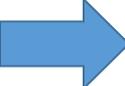




The collation of validated portfolio descriptors for young learners aligned to the 2017 CEFR/CV illustrative descriptors

Tim Goodier (Eurocentres Foundation)

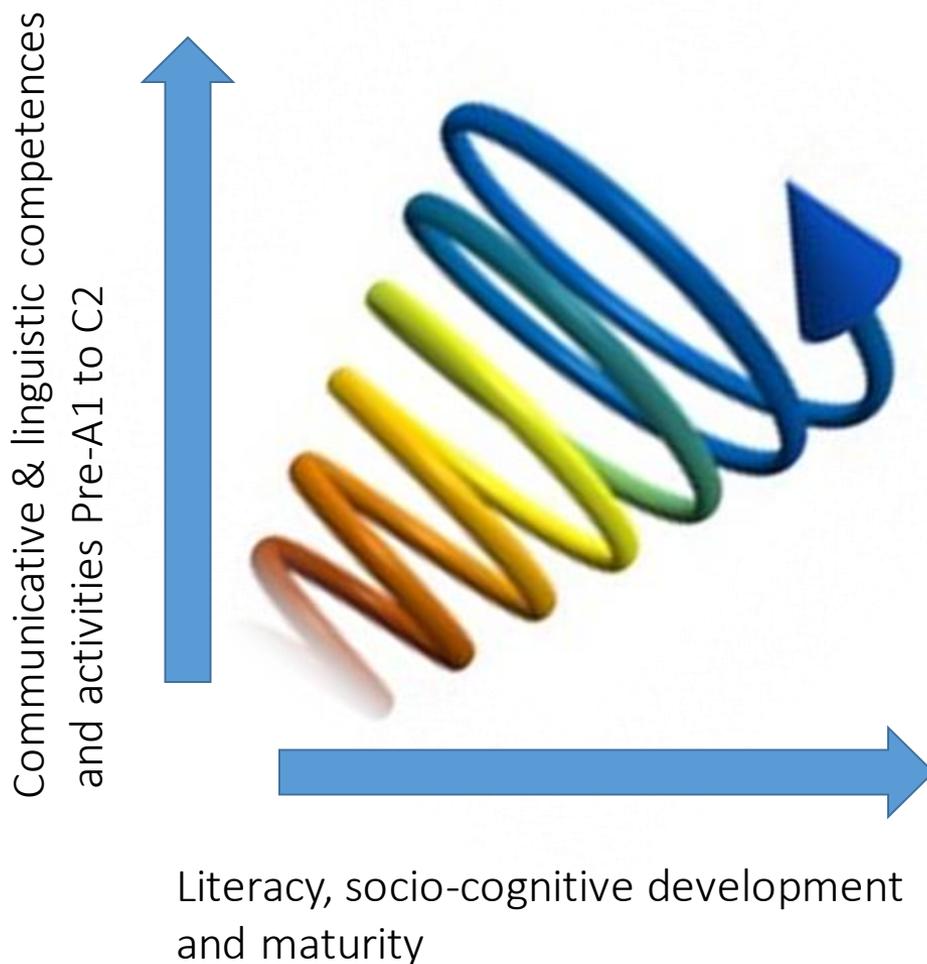
- 
- Goals of the project
- Theoretical assumptions
 - Approach and methodology
 - Outcomes

Goals of the project

- Provide an **illustrative collation of existing YL descriptors** developed and validated by professionals across 15 member states, which can inform development of further YL ELPs, descriptors and curricula
- Through this meta-analysis of existing YL descriptors, identify:
 - CEFR illustrative descriptors that are well represented by the collated sample, **indicating** key areas for **lifelong learning pathways**
 - Identify illustrative descriptors in the **CEFR/CV** that are **relevant** or developing further descriptors for the age groups represented

- Goals of the project
- ➔ Theoretical assumptions
- Approach and methodology
- Outcomes

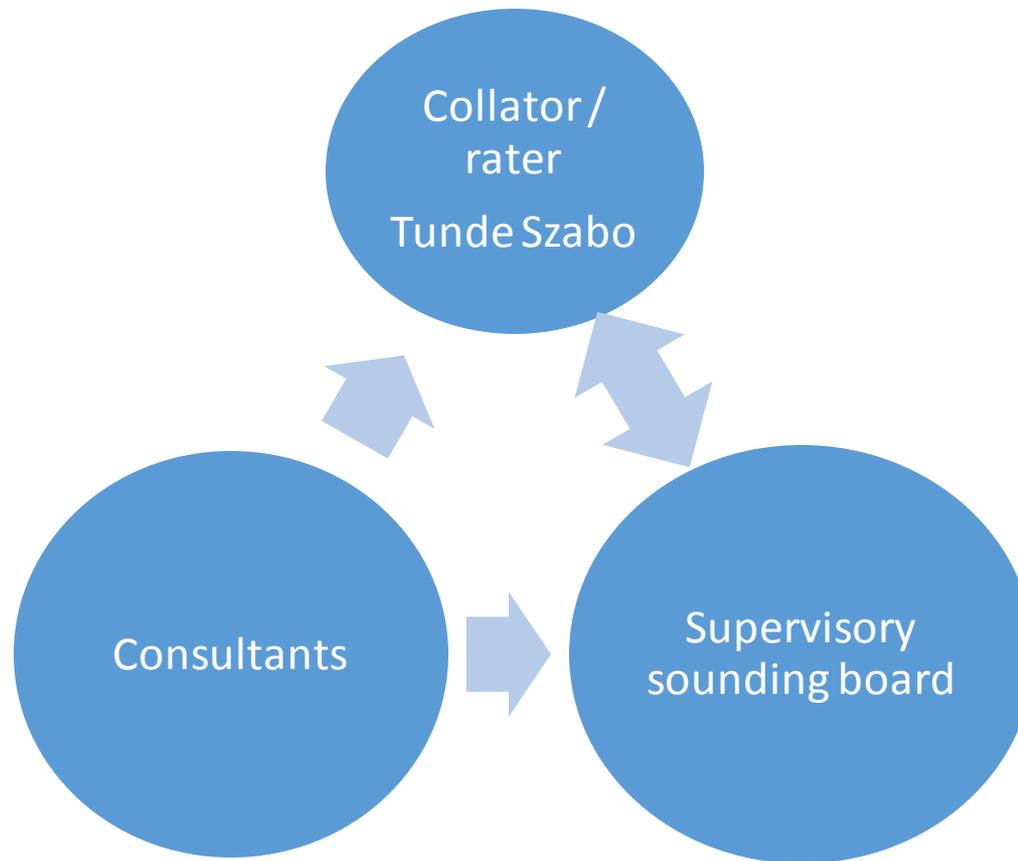
Theoretical assumptions



- Improvement in language performance and repertoire of communicative activities is not linear
- The CEFR illustrative descriptors are not intended to be age specific
- Features of YL *can do* descriptors can reflect typical domains and communicative needs according to age, *and* show coherence with the CEFR illustrative scales

- Goals of the project
- Theoretical assumptions
- ➔ Approach and methodology
- Outcomes

Project structure



Sources of collated descriptors for young learners 1/2

Selection

- 35 sources collated, from 19 countries
- 19 sources selected, developed in different contexts in altogether 13 countries
- prioritisation of both relevance and diversity of a representative selection

Types of sources selected / included

- 6 age-relevant ELPs from 2004 CoE Bank
- 9 more ELPs developed 2001-2012 (incl. IEF Lingualevel and IILT Irish primary and post-primary)
- 4 sets of Cambridge English Can Do Statements

Sources of collated descriptors for young learners 2/2

Collated sources:

Source	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ELP 87.2007 – Poland														
ELP 50.2003 – Spain														
ELP 70.2006 – UK														
ELP 22.2001 – Czech Rep.														
ELP 11.2001 – Ireland														
ELP 104.2010 – France														
ELP 116.2010 – Portugal														
ELP 118.2010 – Slovenia														
ELP 86.2007 – Armenia														
ELP 94.2008 – Austria														
ELP 2012.R007 – Turkey														
Cam Eng: Movers														
ELP 95.2008 – Switzerland														
ELP 92.2007 – Latvia														
ELP 51.2203 – Spain														
Cam Eng: Flyers														
ELP 65.2004 – Italy														
Cam Eng: Kfs														
ELP 102.2009 – Belgium														
ELP 79.2006 – Turkey														
ELP 80.2006 – Turkey														
ELP 20.2001 – Portugal														
ELP 4.2000 – Germany														
ELP 62.2004 – Poland														
ELP 63.2004 – Austria														
ELP 90.2007 – Germany														
ELP 106.2010 – Albania														
ELP 44.2003 – France														
ELP 69.2005 – Italy														
ELP 67.2005 – Switzerland														
ELP 7.2001 – Czech Rep.														
Cam Eng: Pfs														
ELP 10.2001 – Ireland														
ELP 12.2001 – Ireland														
Lingualevel – Switzerland														

Stages of cognitive development indicated in in the literature (after Piaget)		
Pre-operational	2 - 6/7	<ul style="list-style-type: none"> • Self-orientated • Egocentric
Concrete Operational	6/7 - 11/12	<ul style="list-style-type: none"> • More than one viewpoint • No abstract problems • Consider some outcomes
Formal Operational	11/12 +	<ul style="list-style-type: none"> • Abstract thinking • Theoretical reasoning

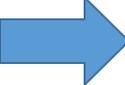
(adapted from muskingum.edu)

Guideline age categories
 7-10 and 11-15

Evaluations of relevance of CEFR illustrative descriptors to the two age groups collated

- YL descriptors aligned according to level/task relevance
- Comments entered concerning relevance of each CEFR illustrative descriptor to each age group
- Standardised wording of relevance comments, with occasional adaptations as required
- Choices of:
 - Relevant (to the age group)
 - Partially relevant (+ comment)
 - Not relevant – too challenging (either cognitively or socially)
- Inclusion of new CEFR scales / descriptors in evaluation process

- Goals of the project
- Theoretical assumptions
- Approach and methodology

 Outcomes

Documents produced (in parallel to Companion Volume)

**Global reference
document organised
by scale**

Note! Updated
versions with finalised
CEFR/CV descriptors
due **March 2018**

Both age groups, mapped to
full extended set of CEFR
descriptors, incl. not
relevant

**Ages 7-10 mapped &
filtered by level**

Only relevant / partially
relevant descriptors,
organised by CEFR level

**Ages 11-15 mapped
& filtered by level**

Only relevant / partially
relevant descriptors,
organised by CEFR level

Where to find the documents:

<https://www.coe.int/en/web/common-european-framework-reference-languages/bank-of-supplementary-descriptors>

Bank of supplementary descriptors

It is important to distinguish between four fundamentally different types of descriptions:

1. *scaled descriptors*, i.e. descriptors which belong to a common scale. Examples of such descriptors are: the descriptors in the Self-assessment grid, the Global scale, and the Illustrative scales contained in chapters 4 and 5 of the *Common European Framework of Reference*;
2. *descriptors of language proficiency and language competence* that can clearly be related to scaled descriptors and which allow for comparisons between learner competences, examination levels etc. and the Common reference levels;



CEFR
Common European Framework
of Reference for Languages
www.coe.int/lang-cefr

Document format for 7-10 and 11-15 filtered collations

Section for CEFR **level band** and sub sections for each CEFR **scale** represented

Assessed relevance of the CEFR descriptors for adaptation to the age group

Collated YL descriptors for the given age group, level and CEFR descriptor



Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A1		A1
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Relevant	I can understand a simple description of a room (e.g. my classroom, my bedroom). [118.2010-SLO/6-10] I can understand a very simple description of an object (e.g. its size, colour and location). [118.2010-SLO/6-10] I can follow a short story if I listen to it and look at it several times. [118.2010-SLO/6-10] I can understand when people speak slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said. [86.2007-ARW/6-10] I can understand simple and short songs and rhymes, e.g. songs and rhymes I got to know at school. [94.2008-AUS/6-10] I can understand when someone speaks about animals in simple, short sentences, e.g. A tiger lives in the jungle. [94.2008-AUS/6-10] I can understand when someone speaks about the weather in simple, short sentences, e.g. Today it is cold and it's snowing. [94.2008-AUS/6-10] I can understand a simple, short role-play, e.g. a conversation between teacher and pupil. [94.2008-AUS/6-10] I can understand a simple and short story with illustrations, e.g. an animal story. [94.2008-AUS/6-10]
Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	Relevant	I can perform the actions to a song or story as I hear it. [118.2010-SLO/6-10] I can draw characters, objects and events from a story as I hear it. [118.2010-SLO/6-10] I can understand some of the things that the teacher says in class and the names for things in the school. [11.2001-IE/PRI] I can understand when someone describes his/her home in simple, short sentences, e.g. The kitchen is next to the

Potential uses of the document

- Exploiting these collated YL descriptors to inform local development of course aims / outcomes within each age group illustrated
- Developing your own YL descriptors / learning aims from CEFR/CV descriptors that are **relevant** to the age group / learning context



Selected References / Readings

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