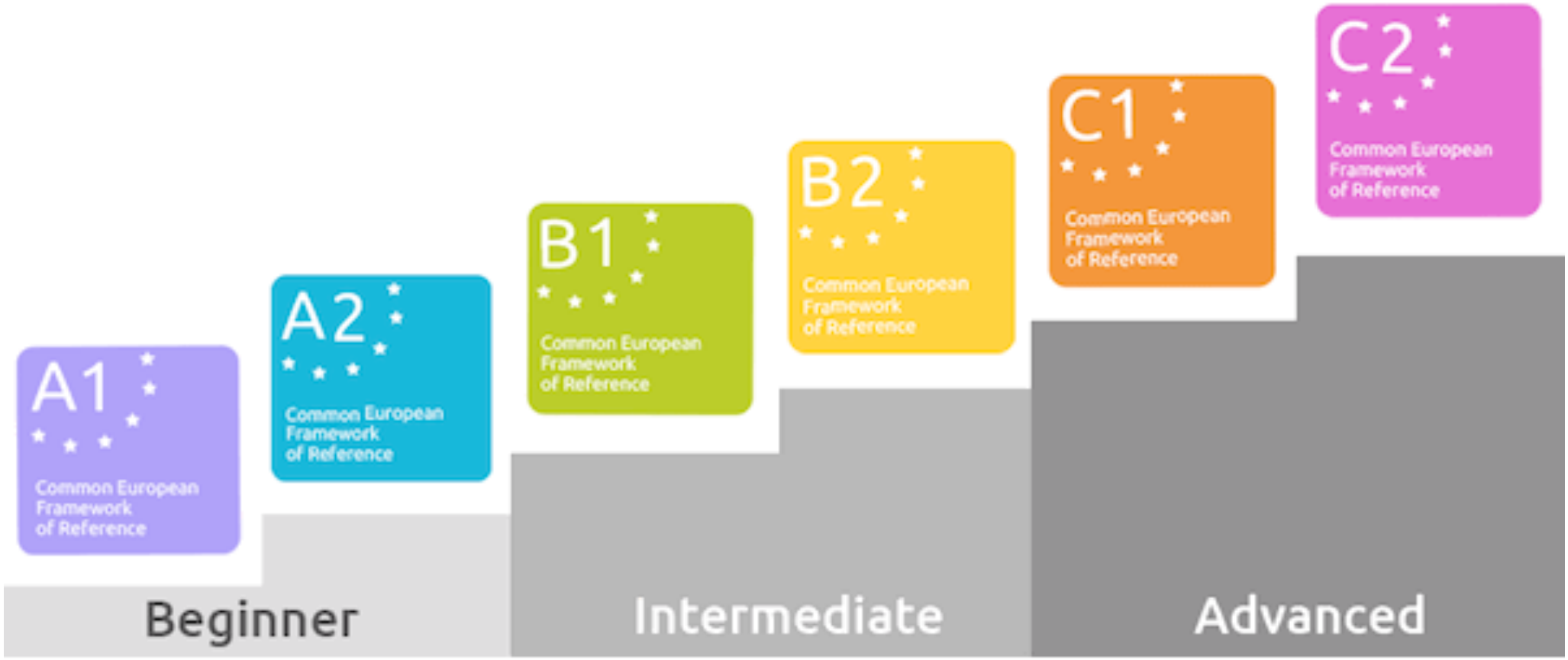
CEFR Training


A1
Common European Framework of Reference
A2
Common European Framework of Reference
B1
Common European Framework of Reference
B2
Common European Framework of Reference
C1
Common European Framework of Reference
C2
Common European Framework of Reference
Beginner
Intermediate
Advanced

A - ‘Basic User’

A1 or Breakthrough or beginner - At this level, the language user is supposed to understand and use everyday familiar expressions and phrases, introduce himself to others and answer personal questions. At this level, the language user can interact in a simple way if the other person talk slowly and it is willing to help.

A2 or Way stage of elementary - At this level, the candidate can understand sentences and frequently used phrases regarding family, shopping, geography and employment. Also, the user can communicate more easily if the communication has a direct and simple exchange of information or on familiar matters.

B -‘Independent User’

B1 or Threshold or Intermediate - At this level, the user is supposed to understand the main points on matter that he/she regularly comes across with at work, in school and other places. The use is supposed to deal with most situation when he travels to areas where that language is spoken. Also, he/she is able to produce simple connected text on familiar topics or personal interest and can describe experiences, events, dreams and give reasons and explanations for opinions and plans.

B2 or Vantage or Upper Intermediate - In this stage, the user is supposed to be able to understand and communicate on text regarding concrete and abstract subject, to communicate fluently with other native speaker without any stain on either sides.

C ‘Proficient User’

C1 or Effective operational proficiency or advanced - At this level, the user is supposed to understand longer and demanding text of wide range and also recognize implicit meaning; express opinion and ideas on a certain topic without searching for expressions; use the language in both social, academic and professional areas; produce clear, well-structured, detailed text on complex subjects.

C2 or Mastery of proficiency - At this level, the language user is supposed to understand basically anything he/she reads or hears; can summarize information from different spoken and written sources and express him/herself spontaneously, very fluently and precisely.

Main objectives of the CEFR

⇒ promoting plurilingualism and **diversification** in the choice of languages in the curriculum

⇒ supporting the development and demonstration of the **plurilingual profile** of individual learners

⇒ developing and reviewing the content of **language curricula** and defining positive 'can do' descriptors adapted to the age, interests and needs of learners

⇒ designing and developing **textbooks** and teaching material

⇒ supporting **teacher education** and cooperation among teachers of different languages

⇒ enhancing **quality** and success in learning, teaching and assessment

⇒ facilitating **transparency in testing** and the comparability of certifications

- We use language to perform **communicative acts** which may be external and social (communicating with other people) or internal and private (communicating with ourselves).
- When we perform **communicative acts** we use **strategies** to make the most appropriate and effective use of our **linguistic resources.**
- Language **learning** is, or should be, a kind of language **use**.
- The action-oriented approach thus implies a **task-based approach** to language teaching and learning.

- It is fundamental to the CEFR's action-oriented approach that we use language **to do things.**

- Thus the successive proficiency levels are defined in terms of what learners **can do** in the second/foreign language(s) they know or are learning.

- By defining proficiency levels for five different language activities (reception, production and interaction) the CEFR allows us to take account of partial competences and the fact that we are usually stronger in reception than production

- **Positiveness:** descriptors should be formulated using positive descriptions of what learners are able to do; negatively worded descriptions tend to be demotivating and are more difficult to scale.

- **Definiteness:** descriptors should describe concrete tasks and/or concrete degrees of skill in performing tasks.

Themes/contexts/situations

Personal identity

- Myself and my family
- The house/caravan and its activities

Relevance to daily life

- My community
- At school
- Food and clothes

Reflecting experiences

- Festivals and celebrations
- Travel and transport etc.

General/ educational relevance

- Time, seasons, weather
- Nature and animals

Heritage and culture

- Roma crafts and professions
- Hobbies and the arts

- For each theme/context/situation, a grid of "can do" descriptors defines proficiency at four levels in relation to three activeties: comprehension, production and interaction.

- These grids are followed by "I can" checklists that
  - are organized by level and skill
  - describe possible classroom activities

- can be used by both teachers and learners to identify learning targets, monitor learning progress, and record learning outcomes

How can I link curriculum to the Framework?

The CEFR comprises many sets of descriptors covering many different aspects of language knowledge and use in a range of contexts. To make coherent use of the Framework you need to follow some principles.

The CEFR:

- asks you to **reflect on your teaching practice**
- requires you to **meet your learners' needs**
- is **action-oriented** in its approach
- regards **language learning as a lifelong process**
- expects the learner to **take responsibility for their own learning**

Details of the main principles

1. Reflect on your teaching practice:

- describe your learners
- describe their language goals
- describe the teaching methodology you use

2. Meet your learners' needs:

- explore the illustrative scales and select the domains, competences, activities and strategies relevant to your learners' needs

Details of the main principles

3. Follow an action-oriented approach and see language learning as a lifelong process:

• identify descriptors in the illustrative scales in competences, activities and strategies that are relevant to and at the levels appropriate for your learners at their stage of language learning

• reference these scales in creating your learner outcomes, using a 'Can Do' approach

4. Expect the learner to take responsibility for their own learning:

• make learners aware of learning outcomes to be achieved

• encourage learners to record their own progress and achievements

1. The CEFR requires you to reflect on your teaching practice

The CEFR asks you to reflect on what you teach and how you teach, to put this into words and to describe the outcomes in terms of what your learners can do. Reference descriptors in the illustrative scales that are relevant to your learning context.

2. The CEFR is flexible

The CEFR is intended to be applied flexibly, so you can adapt it to any learning programme. Not everything is relevant to your learning context, and the CEFR will not contain everything your learning context needs.

3. The CEFR is action-oriented

The CEFR focuses on what learners do to successfully complete tasks requiring language competences; it does not describe what they know about language.

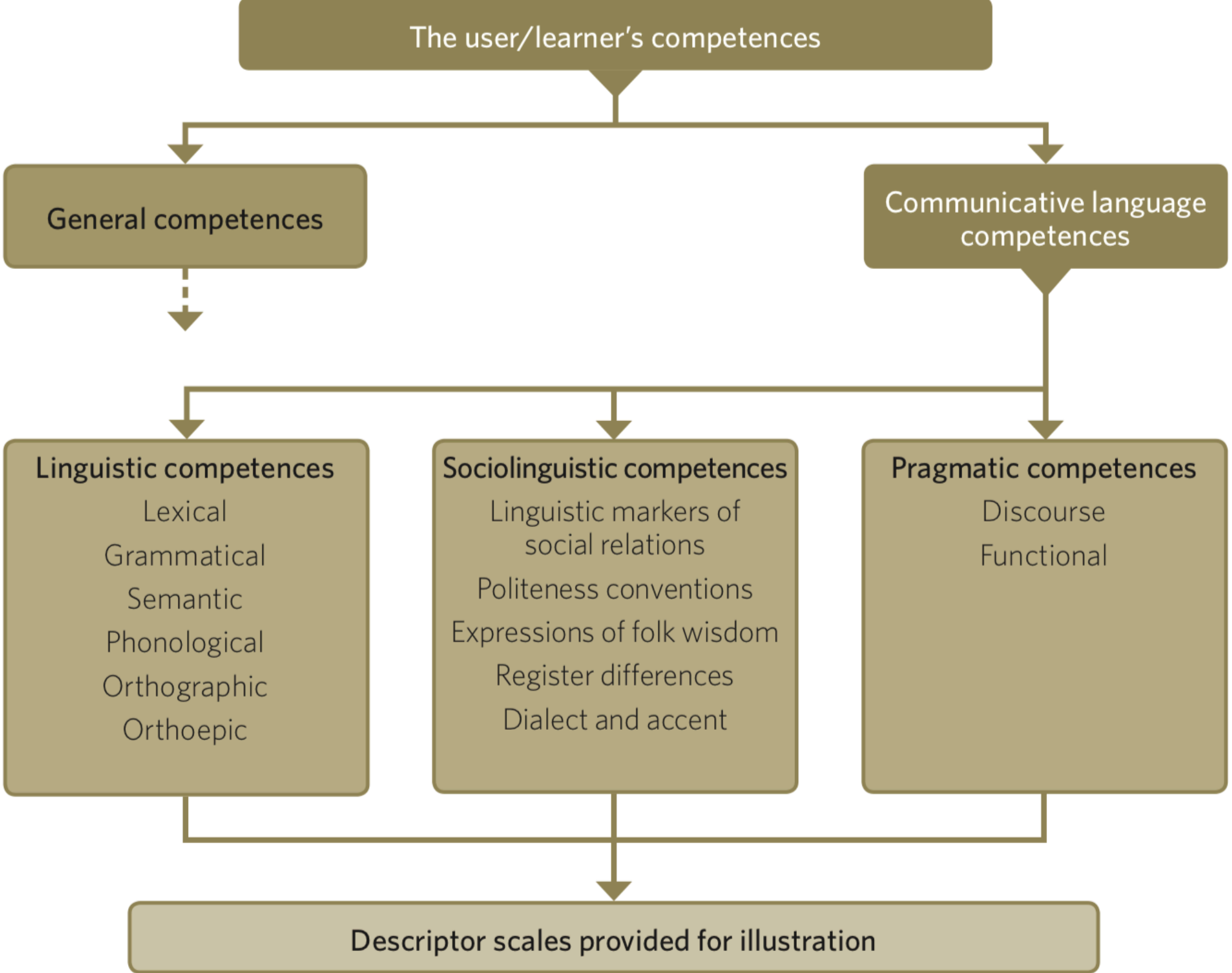
4. The CEFR is 'Can Do' in approach

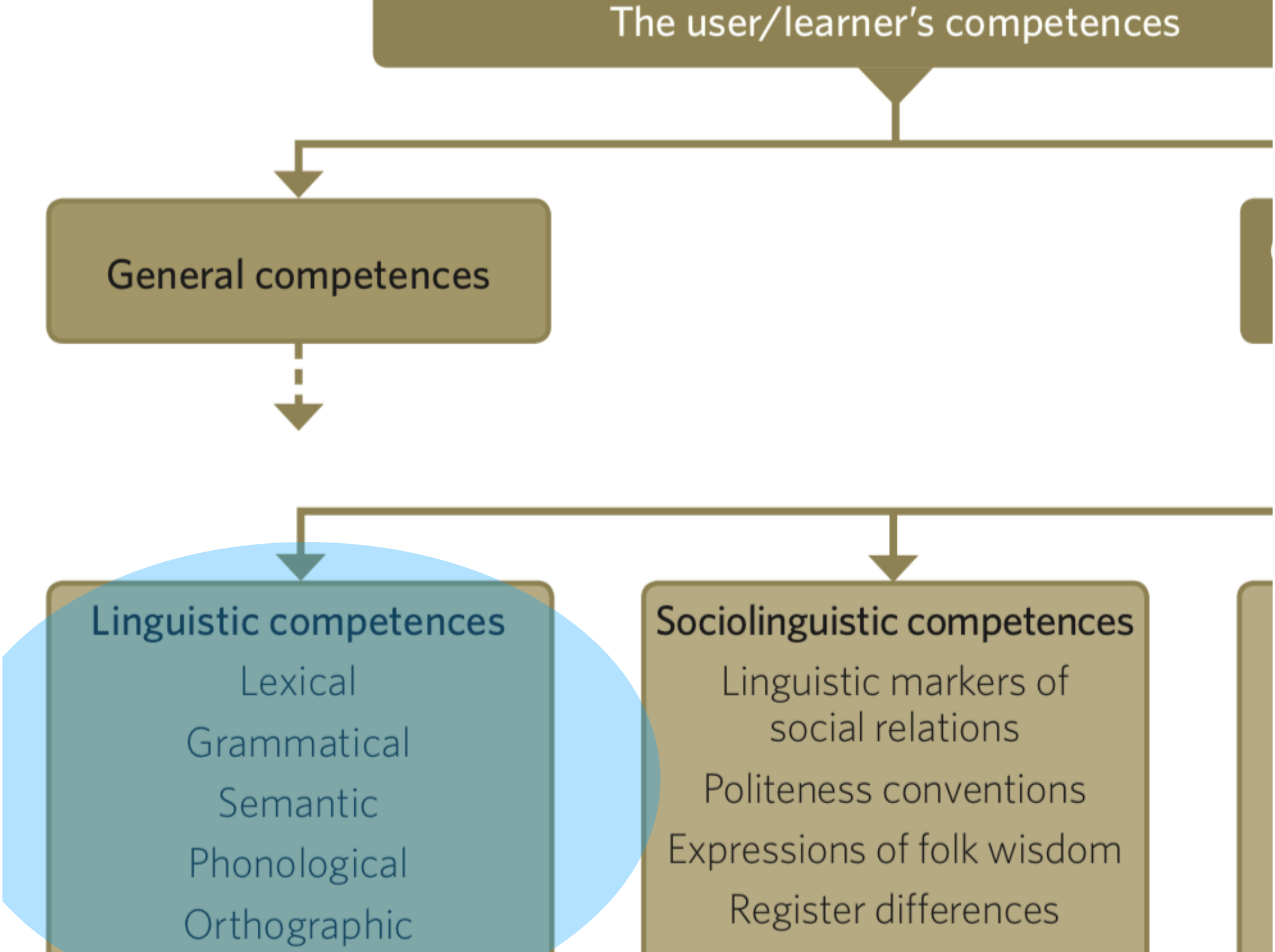
The CEFR illustrative scales describe what learners/ users can do at different levels of language learning; they are not intended to be used as rating scales for assessment tasks at any one level or across levels. Nor are they intended to be used directly in a classroom; the illustrative scales can be referenced in learning outcomes that are also Can Do in approach and are aimed at meeting your learners' particular needs

5. The CEFR operates vertically and horizontally
To reference the CEFR in your curriculum, you need to look at what learners do according to the vertical and horizontal scales. That is, use the vertical scale of 6+ levels as well as the horizontal aspect of the competences, activities and strategies.

6. The CEFR focuses on 'act effectively'
The CEFR describes what learners have to do to act effectively in their context; needs analysis is central.

7. The CEFR provides support
Use the ideas and support available to reference the CEFR to your learning context (and remember that materials produced by someone else are copyright).


The user/learner's competences
General competences
Communicative language competences
Linguistic competences
Lexical
Grammatical
Semantic
Phonological
Orthographic
Orthoepic
Sociolinguistic competences
Linguistic markers of social relations
Politeness conventions
Expressions of folk wisdom
Register differences
Dialect and accent
Pragmatic competences
Discourse
Functional
Descriptor scales provided for illustration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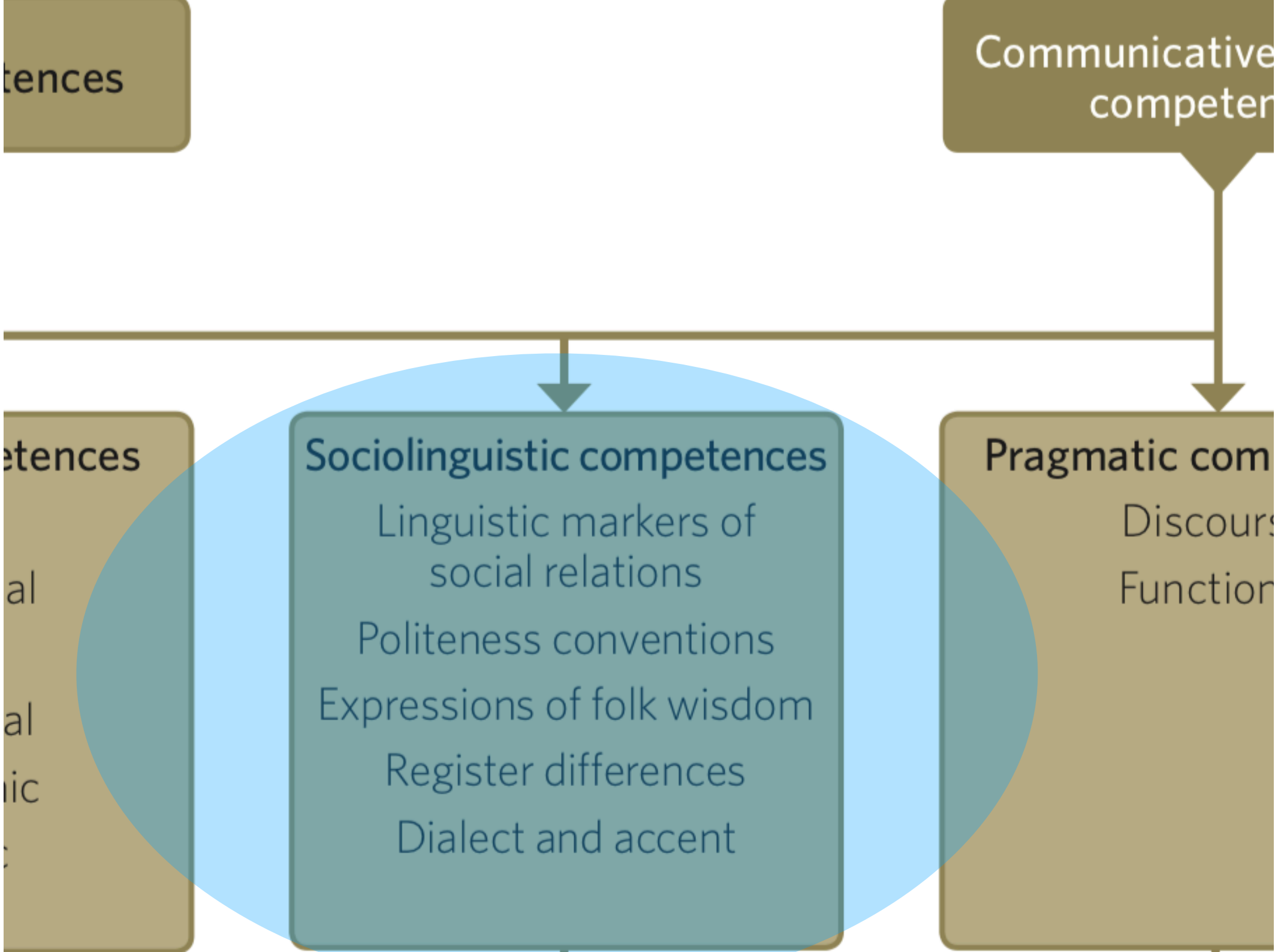
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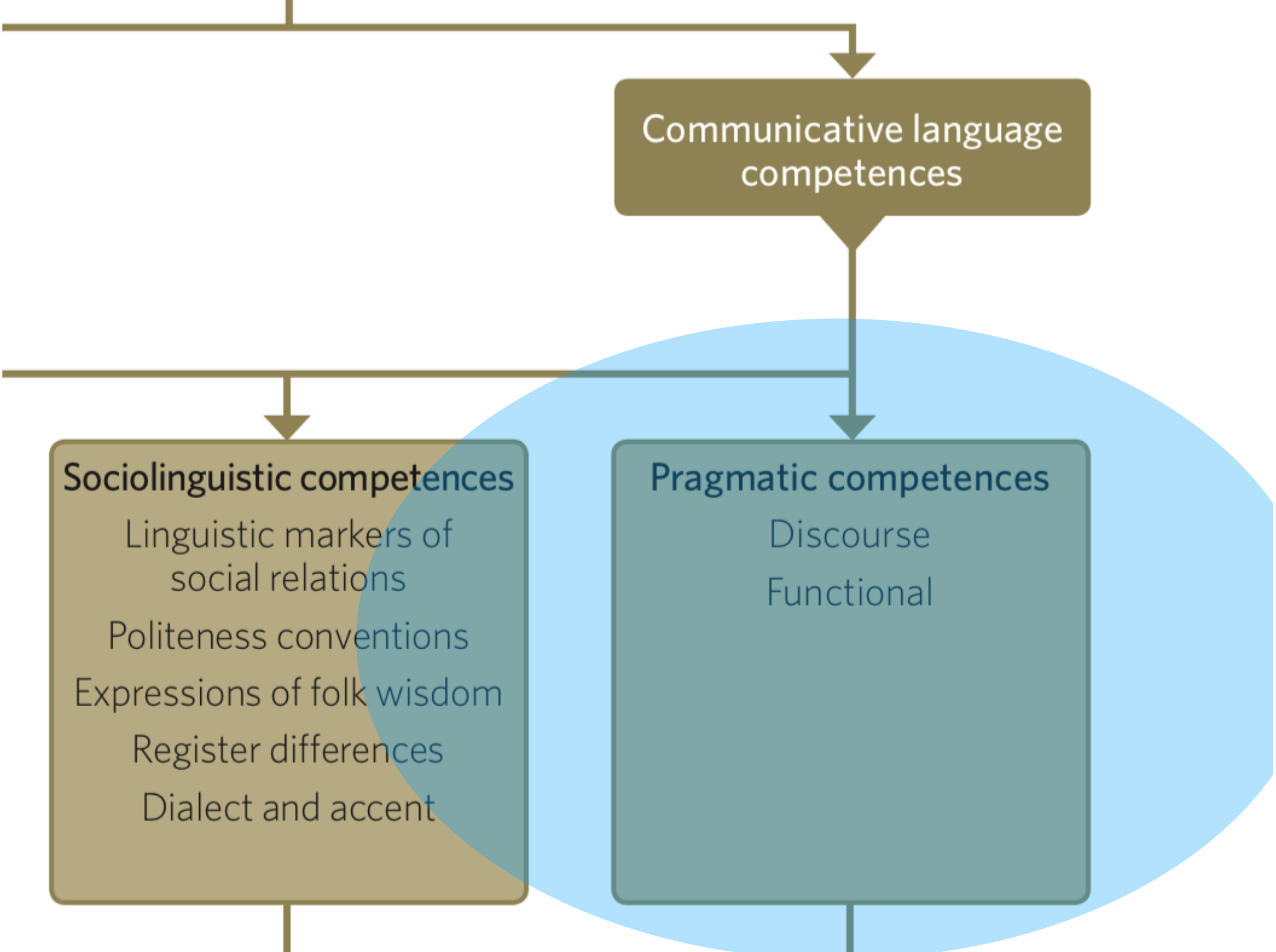
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Register differences
Dialect and accent
Pragmatic competences
Discourse
Functional

Aspects of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	**Clarify and share learning intentions**	**Engineering effective discussions, tasks and activities that elicit evidence of learning**	**Providing feedback that moves learners forward**
Peer	**Understand and share learning intentions**	**Activating students as learning resources for one another**	
Learner	**Understand learning intentions**	**Activating students as owners of their own learning**	

Formative
In-class discussions
Clicker questions
Low-stakes group work
Weekly quizzes
1-minute reflection writing assignments
Homework assignments

Summative

Instructor-created exams

Standardized tests

Final projects

Final essays

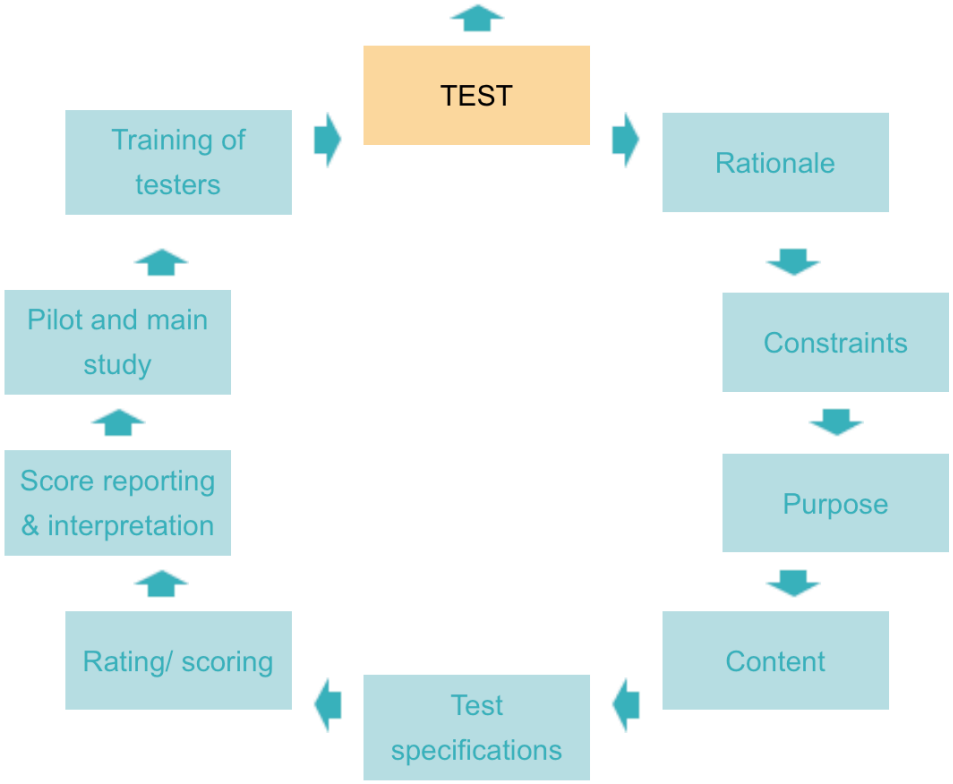
Final presentations

Final reports

Assessment of signed language proficiency

TESTING CYCLE

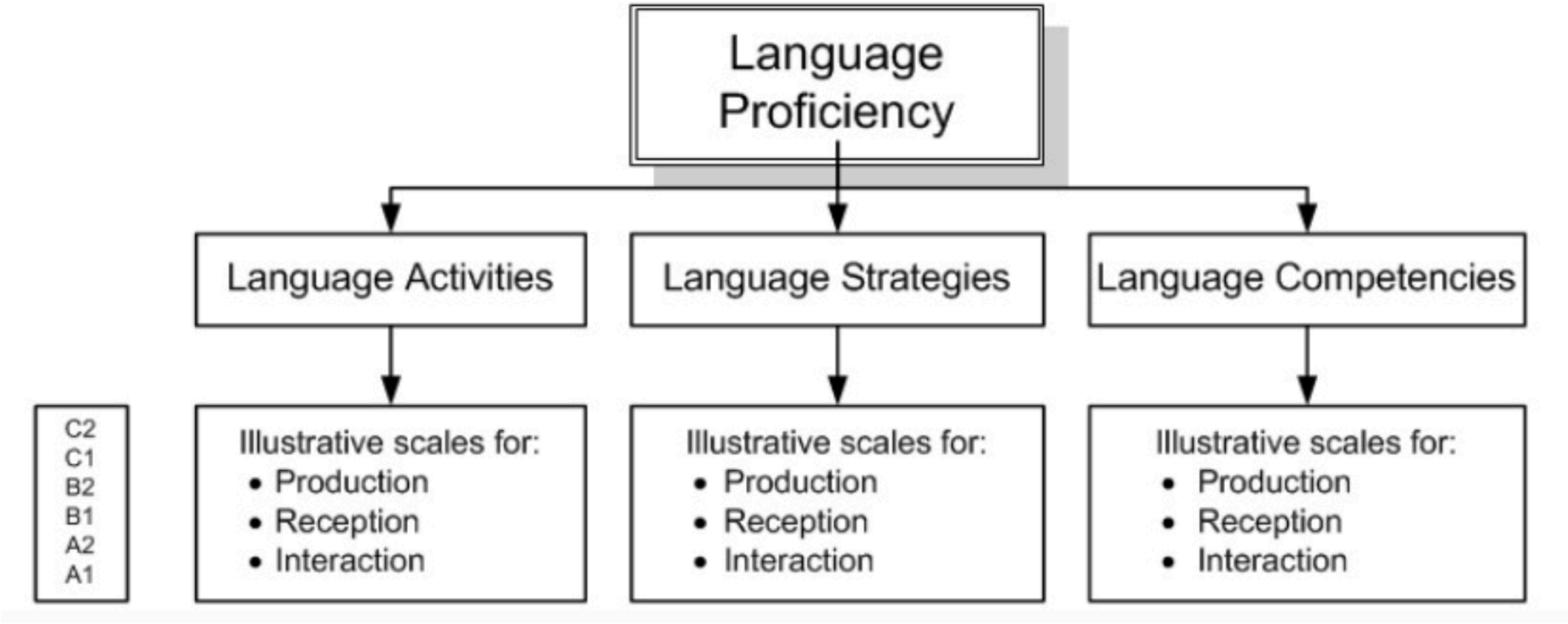
In the testing cycle core concepts related to test development are presented. Click on a specific concept and see concrete steps on how to develop tests for signed languages aligned/related to the Common European Framework of Reference (CEFR).



SELF-ASSESSMENT

PRO-Sign self assessment example

https://www.ecml.at/ECML-Programme/Programme2012-2015/ProSign/Assessment/tabid/1766/Default.aspx


Language Proficiency
Language Activities
Language Strategies
Language Competencies
C2
C1
B2
B1
A2
A1
Illustrative scales for:
• Production
• Reception
• Interaction
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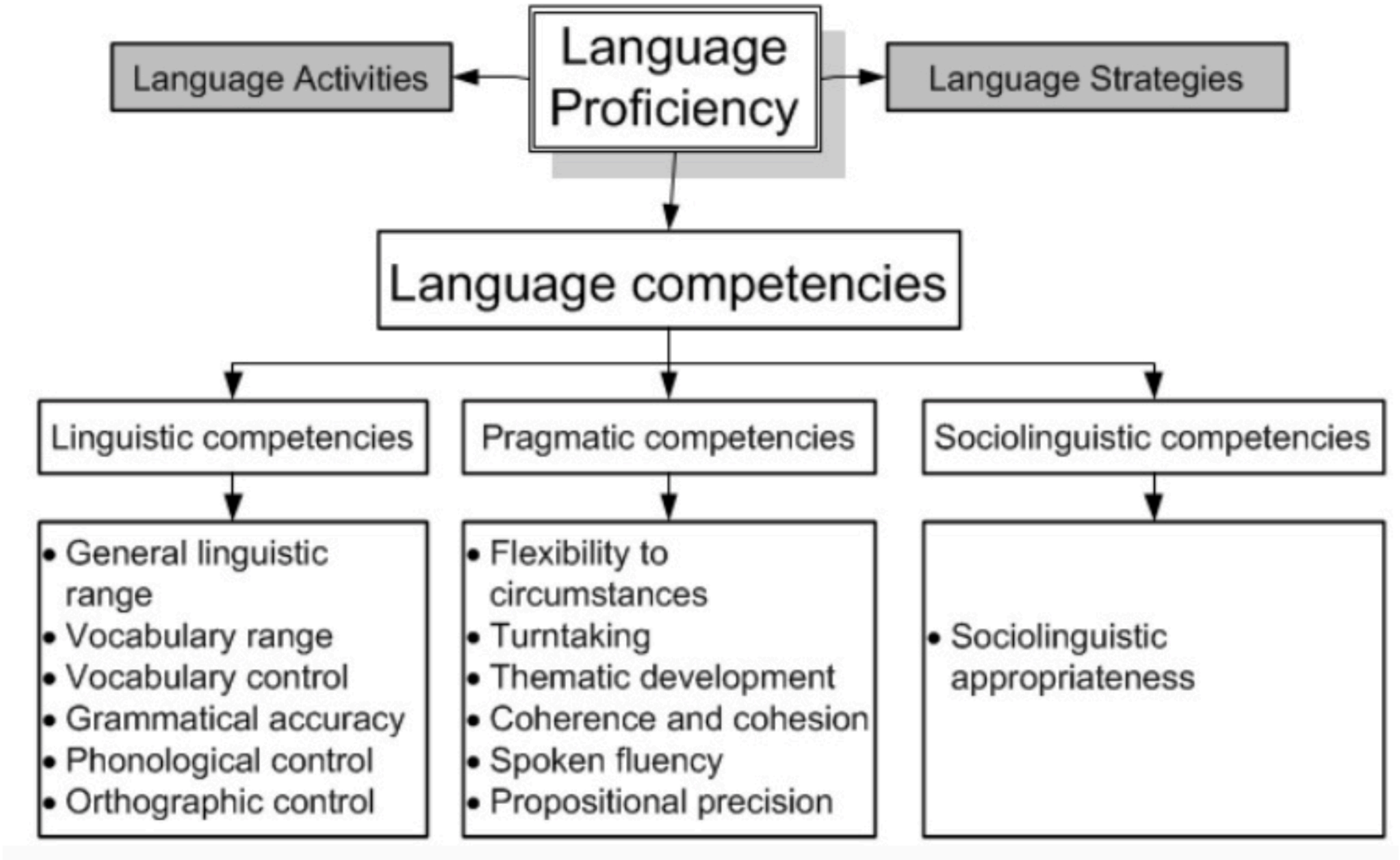
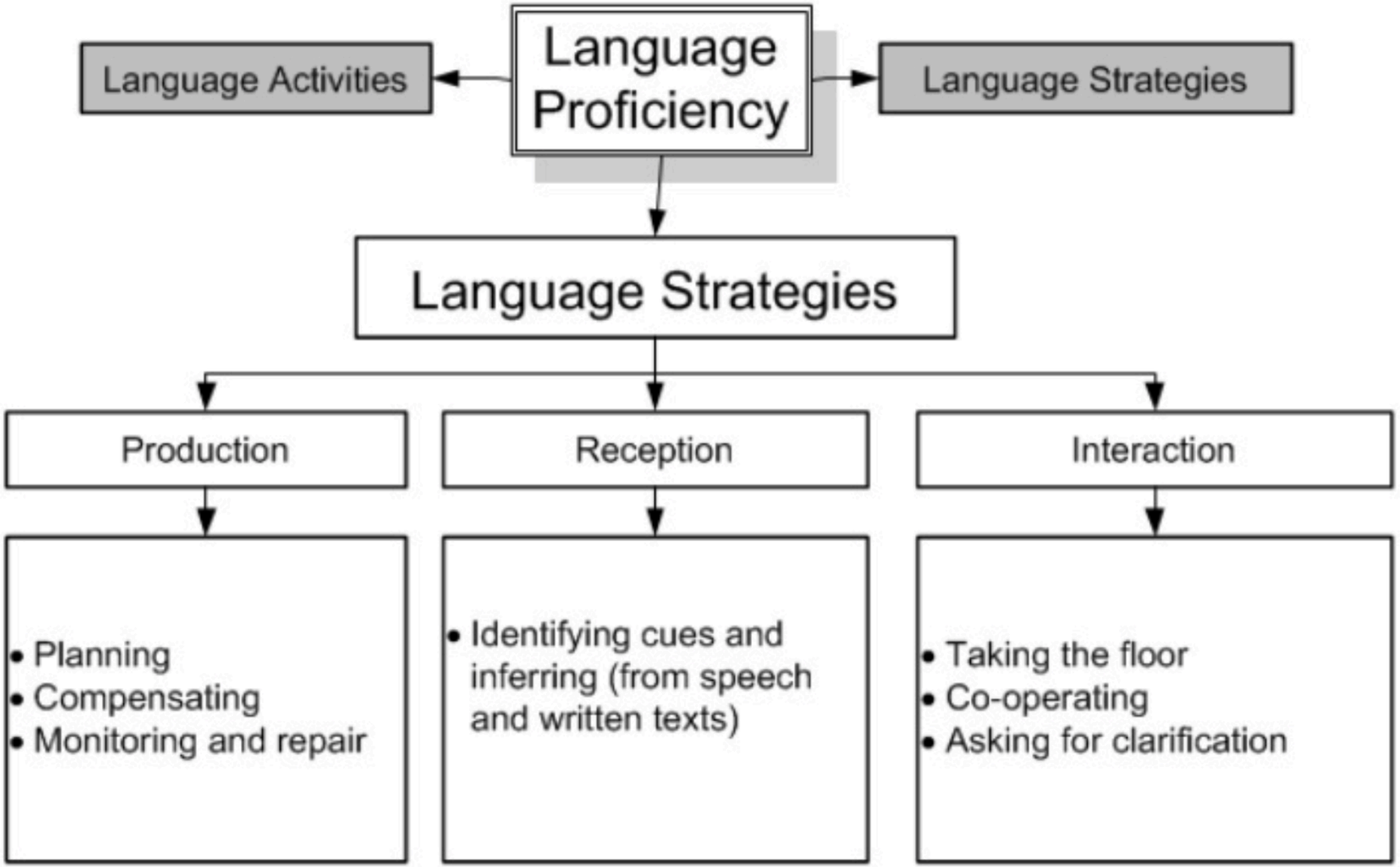
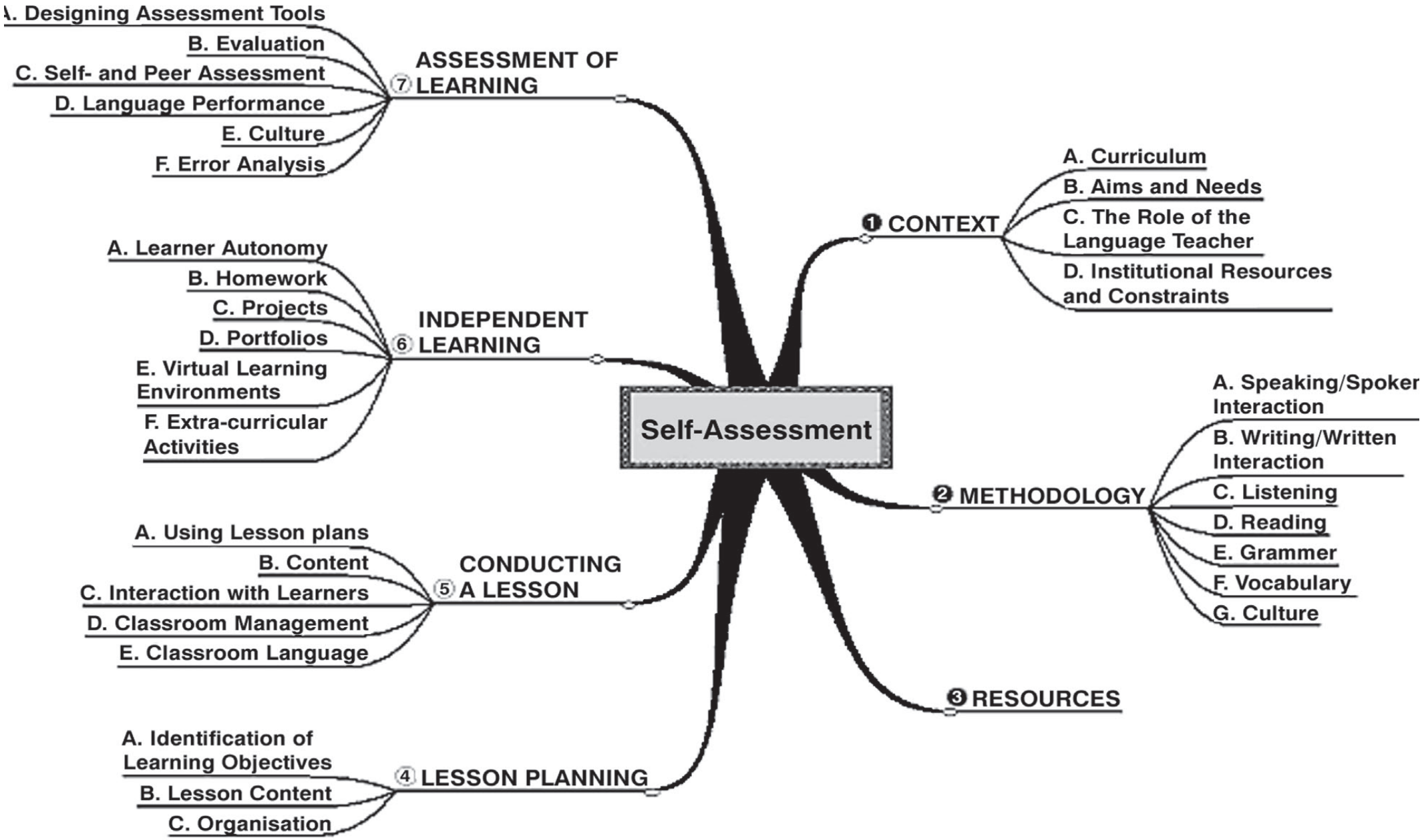
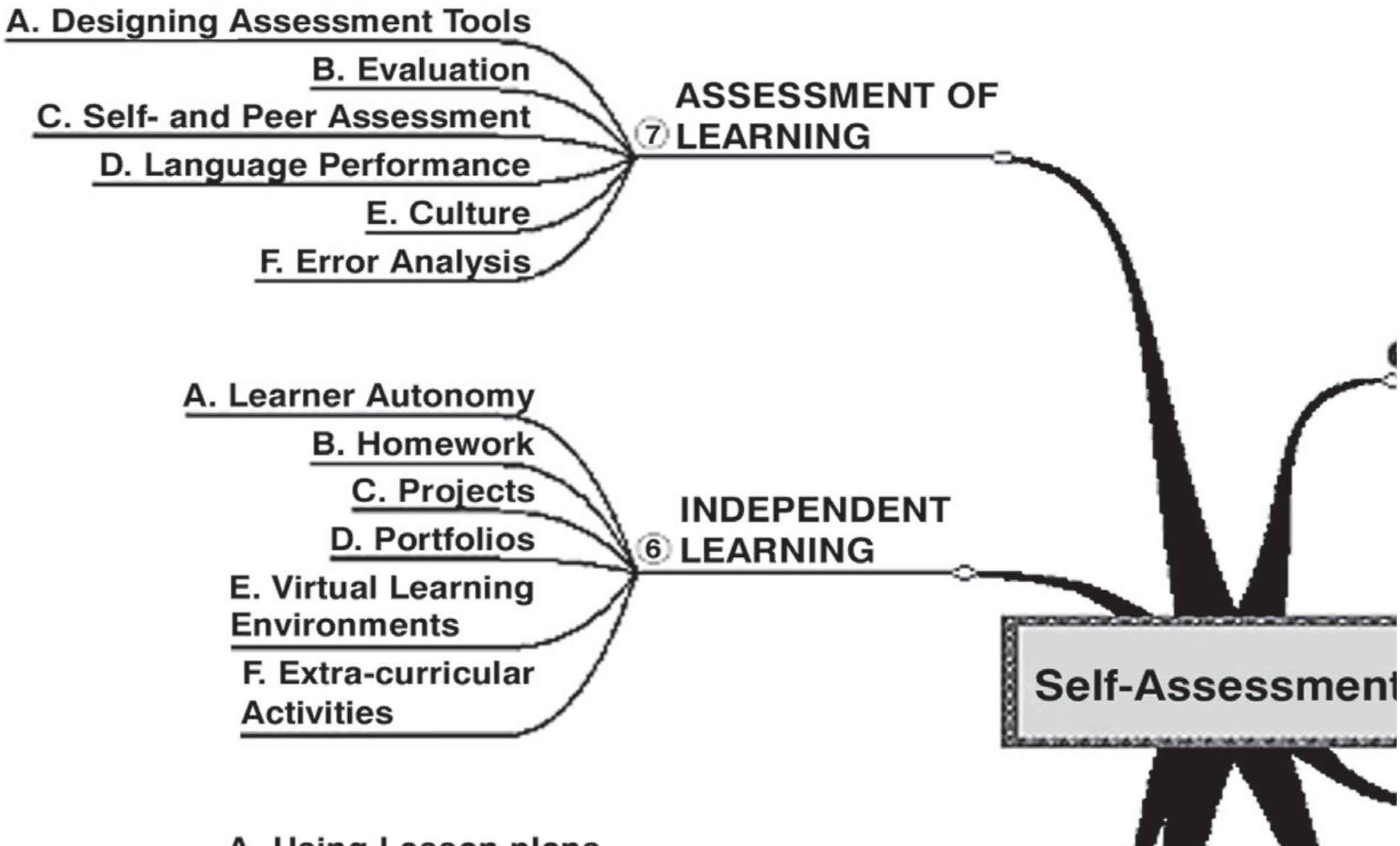

Language Proficiency
Language Activities
Language Strategies
Language competencies
Linguistic competencies
Pragmatic competencies
Sociolinguistic competencies
• General linguistic range
• Vocabulary range
• Vocabulary control
• Grammatical accuracy
• Phonological control
• Orthographic control
• Flexibility to circumstances
• Turntaking
• Thematic development
• Coherence and cohesion
• Spoken fluency
• Propositional precision
• Sociolinguistic appropriateness


Language Activities
Language Proficiency
Language Strategies
Language Strategies
Production
Reception
Interaction
• Planning
• Compensating
• Monitoring and repair
• Identifying cues and inferring (from speech and written texts)
• Taking the floor
• Co-operating
• Asking for clarification


Self-Assessment
❶ CONTEXT
A. Curriculum
B. Aims and Needs
C. The Role of the Language Teacher
D. Institutional Resources and Constraints
❷ METHODOLOGY
A. Speaking/Spoker Interaction
B. Writing/Written Interaction
C. Listening
D. Reading
E. Grammer
F. Vocabulary
G. Culture
❸ RESOURCES
④ LESSON PLANNING
A. Identification of Learning Objectives
B. Lesson Content
C. Organisation
⑤ CONDUCTING A LESSON
A. Using Lesson plans
B. Content
C. Interaction with Learners
D. Classroom Management
E. Classroom Language
⑥ INDEPENDENT LEARNING
A. Learner Autonomy
B. Homework
C. Projects
D. Portfolios
E. Virtual Learning Environments
F. Extra-curricular Activities
⑦ ASSESSMENT OF LEARNING
A. Designing Assessment Tools
B. Evaluation
C. Self- and Peer Assessment
D. Language Performance
E. Culture
F. Error Analysis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7 LEARNING
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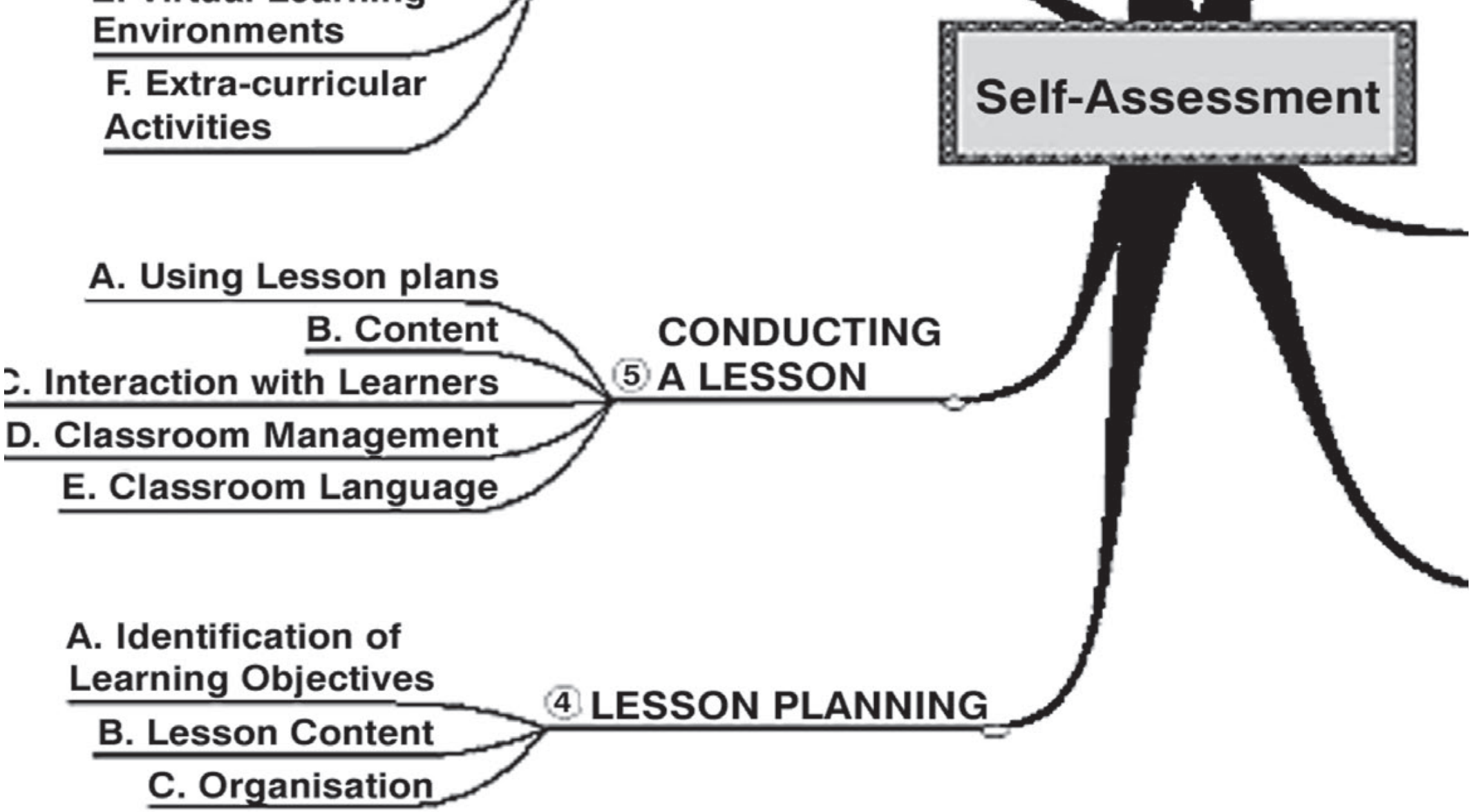
F. Extra-curricular Activities
INDEPENDENT
6 LEARNING
Self-Assessment


Environments
F. Extra-curricular Activities
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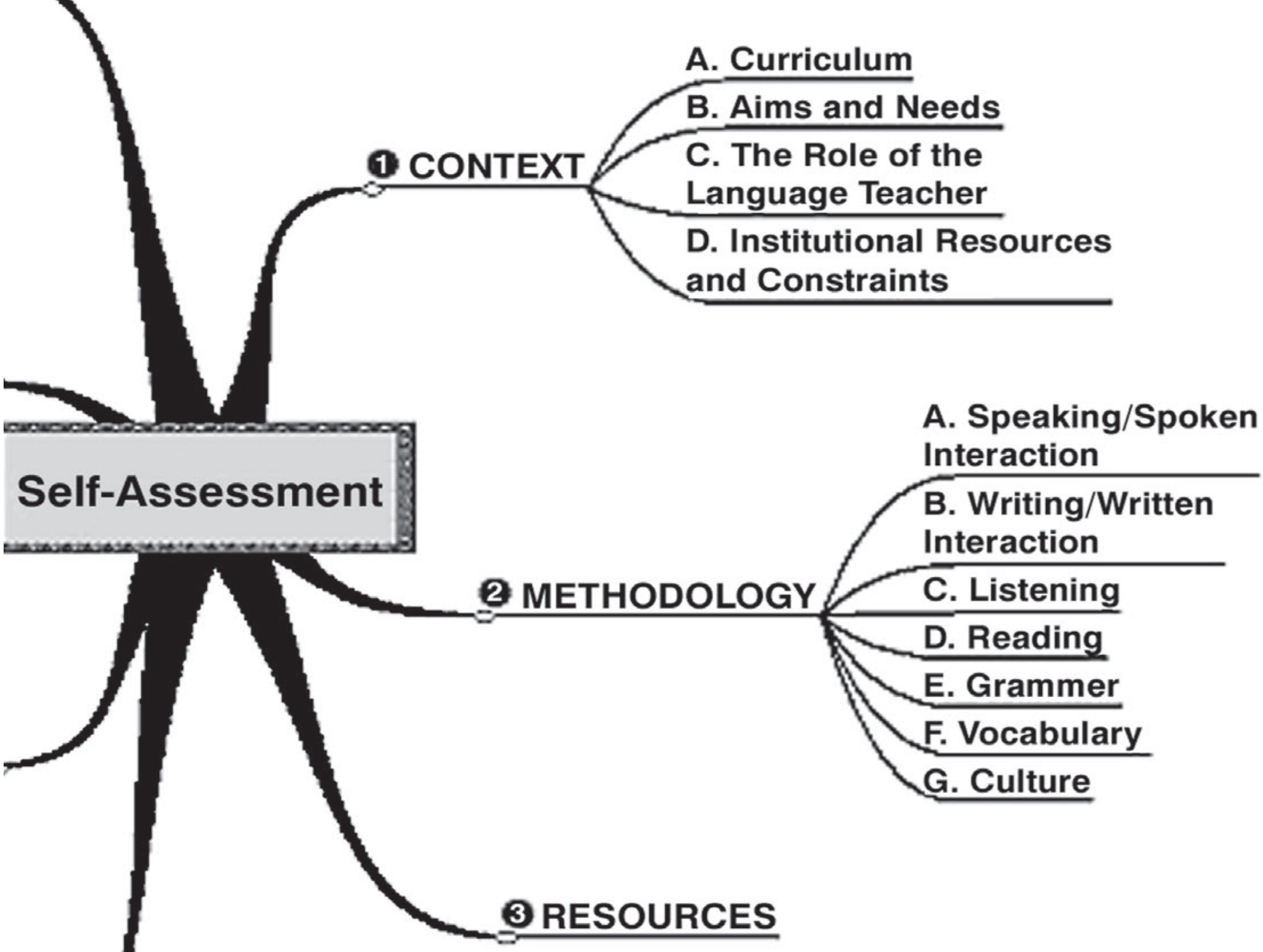
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B. Aims and Needs
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D. Institutional Resources and Constraints
2 METHODOLOGY
A. Speaking/Spoken Interaction
B. Writing/Written Interaction
C. Listening
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E. Grammer
F. Vocabulary
G. Culture
3 RESOURCES

The European Language Portfolio is a personal document that has three parts:

A language passport	**A language biography**	**A dossier**
Here the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures.	The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress.	In this part of the ELP the learner can keep samples of his/her work in the language(s) he/she has learnt or is learning.

LANGUAGE PASSPORT

- A summary of the competences acquired
- In terms of capacities
- Record of formal qualifications
- Linguistic competences and linguistic and intercultural experiences
- Self-assessment, teacher's assessment and official examinations commissions assessment.

LANGUAGE PASSPORT

- The Language Passport is a record of students' language skills, qualifications and experiences (in one or more languages, including their own). For the passport, the learner records their profile of language skills in relation to the Common European Framework, a résumé of language learning and intercultural experiences, and a record of certificates and diplomas.

LANGUAGE BIOGRAPHY

- Repeating the process of reflection about targets and self evaluation gives them responsibility about their own learning.
- If the students reach the levels in the portfolio, the teacher can set new targets and add them to it.

- The Language Biography facilitates planning, reflection and self-assessment of progress in a number of languages.

DOSSIER

- Evidence from lessons you have given
- Evidence in the form of lesson observations and evaluations
- Detailed reports, comments, checklists compiled by different peopel involved in your teacher education
- Evidence from your action points (of what you have done as ateacher) and learners' tasks and related performances
- Evidence in the form of case studies and action research
- Evidence from reflection

- The Dossier offers the learner the opportunity to document evidence and illustrate their achievements and experiences recorded in the Passport.

A learner using the ELP takes over **ownership** of his/her learning process. He develops **strategies to plan, monitor and evaluate his/her own learning**. Thus **learning is becoming more efficient and effective – and very motivating.**

The ELP helps making the **language learning process more transparent by involving the learner in the decision making, the goal-setting and the evaluation of learning achievements. In this way the ELP**

- Helps to develop language learning and intercultural skills
- Facilitates mobility
- Encourages lifelong learning of languages

• **The pedagogic function:** the ELP is designed to make the language learning process more transparent to learners and to foster the development of learner autonomy.

=> **a central role to reflection** and **self-assesment.**

=> **Learners share responsibility for the learning process, to think critically when they plan, monitor and evaluate their learning and to develop appropriate target language use**.

The reporting function: the ELP provides **practical evidence** of second/foreign language communicative proficiency and intercultural experience.