

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

Hand-out 2

Quiz

CEFR Website Quiz

(www.coe.int/lang-cefr)

1. Find an information sheet on classroom assessment in small groups, using communicative tasks and CEFR-based assessment rubric.

[Classroom assessment in small groups – Info sheet](#) (2019: Brian North)

2. Find an information sheet about the development and implementation of a CEFR-based curriculum for Irish.

[Curriculum for a national language – undergraduate level – Info sheet](#) (2019: Aoife Ní Ghloinn)

3. Find the report on the development of the descriptors for mediation and related areas.

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

4. Find an article in French on mediation in the sense of going from text (a story) to drawings.

[Proposition d'hybridation de la perspective actionnelle et de la pédagogie des multilittératies](#) (2022 : Amélie Cellier)

5. Find an article in English on linguistic landscaping.

[Promoting plurilingualism through linguistic landscapes: A multi-method and multisite study in Germany and the Netherlands](#) (2022: Lisa Brinkmann, Joana Duarte & Silvia Melo-Pfeifer)

6. A major report on plurilingual education policy was published in 2007. Who wrote it?

[From linguistic diversity to plurilingual education](#) (2007: Jean-Claude Beacco, Michael Byram)

7. Find the document that first proposed plurilingualism in a preliminary study for the CEFR. Who wrote it?

[Plurilingual and pluricultural competence](#) (1997/2009: Daniel Coste et al.)

8. Find three workshops that give practical examples of tasks to raise plurilingual awareness among learners.

[Developing plurilingualism in the classroom: From reflection to action](#) (CEFR Webinar Series 2021: Enrica Piccardo)

[Engaging learners' plurilingual and pluricultural competence: Online and face-to-face practice in secondary and tertiary language classrooms](#) (CEFR Webinar Series 2021: Angelica Galante)

[Putting plurilingual education into practice in primary and secondary schools](#) (CEFR Webinar Series 2021: Joanna Durate)

9. Find the A2 descriptors for "Facilitating pluricultural space" in Spanish and German.

Contribuye a un intercambio intercultural utilizando palabras/signos sencillas/os para pedir a otros que expliquen algo y lograr que aclaren lo que dicen, al tiempo que hace uso de un repertorio limitado para expresar acuerdo, invitar, agradecer, etc.
Kann sich in einfachen Worten/Gebärden an interkulturellem Austausch beteiligen, um Erklärungen von Dingen oder Aussagen bitten und dabei das eigene begrenzte Repertoire einsetzen, um Zustimmung, Einladung, Dank usw. auszudrücken

10. Find examples of listening test tasks for different CEFR levels. Which institutions provided them?
ACTFL | ITT; BIFIE; Cambridge English Language Assessment; CIEP; CIEP

11. Which intergovernmental Symposium recommended the development of the CEFR? In which year? Who gave the opening plenary on transparency and coherence and who gave the last one on options for developing scales of language proficiency for a European Language Portfolio?

The symposium "[Transparency and coherence in language learning in Europe. Objectives, evaluation, certification](#)" (Rüschlikon, Switzerland, 10-16 November 1991)

Guenther Schneider & Rene Richterich / Brian North

12. At the intergovernmental Symposium held in 2007 to take stock of progress on implementing the CEFR, what did John Trim say about the scales of descriptors and a plurilingual approach to the curriculum.

Most users of the CEFR have applied it only to a single language but its descriptive apparatus for communicative action and competences, together with the 'can-do' descriptors of levels of competence, are a good basis for a plurilinguistic approach to language across the curriculum, which awaits development.

13. Which documents are provided on the site to assist curriculum development?

[Guide for the development and implementation of curricula for plurilingual and intercultural education](#) (2016: Jean-Claude Beacco et al.)

[The core inventory for general English](#) (2010: Eaquls/British Council)

[A "can do"-based curriculum with 18 sublevels – Info sheet](#) (2019: Mila Angelova)

And other info sheets

14. For which two age groups are collations of CEFR-based descriptors for younger learners provided?

7-10; 11-15

15. How many French websites are recommended on aspects of plurilingualism?

1 + 8 = 9

16. How many workshops have been offered on the action-oriented approach? [Note: The March workshop, in French, will also be on *la perspective actionnelle*.]

[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 Fischer)

[The action-oriented approach: from theory to practice](#) (2022: Enrica Piccardo)

17. What aspects of mediation do the three teachers talk about in the short 2022 video clip on mediation?

Leor: mediating concepts; Elisabete: mediation communication; Darren: mediating texts

18. What (type of) material have we provided three times (!) in different place on the site?

Workshop materials

19. Which aspect(s) of the CEFR vision is/are best covered on the site? Why do you think that is?
20. Which aspect(s) of the CEFR vision is least well covered on the site? Why do you think that is?