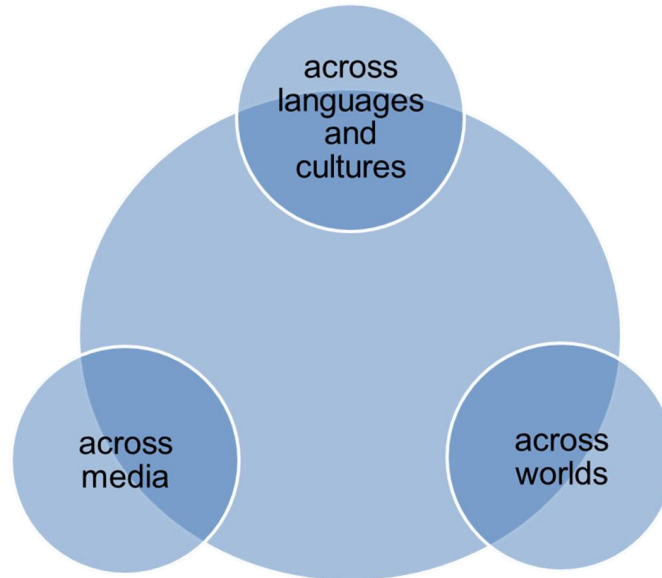
Online interaction and transaction (cont'd.)

B1	Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.
	<p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.</p> <p>Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.</p>
A2	<p>Can introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time.</p> <p>Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</p>
	<p>Can comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.</p>
	<p>Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet).</p> <p>Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.</p>
A1	<p>Can formulate 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.</p> <p>Can use formulaic expressions and combinations of simple words/signs 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.</p>
Pre-A1	<p>Can post simple online greetings, using basic formulaic expressions and emoticons.</p> <p>Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.</p>

Online interaction and transaction (cont'd.)

		Online interaction				
		Goal-oriented online transactions and collaboration	Situation (and roles)			
			Personal	Public	Occupational	Educational
B2+	Can take a lead role in online collaborative work within their area(s) of expertise, keeping the group on task by reminding it of roles, responsibilities and deadlines in order to achieve established goals.	[applicable]	as a team leader in a social intervention project organised online (e.g. by a non-governmental organisation)	leading group task(s) in an online professional development project, involving collaborative work with a clearly defined goal	in a clearly structured online collaborative activity at school/ university	
	Can engage in online collaborative or transactional exchanges within their area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.		reporting a public services issue online to the local council (e.g. a waste-collection issue)	in an online staff meeting on implementing new procedures	<i>... or a webinar</i>	
	Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.		as a team leader in a social intervention project organised online (e.g. by a non-governmental organisation)	leading group task(s) in an online professional development project, involving collaborative work with a clearly defined goal	in a straightforward online collaborative activity at school/ university	
	tasks.				university	

Online interaction and transaction (cont'd.)



Online interaction and transaction (cont'd.)





Online interaction and transaction (cont'd.)

FACILITATORS

Nudrat Rahman, United Arab Emirates

LANGUAGES

English

STUDENT AGE LEVELS



The project begins by analyzing personal practice, sharing online experiences amongst themselves and with their partner schools. Online search, interviews of digital users using video/audio files, word documents, mobile messages, e-mails, Skype, face book etc. Pupils will interpret and analyze the collected data to see online patterns/trends in different cultural and regional settings.

They will then hold classroom discussions to develop a list of digital etiquettes and e-safety rules to be shared with their partners. They will develop a list of common threats and how to protect themselves from these threats. They will then plan strategies to design and conduct an awareness campaign Digital Citizenship –becoming digitally responsible. They will exchange campaign ideas with the partner school before conducting it in their respective schools involving both the students

GROUP CONTRIBUTIONS TO OTHERS AND/OR THE PLANET:

Developing an understanding of online issues in cultural & regional contexts to spread awareness among youth to take responsibility of their actions. To strengthen ties between partner schools thus promoting the spirit of collaboration, tolerance, acceptance, empathy , community service and global citizenship.

Expressing personal response to poetry and image



Giacometti's dog²

Bent down
 as if his bronze torso
 is too heavy to bear,
 but heavier still
 is all his sorrow.
 Aimlessly
 and sad
 wandering around
 in the silent shadows
 of my mind.
 No thoughts.



- 1) What sort of dog is this?
- 2) What might it be made of?
- 3) What and how does it feel?
- 4) Where is it going?
- 5) Where is it coming from?
- 6) Write down five adjectives which, for you, describe the appearance of the dog!
- 7) How would you describe the way it is moving?
- 8) How would you describe its expression?
- 9) Write down a few adverbs and adjectives which might be used to describe the way it moves and feels!

Expressing personal response to poetry and image



DIRECTED NEVER-ENDING

**LARGE STEPS AWAY FROM THE PLACE OF LONELINESS
 LOOKING FOR AID
 DESPERATELY SEARCHING FOR A SOULMATE
 SKINNY, BONEY LEGS
 WALKING RESTLESSLY
 HEAD UP
 HIS EYES DIRECTED AT HIS AIM
 WANDERING AROUND
 NEVER LOOKING AT THE GROUND
 HOPEFUL
 FOR THE REST OF HIS LIFE.**

LOST

Bent down as if his burden is too heavy to bear, but his spirit is stronger.

With his head down he takes large steps.

He tries to reach an aim he will never see.

Always

desperate walk as if his depressed body is too powerless to go on through a forest, exhausted and hungry wandering around looking for protection and searching for food.

close to death.

DESTINY

THE FIRST MOMENT MORE THAN WORDS CAN SAY
 LOVE, FRIENDSHIP, FUN AND FREEDOM.

But suddenly you're alone and you walk lonely towards the end of you think you are lost, rejected and desperate.

In your mind you walk through a desert of despair.

But you left a trace in the lives of others, and it wasn't a bad one.

LOTS OF LIGHT

AIMING GAZE

disappointed steps away from his lonely past

thin stature squashed by his sorrow

long legs to get out of here

FASTER

aiming gaze at a better future

HE NEVER GIVES UP

happy thoughts of his new life

Listening and digitally "Mediating" comprehension



Alesso - Herces (We could be) 1 Monique, Sanja.wmv



Alina P. - Photograph.wmv



Aniane und Thalea Stressed out.wmv



Cake by the ocean - jolina & Sophie.wmv



English Sweet Dreams.mp4



Fast car Erich and Tobs.wmv



Hide Away Celina and Tessa.mp4



Introducing me Jule und Paulina.wmv



Mareike und Sabrina - Cheap thrills.wmv



Monster (Skillet)Mirko Moritz.wmv



Olly Murs - Up - (A)Lina.wmv



Olly-Murs...Up...ALina(1).mp4



Reality - Mattes und Lucaaaaa.wmv

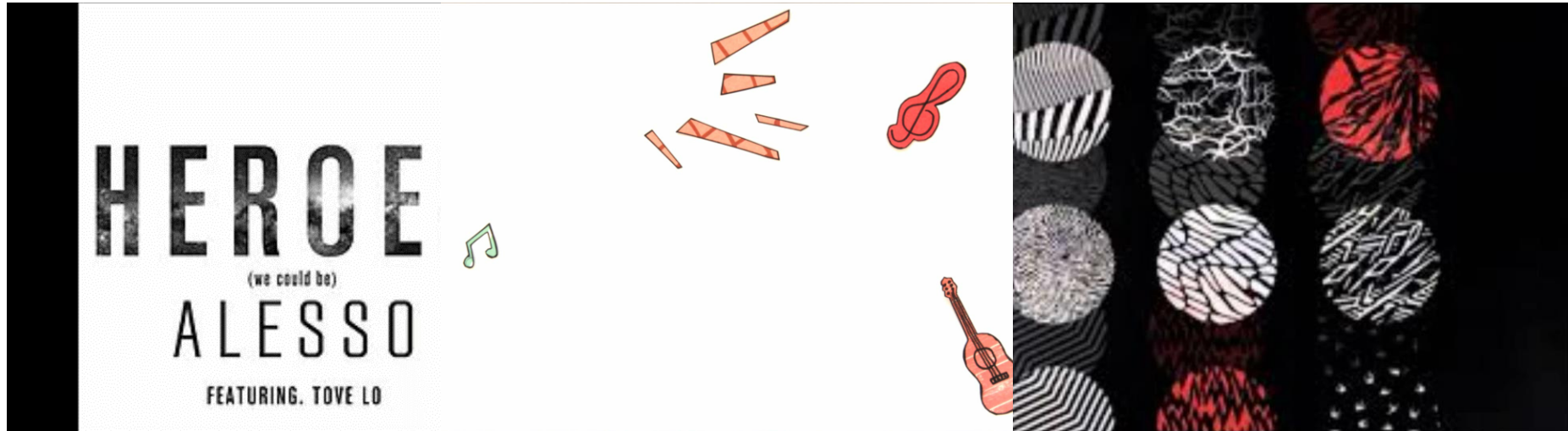


Redflag Lisa & sharleen.mp4

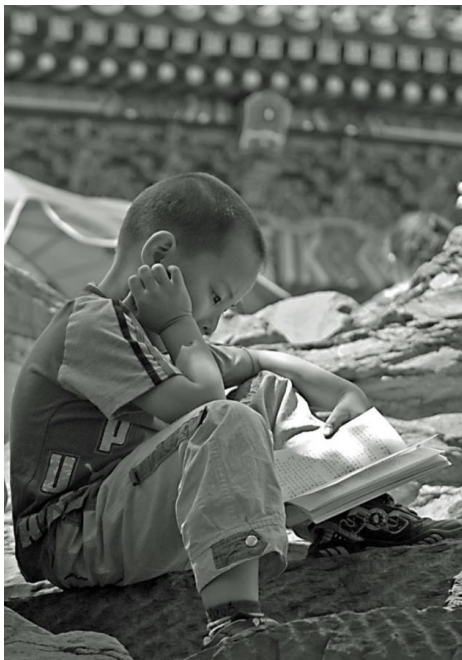


Rika, (Skillet - Would it matter).wmv

Listening and digitally “Mediating” comprehension (cont’d.)



Thank you for your attention!



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