

11th CEFR SIG Meeting

14:00 – 15:10

- *CEFR in the loop of automated essay scoring development*
- *Navigating the choppy Waters and staying on course by virtue of CEFR*
- *Holistic rating scales for the assessment of mediation*

15:10-15:30 Break

Online presentations

- *Replicating the original research: preliminary results*
- *Integrative testing and evaluation of phonological, listening & speaking*
- *Implementing a CEFR informed assessment in teacher training programme*

16:30-17:30 CEFR projects and developments

- *Vitbox*
- *CEFR Journal*
- *Outcomes since the London 2020 meeting*

Outcomes of the London 2020 event

Reflecting on the CEFR and its CV

Aligning language education with the CEFR:
A Handbook



EUROPEAN ASSOCIATION
FOR LANGUAGE TESTING
AND ASSESSMENT



London, 7-8 February 2020

The CEFR: a road map for future research and development

Steps towards a road map for future research and development

Assessment

- Language testing and assessment professionals and associations are already fully involved

Alignment of curriculum, teaching/learning and assessment

- Identify examples of established and evolving practice
 - Universities
 - The semi-state and private sectors
 - Deaf Studies / sign language teachers

Action-oriented and plurilingual approaches

- Identify varieties of implementation
- Research classroom practice

Engaging the profession

- Establish a network of associations and agencies to
 - share experience
 - encourage CEFR-related activities
 - organize events
 - coordinate publications
 - launch research projects, e.g. to update the Manual
- Promote awareness of the CEFR and its ethos
 - Founded on Council of Europe values
 - Learning before teaching before assessment
- Draw on CEFR-related and other research to clarify and amplify the theoretical underpinning and practical implementation of key concepts

D.Little (2020)

Reflecting on the *Common European Framework of Reference for Languages and its Companion Volume*

Edited by
David Little and Neus Figueras

new
perspectives
on
language
and
education



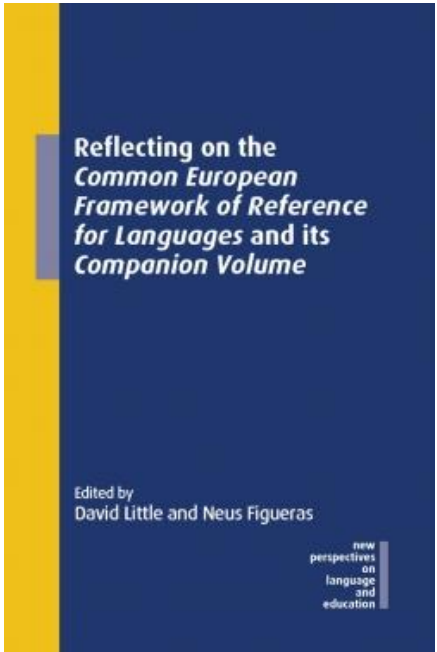
ALIGNING LANGUAGE EDUCATION WITH THE CEFR

A HANDBOOK

April 2022



<http://www.ealta.eu.org/documents/resources/CEFR%20alignment%20handbook.pdf>



Reflecting on the
*Common European
Framework of Reference
for Languages* and its
Companion Volume

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Part I: The CEFR: Past, present and future

Part II: The Action-oriented Approach: A change of Paradigm?

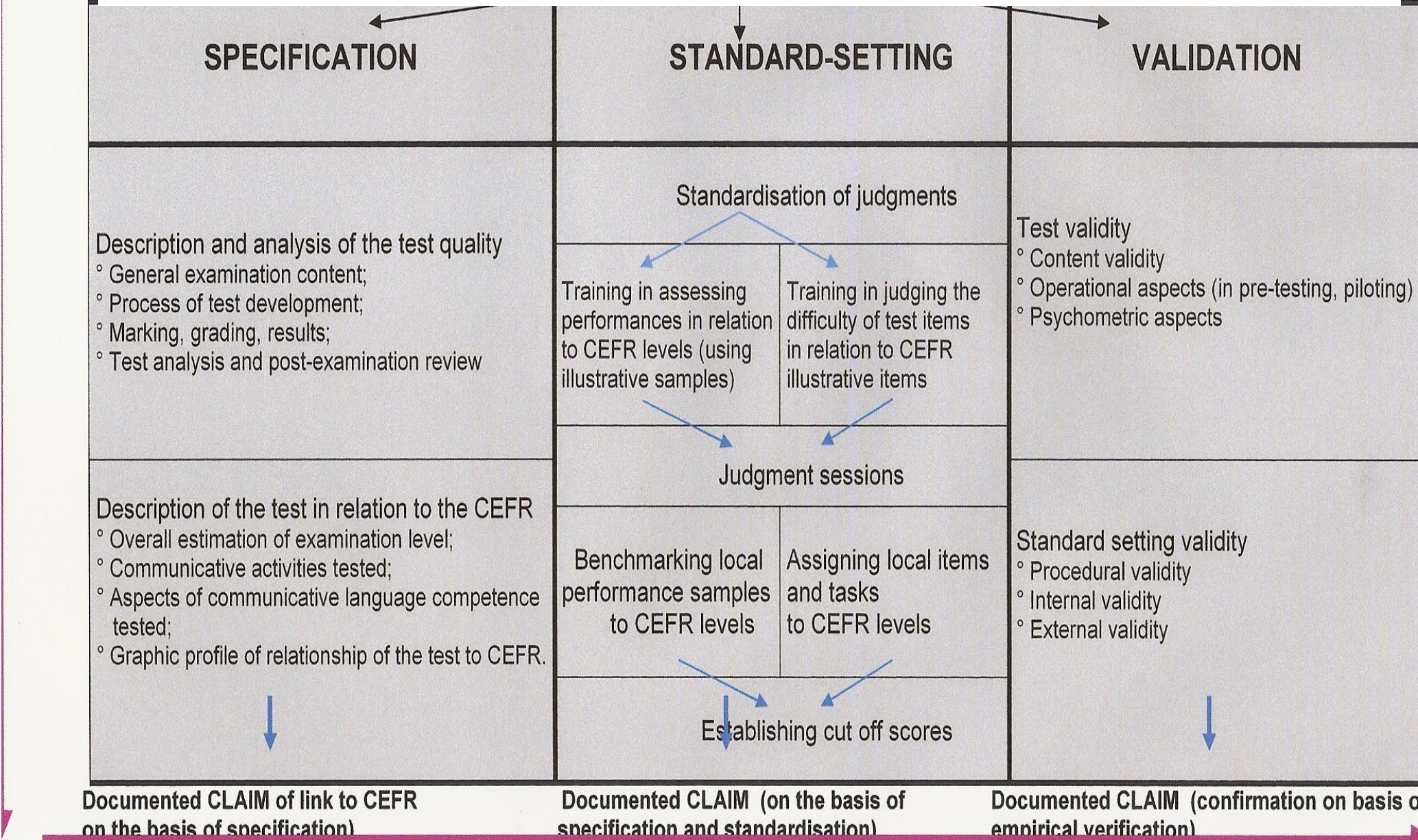
Part III: Plurilingualism, plurilingual Education and Mediation

Part IV: Descriptors, Scales and Constructive Alignment

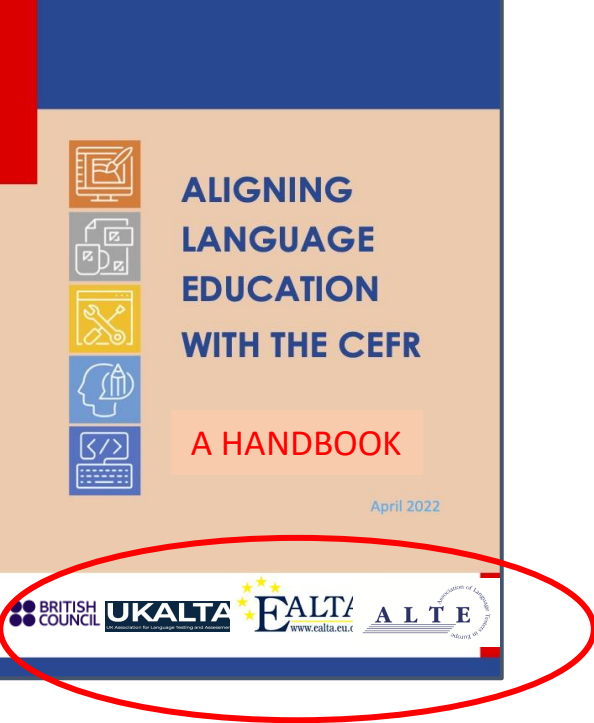
Part V: Afterword.

Building an argument

Familiarisation with the CEFR



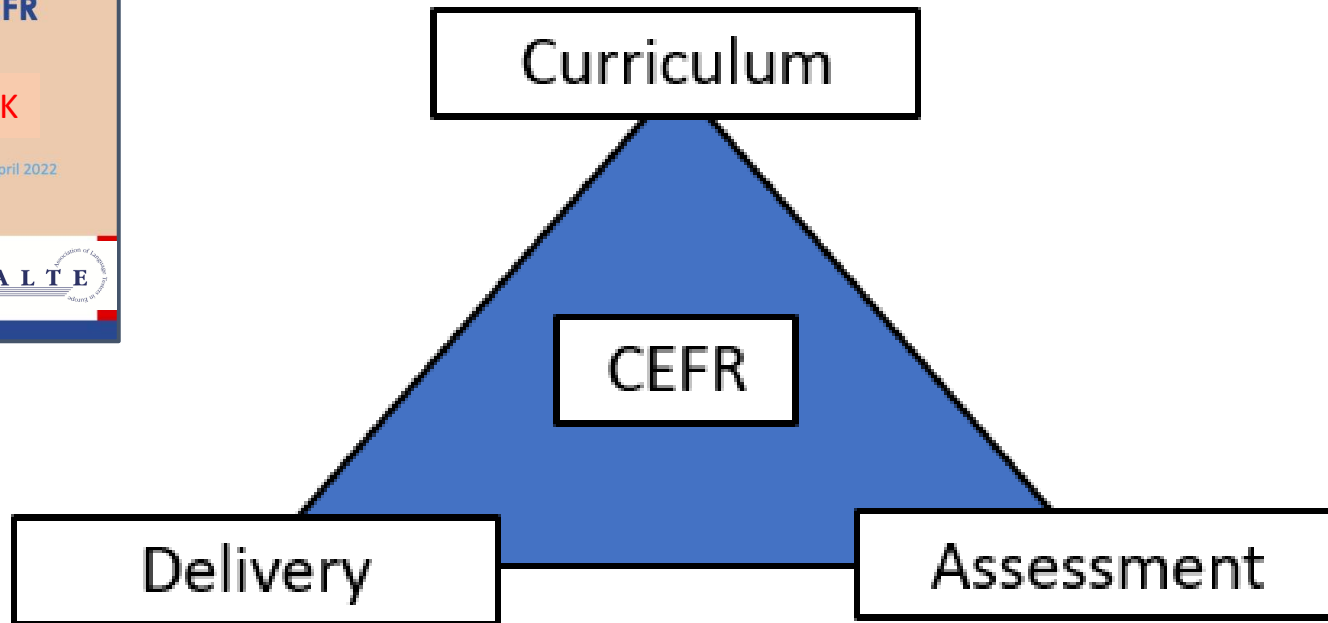
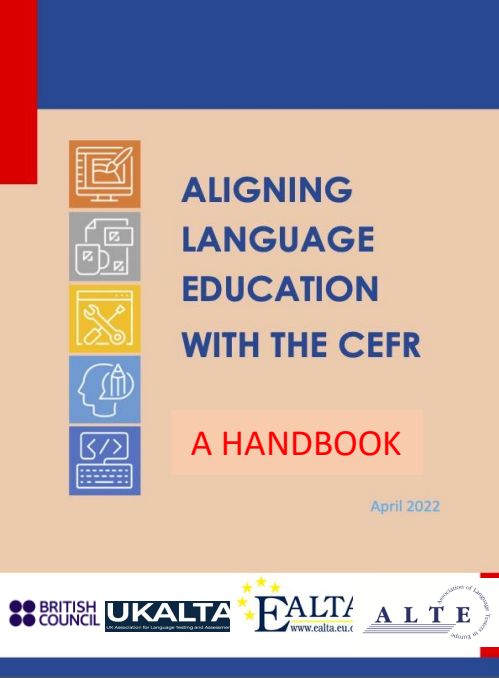
The Team



- Neus Figueras (EALTA)
- David Little (Trinity College Dublin)
- Barry O’Sullivan (British Council)
- Nick Saville (ALTE)
- Lynda Taylor (UKALTA)

Authoring team and reviewers from different contexts

Why is alignment important?



A comprehensive learning system (O'Sullivan 2020)

- Achieving systemic coherence & transparency
- Establishing a basis for principled comparison
- Monitoring for purposes of quality assurance

Preface

Chapter 1: The CEFR

Chapter 2: Familiarization

Chapter 3: Specification

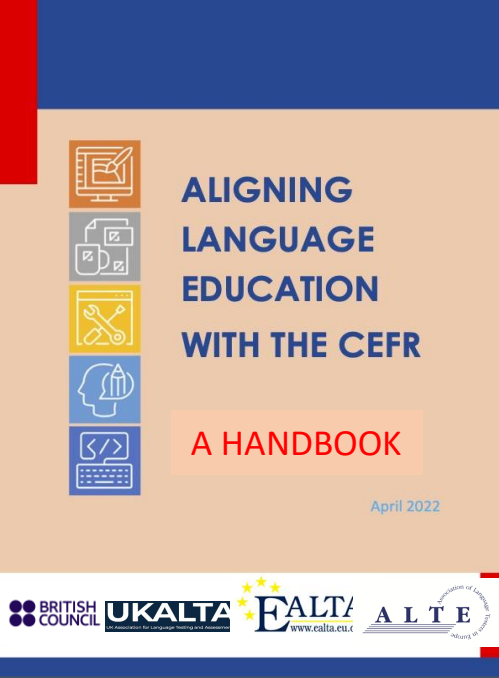
Chapter 4: Standardisation

Chapter 5: Standard Setting

Chapter 6. Validating your claims

Appendices: Forms

Approach and characteristics



Users
Context
Needs
Available resources

- Impact & usefulness
- Practicality
- Brevity
- Simplicity
- Exemplification (scenarios)

Key features

- The handbook refers to the [CEFR 2001](#) and the [Companion Volume \(CV\) 2020](#) as a *single* resource, and points readers and users to other resources publicly available
- Clear definition of each step, which can be completed individually, in a group, on line or face to face.
- Different levels of detail, to suit context, needs & resources.
- Graphs and figures to illustrate content
- Summary forms
- Recommendations

Process 1

Collecting evidence and developing an argument to show that an ***existing*** resource, e.g. a curriculum, a textbook or a language test, fulfils criteria derived from the CEFR.

OR

Process 2

Developing and documenting a ***new*** resource, e.g. a curriculum, a textbook or a language test, on the basis of the CEFR criteria.



FAMILIARISATION

Ensuring that all participants in the alignment process have a sufficient knowledge of the CEFR, its levels and descriptors

SPECIFICATION

Describing/profiling the content of a language syllabus/ textbook/ test in relation to the categories of the CEFR

STANDARDISATION

Ensuring, through training, a common understanding of the CEFR levels and the accurate benchmarking of local performance samples to relevant CEFR levels

STANDARDSETTING

Determining valid cut scores or decision judgements for assessment purposes

VALIDATION

Collecting and present appropriate evidence in support of alignment claims

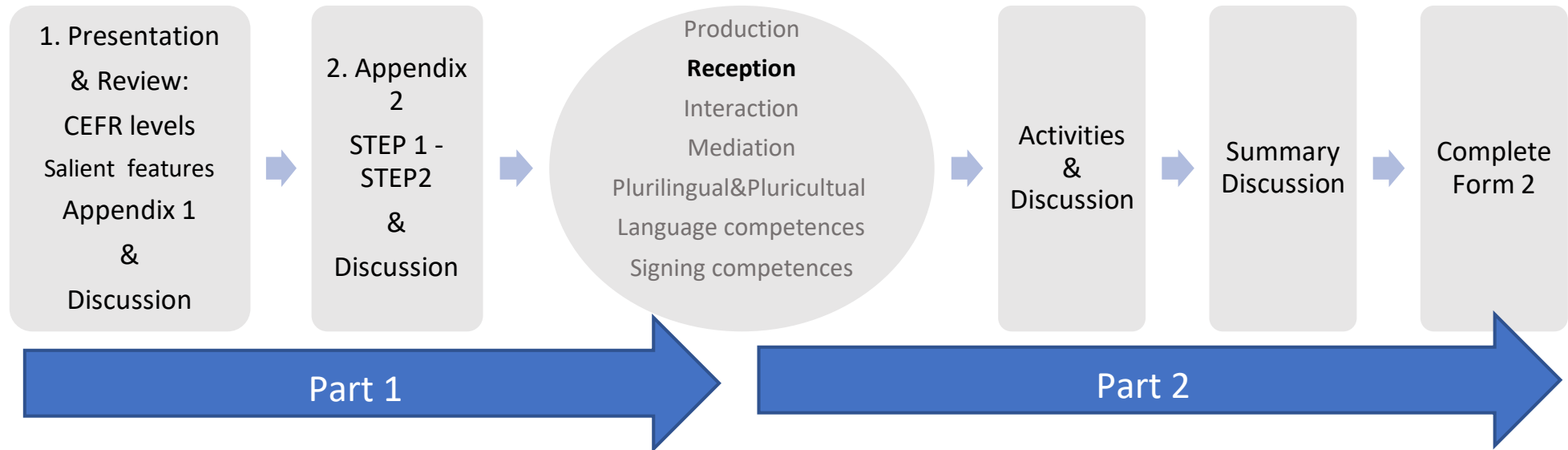
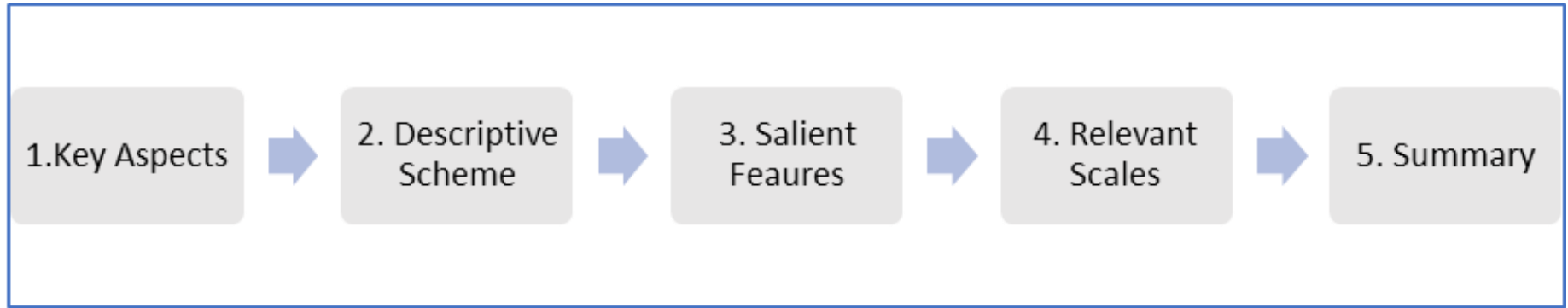
FAMILIARIZATION

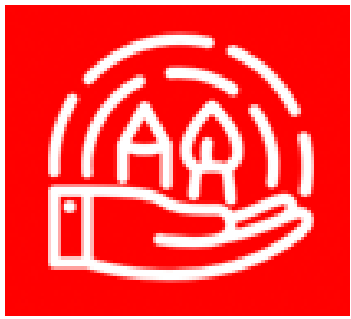
GENERIC

Preparatory familiarization activities are suitable for ALL possible users and can be completed individually or in a group. Activities can also be completed online. One session is normally sufficient.

SPECIFIC

These activities take place once generic familiarization has been completed and are tailored towards specific professional groups/institutions engaged in aligning their curricula, materials or assessment(s). Normally organised under guidance, they will take more than one session to complete





Notes for your own implementation ...

Remember that YOU will be the best judge of what is (and is not) possible or realistic within your specific context of operation.

For this reason, we strongly encourage you to **tailor what you do to your specific context**, taking account of your resources and limitations. **Avoid being tempted to do too much** – or more than is actually required for your purposes. Equally, **avoid being tempted to underestimate what you need to do!**

Key questions for you to keep in mind at all times during an alignment process are:

If you are working on your own:

If you are a coordinator, in addition to the above:

Forms for Chapter 2: Familiarization

Form 2.1: Generic familiarization

This Summary form shows that you have completed the activities proposed and your responses can be used for future reference, for validation and in reporting.

Name of user

Date

Name of institution

Title of resource

Type of resource ☐ Curriculum ☐ Course material
☐ Textbook ☐ Exam
☐ Other: _____ (Please specify)

ACTIVITIES	Responses
Chapters 1 & 2	
- What does alignment to the CEFR mean?	
- What can be the implications for me? And for my context?	
Section 2.4	
- What are the competences, activities and strategies most relevant in my context? Why?	
- Are they all equally relevant? If not, how can I prioritize them?	
CEFR CV, Appendices 1 & 2	
- What level(s) will I mainly be working with?	
- Which are the main aspects in that level and in the adjacent ones?	
- Which aspects are most relevant in my context for each mode of communication?	
CEFR CV, Figure 11. Reception activities & strategies	
- Which are the most relevant scales in my context? Why?	
- Are they all equally relevant?	
CEFR CV, Figure 12. Production activities & strategies	
- Which are the most relevant scales in my context? Why?	
- Are they all equally relevant?	

*Given the huge impact of the CEFR 2001 and the interest raised by the CEFR CV 2020, the editors expect that this first edition of the Handbook will soon be put to use in alignment projects by many different stakeholders in the field of language education. Those involved in such projects are **invited to share** not only their experience but also their views on the usefulness of the Handbook. There are **plans to organize an event in early 2024 at which case studies** in the use of the Handbook will be presented. The findings of such studies and other proposals from the field will be incorporated in a **revised edition of the Handbook**.*



Meeting at the Council of Europe, Strasbourg
24-25 May 2022

Participants: authors of the case studies +
CEFR expert group + EALTA

https://scholar.google.es/scholar?q=enriching+21st+century+language+education+the+cefr+companion+volume+examples+from+practice&hl=es&as_sdt=0&as_vis=1&oi=scholar

Presentation of plans for 2022 – 2025

Case studies

- Classroom practice(s)
- Awareness raising and teacher education
- Critical reflections and future perspectives

Discussion: improving language education

Capsule video : The learner as a social agent

Final roundtable: How can we move language education forwards?