
The impact of the CEFR Companion Volume on university language teaching and testing

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Session I: Innovative aspects in the CV to the CEFR

The action oriented approach and the learner as a social agent

The Common European Framework of Reference for Languages (CEFR) is the international standard that defines linguistic competence. It is used throughout the world to define students' language skills.

Impact of the CEFR publication

It approaches learning, teaching and evaluation from the use of language in the real world. Provides comparable terminology and levels



It presents a positive approach to linguistic competence. It is not prescriptive and allows adaptation to contexts and needs.



The levels are used internationally to define learning objectives. It promotes research by setting common European guidelines.

(Figueras, 2012)

THE CEFR

Uses of the CEFR

- Teaching curricula and textbooks.
- Assessment.
- Teacher training.
- Assessment tools (scales).

Criticism received

- Concept of mediation is introduced but not further elaborated in the descriptors.
- Lack of balance between levels (some levels are more elaborated than others).
- Ambiguous formulation in some descriptors.

The CEFR is not prescriptive and is not designed to provide a level, but rather to provide a linguistic profile.

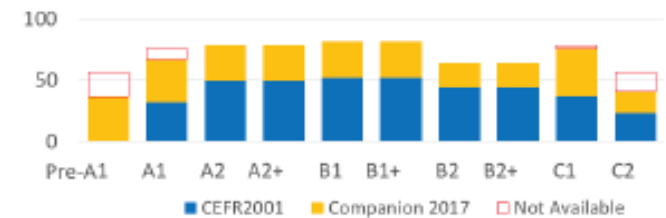
The Companion Volume



The Companion Volume is not a new CEFR. It introduces new scales and reformulations of some of the existing scales.

- A pre-A1 level is included.
- New scales.
- The title and wording of some of the descriptors are modified (the concept of the "native" speaker as a model is eliminated, gender neutrality is adopted)
- “Plus” levels are defined and descriptors are added by levels.

Inventory of functional descriptors Rebalancing levels (2)



DeJong (2018)

What does this mean for
teaching, learning and
assessment?

*An adaptation to the skills
required in the 21st century*



Critical
thinking

Mediation



online
interaction

Knowledge of
the media and
the internet



Global
awareness
multicultural
vision

Multilingual
and
multicultural
competence

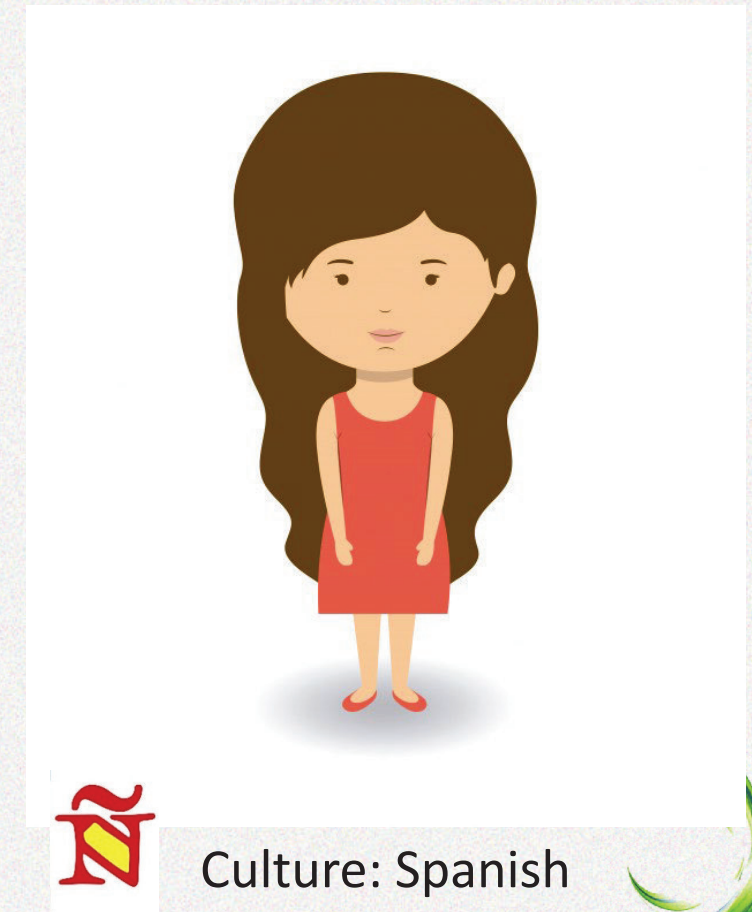
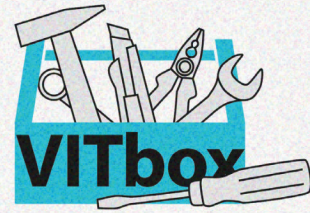
The language user as a social agent : consequences in teaching and assessment

What is a social agent?

A language user who performs tasks (and not necessarily, or exclusively linguistic tasks) with different circumstances, in different contexts and in specific fields.

Although the use of the language takes place within linguistic activities, these linguistic activities are not isolated, but are part of a social context that gives them meaning. This action-oriented approach takes into account all the resources (cognitive, emotional and motivational) and all the abilities of the language user.

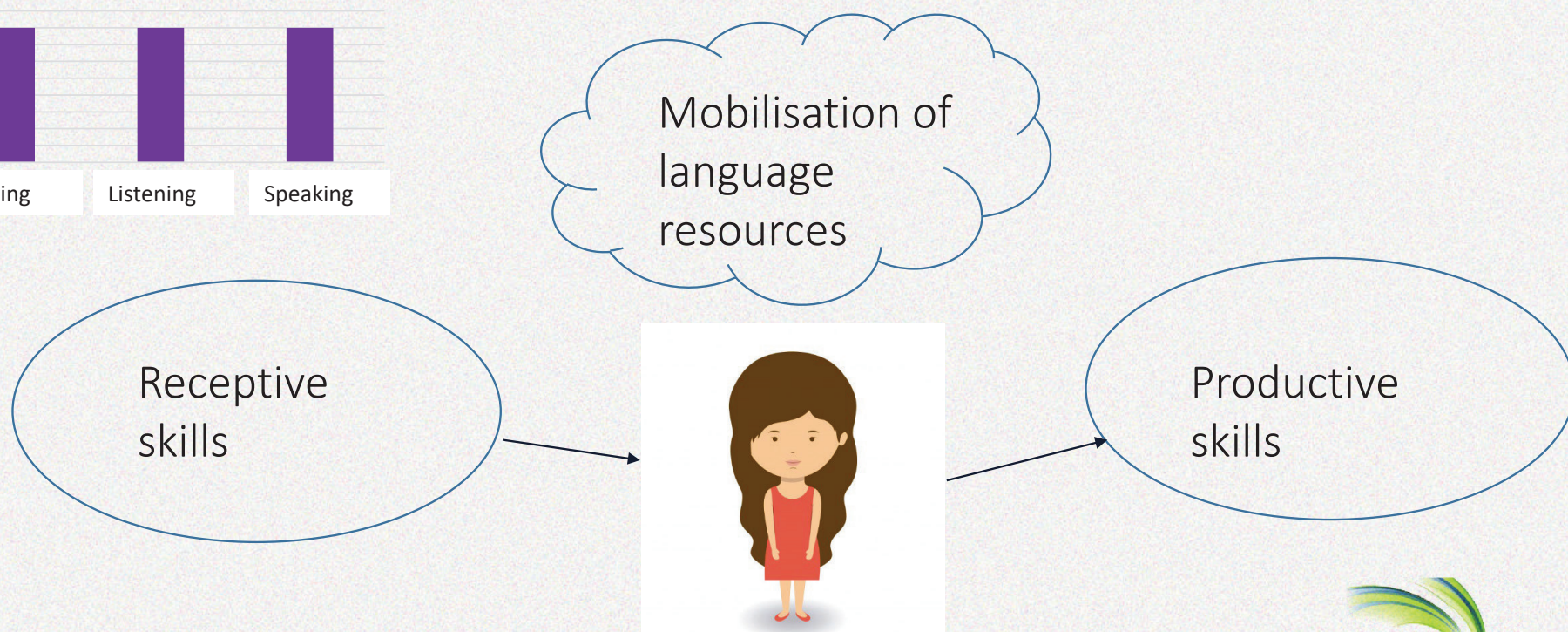
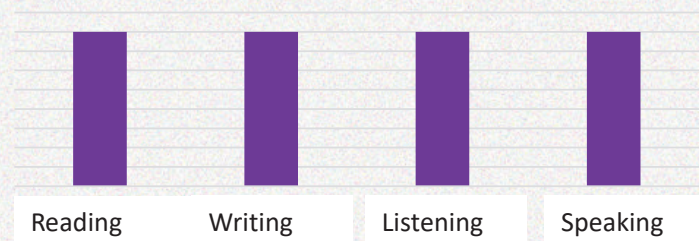
The language user as a social agent : consequences in teaching and assessment



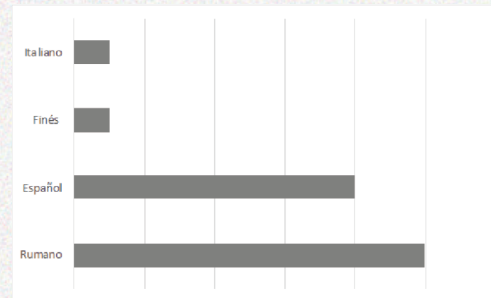
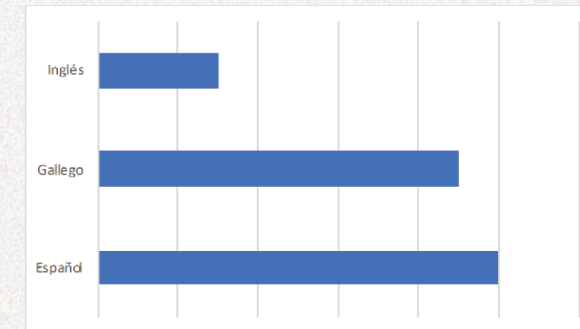
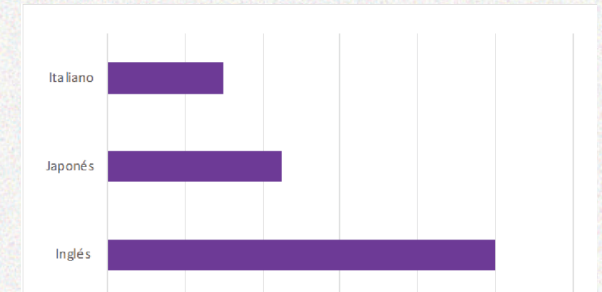
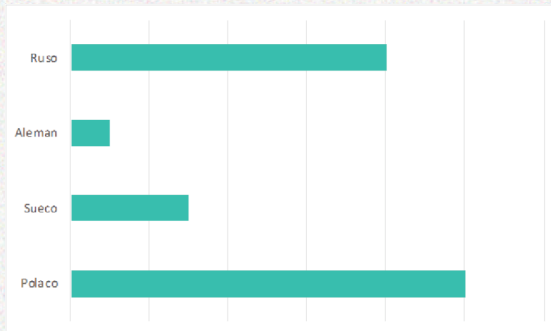
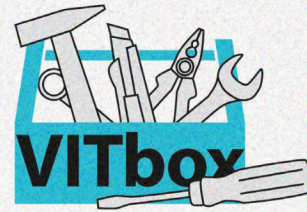
Culture: Spanish



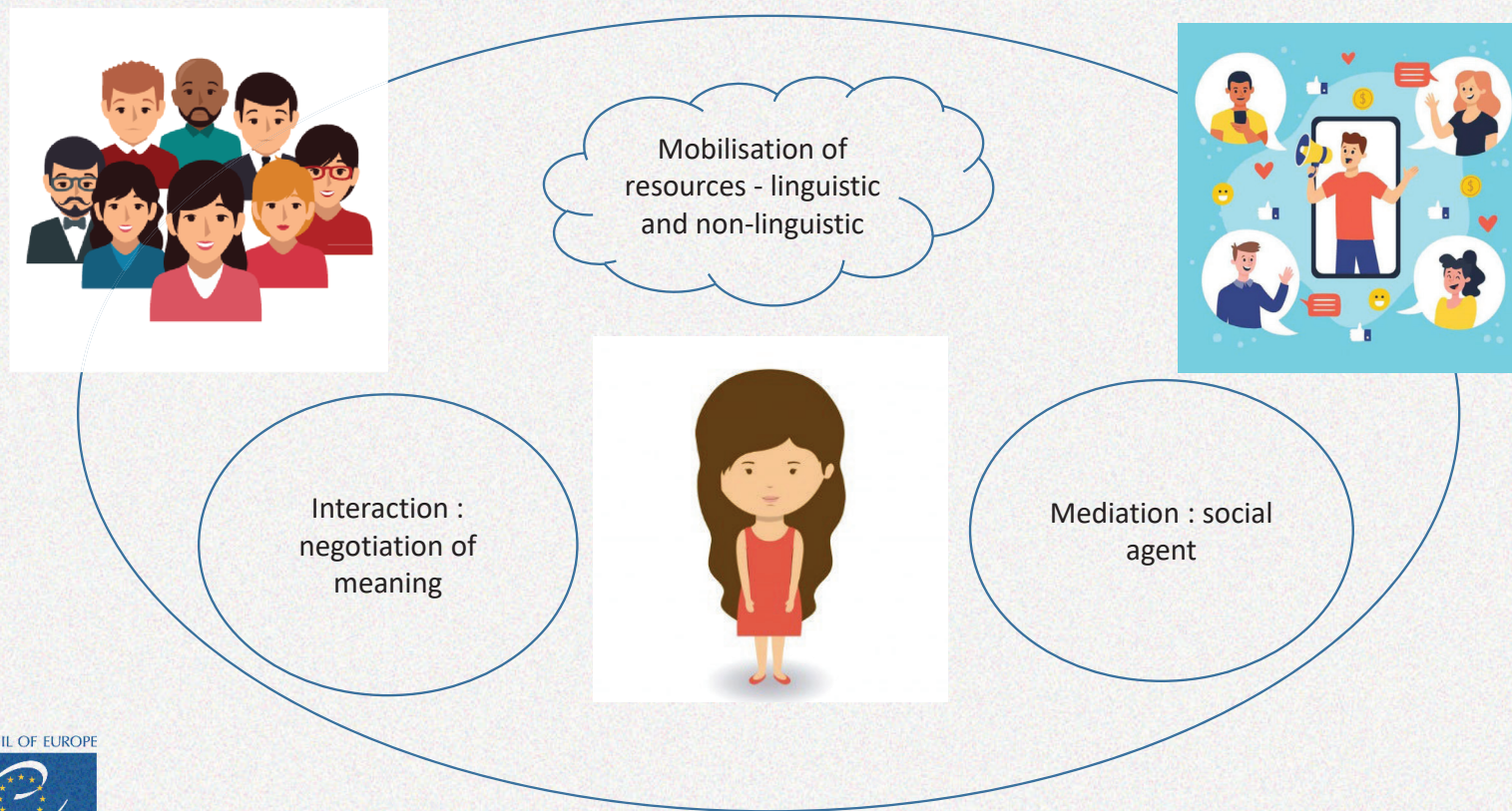
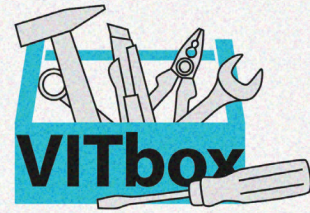
The language user as a social agent : consequences in teaching and assessment



The language user as a social agent : consequences in teaching and assessment

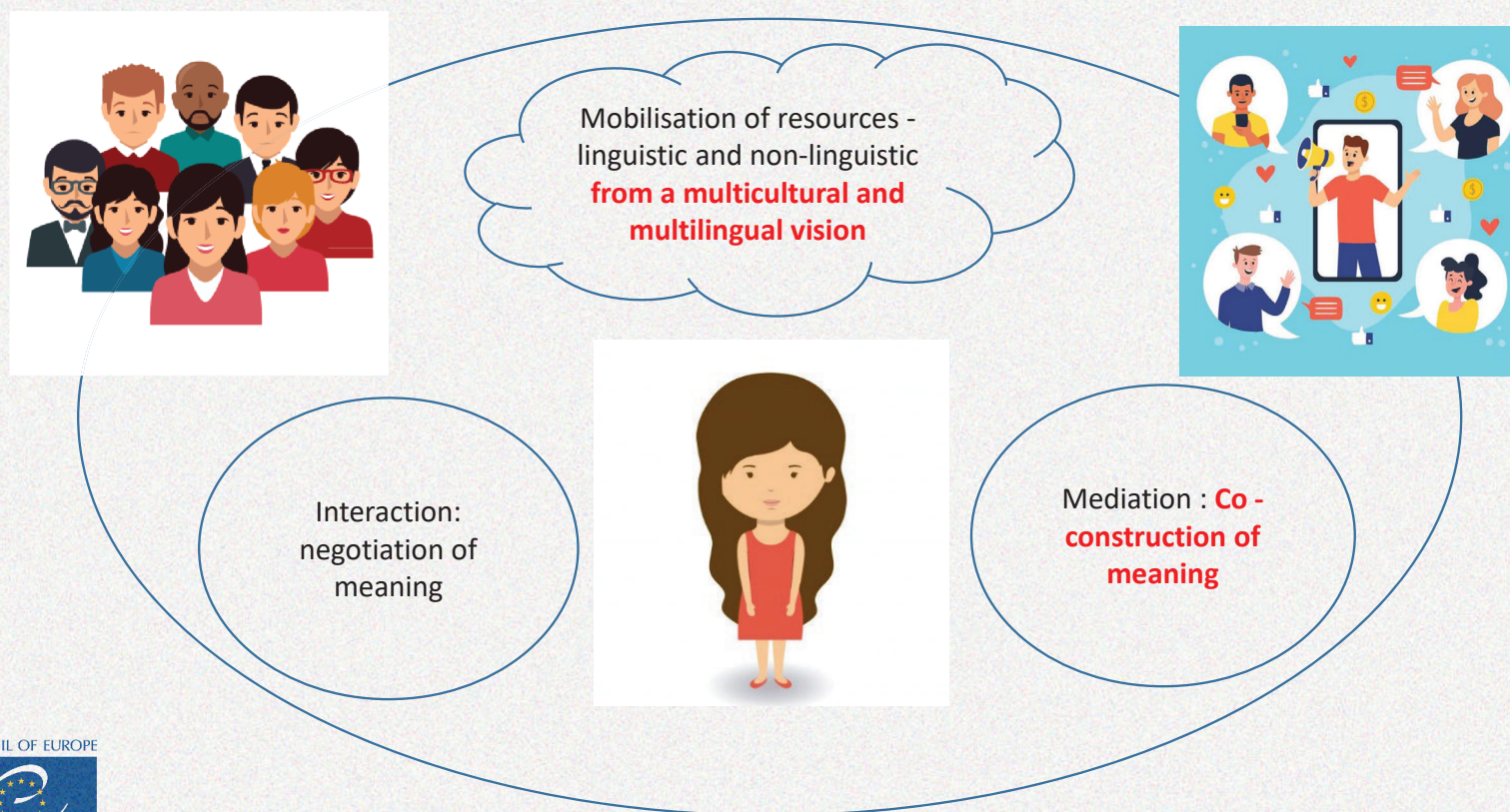


The language user as a social agent : consequences in teaching and assessment





The language user as a social agent : consequences in teaching and assessment



What does this mean for teaching, learning and assessment ?



Greater dynamism in the classroom, we encourage students to take an active role in their learning: looking for resources, analysing them, using their own resources



Encouraging students to engage with the culture(s) of the language they are studying

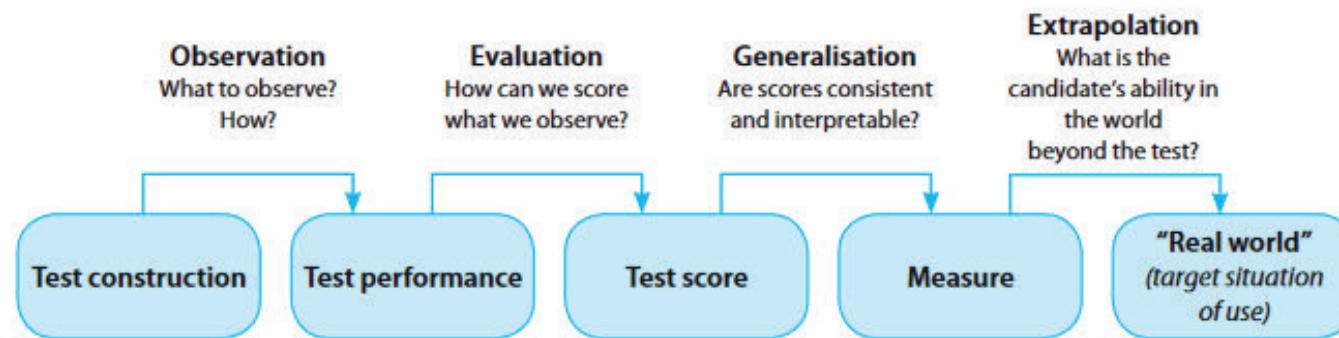


Interaction with others fosters learning, context is important for learning, is it the same in your language? Do your classmates know other languages? Can other languages help you understand/remember this concept?

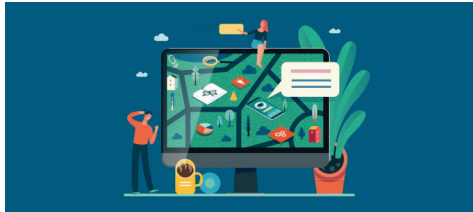


Multiculturalism fosters global citizenship and empathy. Is it the same in your culture? Are there other cultures in the classroom?

In the classroom you learn by doing, searching, being active. In assessment, it is assessed through portfolios, peer evaluation, evaluation based on tasks or scenarios and oriented towards extrapolating what is being assessed to real life.



Reasoning process in the validity argument (Manual for Test Development and Examining of the Council of Europe, 2011)



Online interaction



Mediation



Multilingual and multicultural competence

Online communication scales

Online communication has two main characteristics that explain the need for independent scales:

- (1) Communication is mediated by a machine,
- (2) It is multimodal.

B1: 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

Online conversation and discussion
(open and social)

A2: Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc

Goal oriented online transactions and collaboration
(towards a goal)

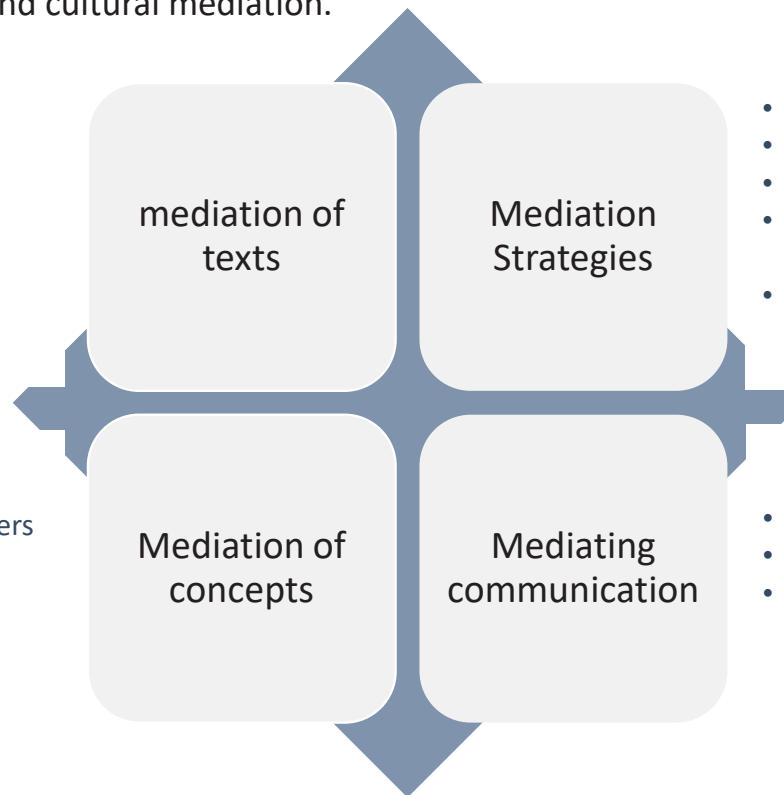
Mediation scales

The CEFR already included mediation, although it did not do so explicitly, in the notions of co-construction of meaning in interaction and the learner as social agent

In the Companion Volume, mediation appears more explicitly, adding to interlinguistic mediation, the concept of mediation related to communication and learning, as well as social and cultural mediation.

- Relaying specific information
- Explaining data
- Processing text
- Translating a written text in speech
- Translating a written text in writing
- note taking
- Responding to creative texts

- Facilitating collaborative interaction with peers
- Collaborating to construct meaning
- Managing interaction
- Encouraging conceptual talks



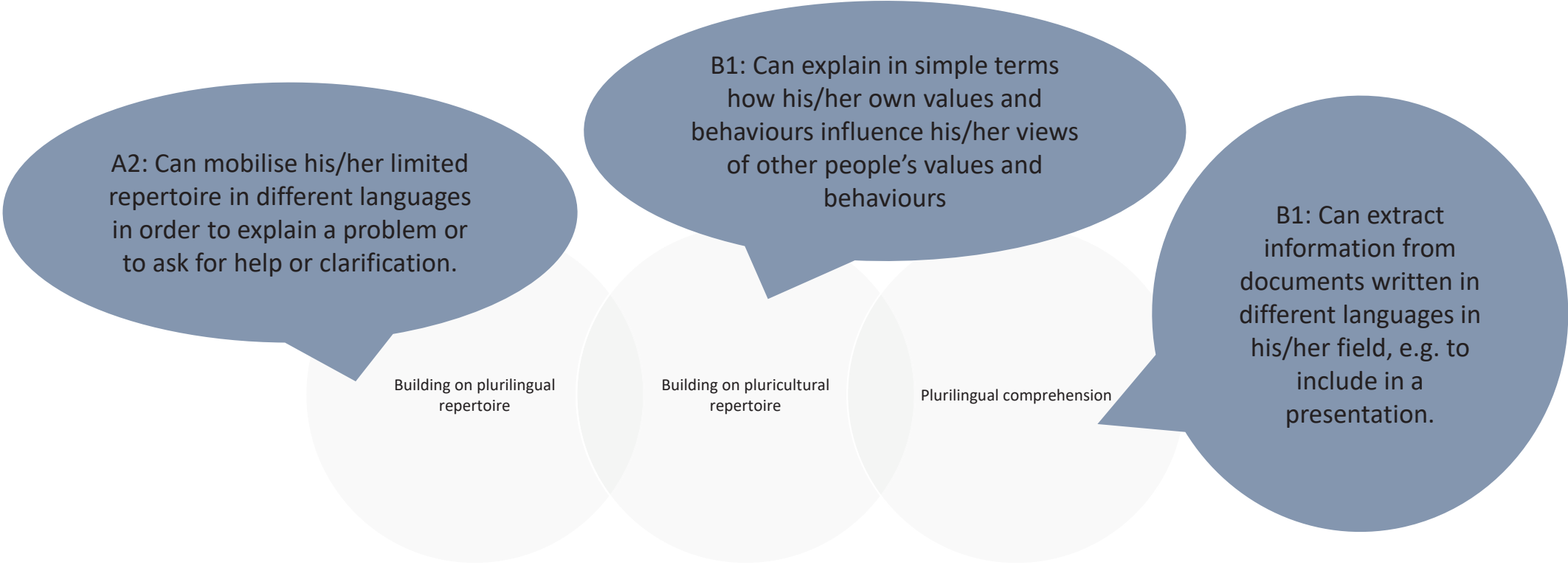
- Linking to previous knowledge
- Breaking down complicated information
- adapting language
- Amplifying a dense text (providing examples, etc.)
- Streamlining texts (extracting essential information)

- Facilitating pluricultural spaces
- Acting as an intermediary in informal situations
- Facilitating communication in delicate situations and disagreements

Plurilingual and Pluricultural competence scales

Multilingualism : knowledge of several languages or the coexistence of different languages in a given society.	Plurilingualism : simultaneous presence of two or more languages in the communicative competence of an individual.
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Multicultural competence places the emphasis on society, pluricultural competence on the individual



Session II: The four modes of communication and the four language skills

The four modes of communication



Council of Europe (2020: 33):

“With its communicative language activities and strategies, the CEFR replaces the traditional model of the four skills (listening, speaking, reading, writing), which has increasingly proved inadequate in capturing the complex reality of communication. [...] Activities are presented under four modes of communication: reception, production, interaction and mediation.”

Descriptor scales and descriptors are now grouped according to the four modes of communication, focusing on the function of the activity.



The four modes of communication and the four skills

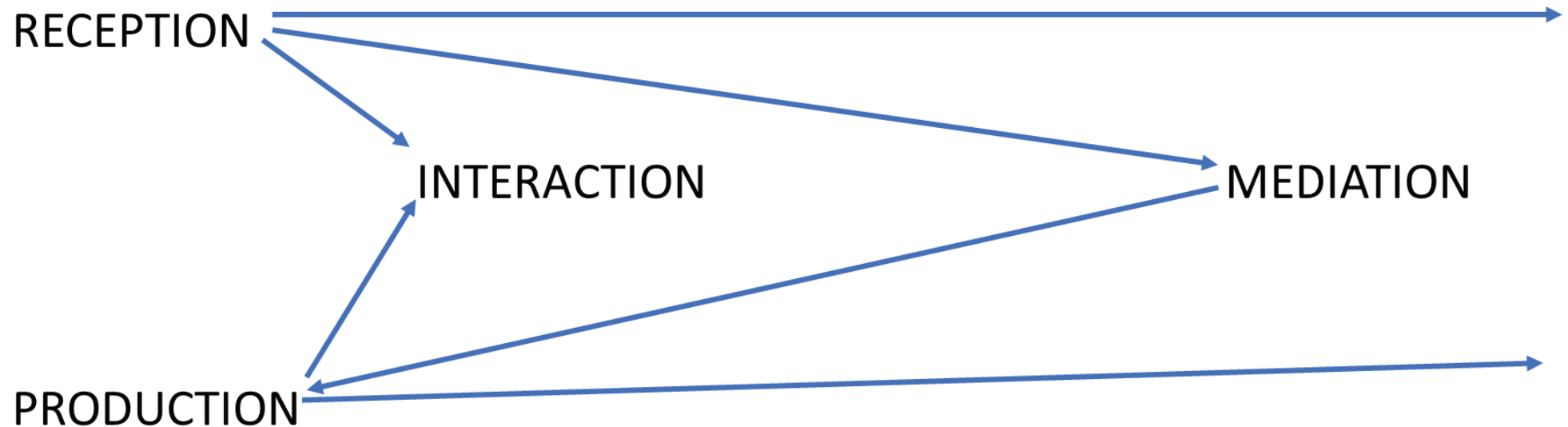


What is the relationship between the four modes of communication and the four language skills?

The **four language skills** (listening, reading, speaking and writing) are still necessary “tools” for teaching, learning and assessment, while the **four modes of communication** represent the **four macro-functions** or the **purpose** of communication. (see Council of Europe 2020: 33)



The four modes of communication



Council of Europe (2020): *Common European Framework for Languages: Learning, Teaching, Assessment. Companion volume*, 34.

<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>



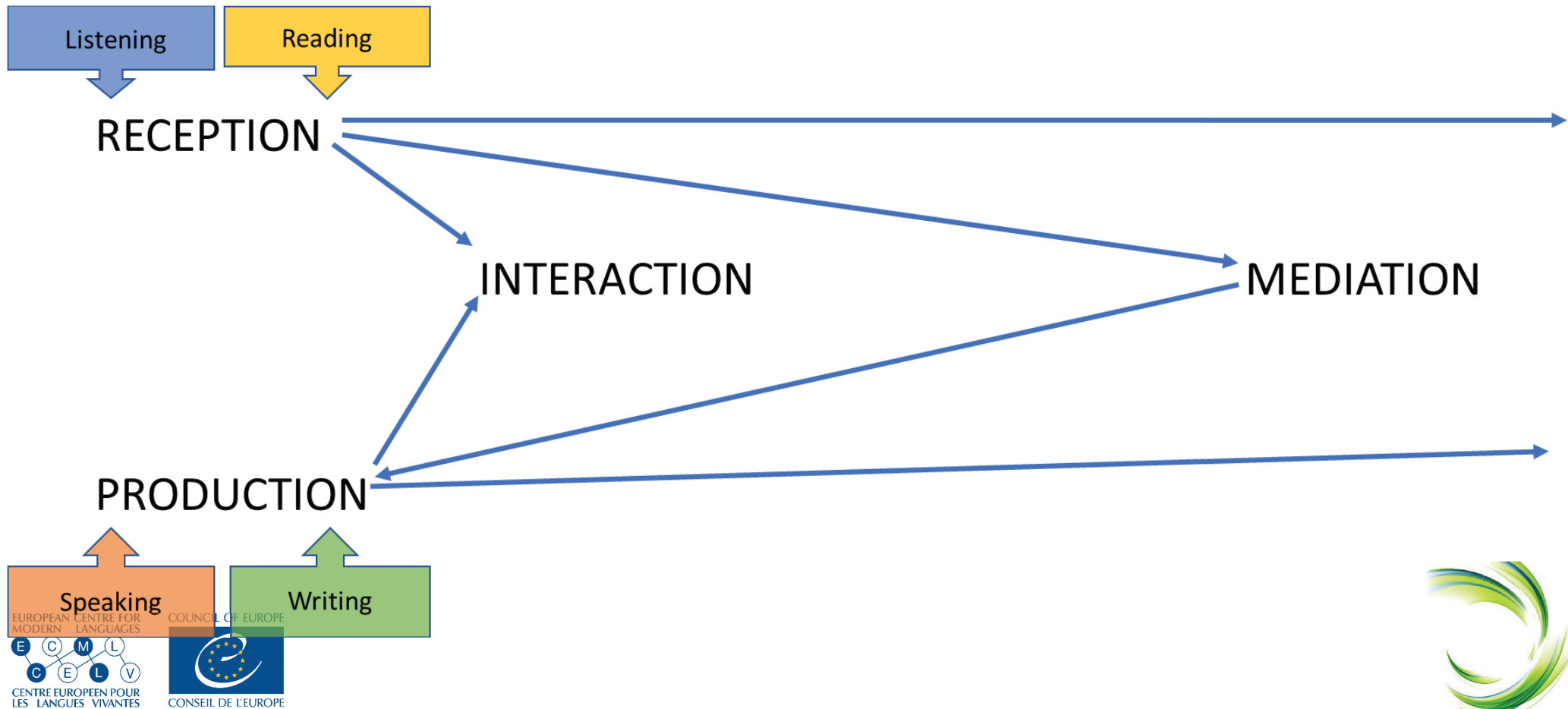
The four modes of communication and the four skills



As far as reception and production are concerned, the four skills are here activated in an isolated format.



The four modes of communication and the four skills



The four modes of communication and the four skills

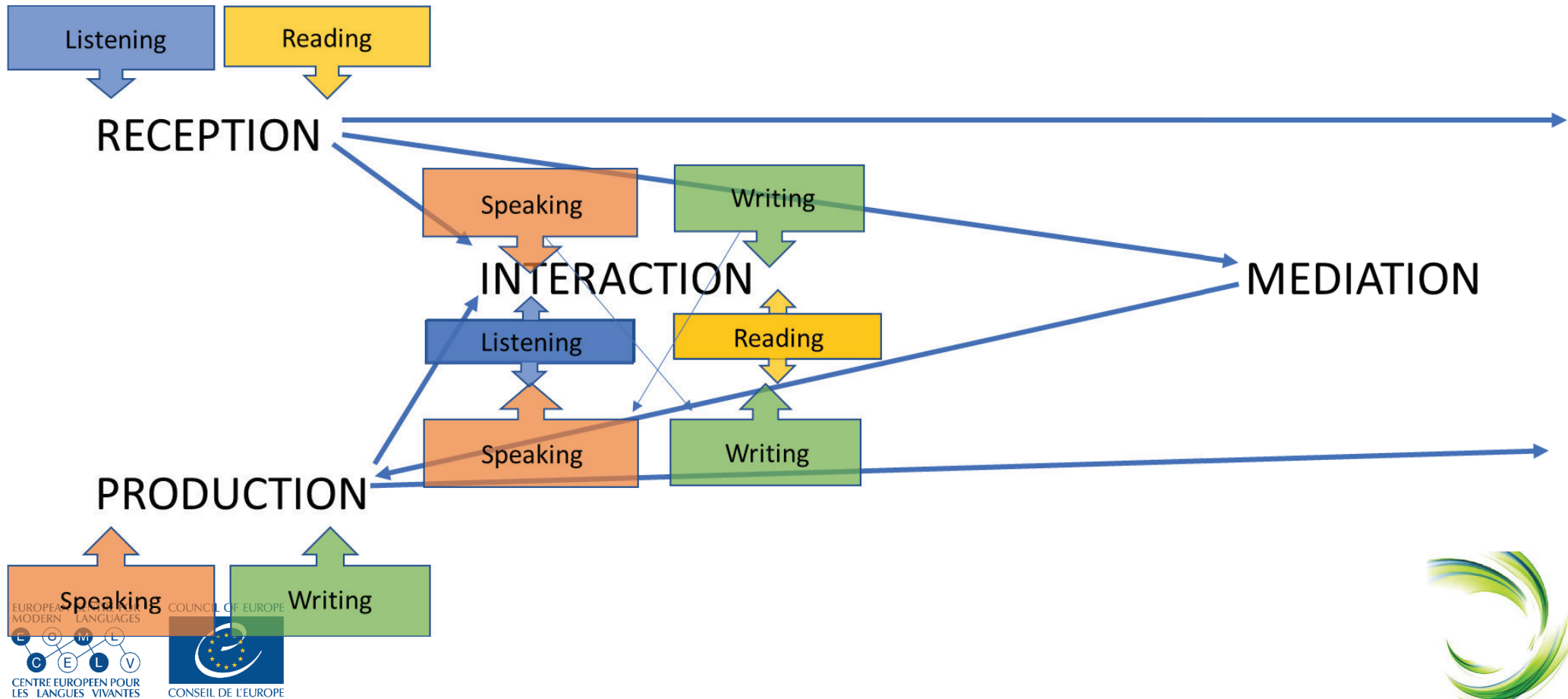


In interaction the interlocutors will listen to a statement (listening) and react to it orally (speaking), but they could also react in a written format (writing), e.g. by writing in a chat or replying by email at a later stage

Secondly, a person might first read a text and react to it in writing (e.g. email correspondence) or in speaking (e.g. giving somebody a phone call after having received their email).



The four modes of communication and the four skills



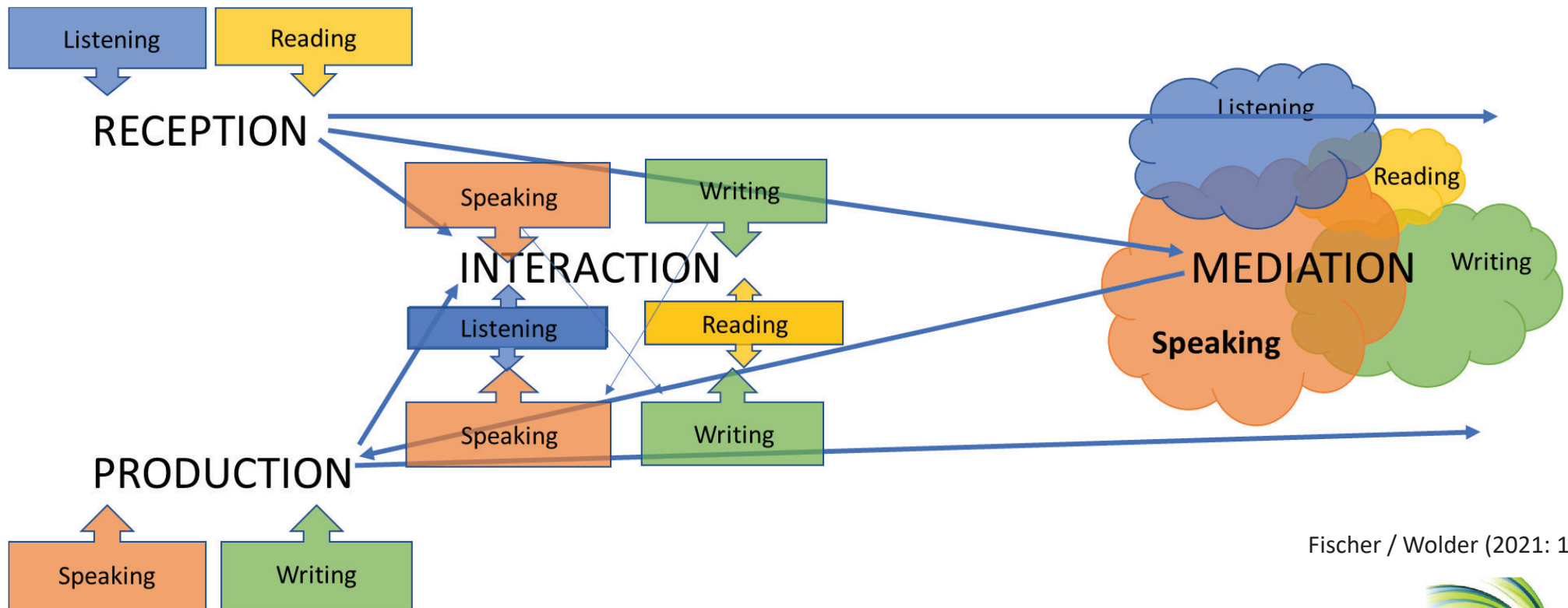
The four modes of communication and the four skills



In mediation the different partners involved in communication may draw upon different written and oral sources, negotiate meaning with their partners and co-construct concepts, i.e. all four language skills are involved.



The four modes of communication and the four skills



Fischer / Wolder (2021: 14)



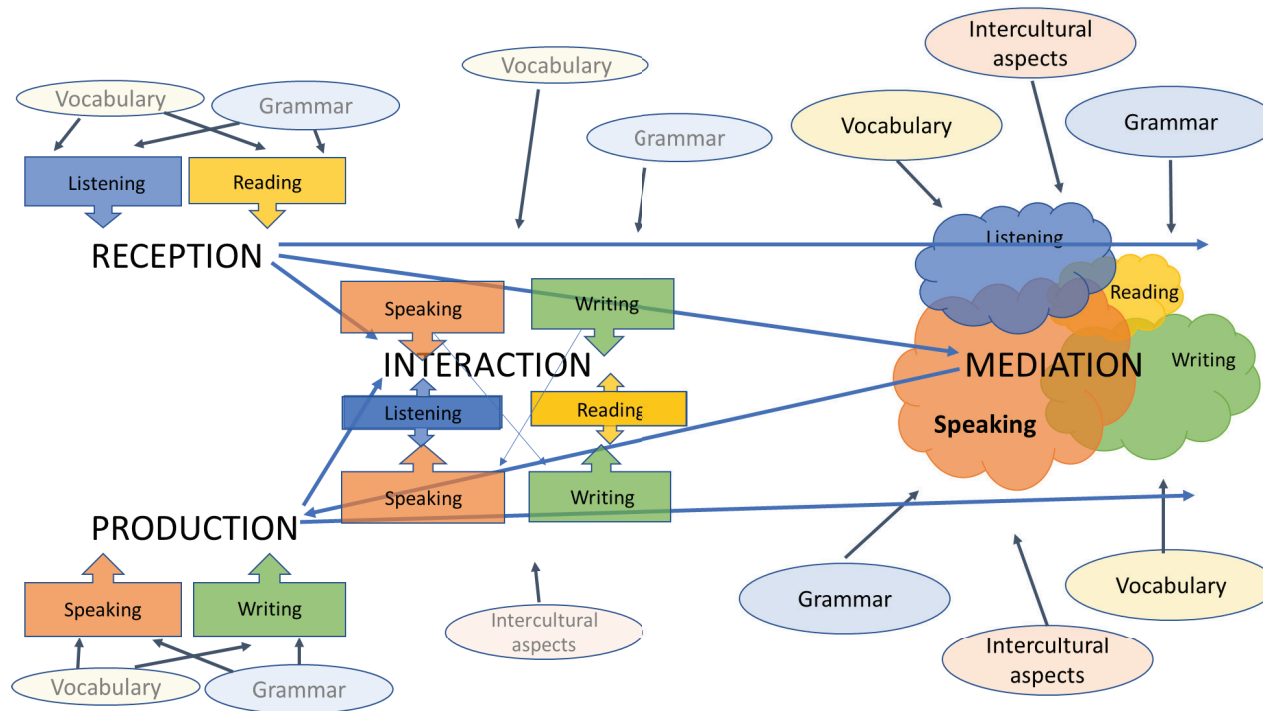
The four modes of communication and the four skills



A situation of mediation exemplifies the complexity of human communication and the different skills required, going beyond linguistic skills and drawing also upon a variety of transferable skills.



The four modes of communication and the four skills



The four modes of communication and the four skills



Mediation requires the use of the four language skills, aspects of grammar and vocabulary, but also pragmatic competence and intercultural aspects.

Content plays an important role in successful situations of communication at university and in the workplace.

This needs to be considered when developing meaningful tasks for teaching, learning and assessment which (should) simulate real-life situations of communication in order to prepare our learners for the needs of their future academic and professional career.



Sample of a mediation task



An Energy Case Study



**Centrum Języków
i Komunikacji**

Centre of Languages and Communication

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The Background

- In August 2016 the power system in Country X experienced a threat of power blackouts. For the first time in 25 years energy consumers experienced the effects of many years of inattention and lack of system regulations and strategic decisions concerning the directions of the development of the energy sector.
- The growing population and the increase in wealth of the society as well as the rising demand for electricity became a challenge for decision makers in the area of energy management.

EUROPEAN CENTRE FOR
MODERN LANGUAGES
E C M L
C E L V
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

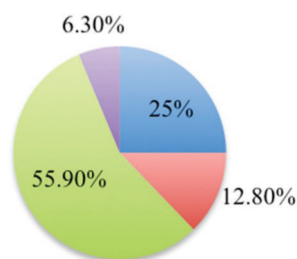
COUNCIL OF EUROPE
COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



Sample of a mediation task



Energy resources of Country X



■ Oil
■ Gas
■ Coal/lignite
■ RES

Country X - geographical features

- ▶ 35 rivers of small and medium water flow capacity (5 within natural parks)
- ▶ 350-km long coastline (scenic, the majority being a popular holiday destination)
- ▶ No access to oceans
- ▶ 1/4 of the country area covered with rolling hills
- ▶ The average annual sunshine - 100 days
- ▶ 1/2 of the country area - flat agricultural area
- ▶ Coal resources will run out in around 50 years



Sample of a mediation task



Solutions to the Energy Strategy for the Future of Country X

- ▶ In groups of 5 discuss the current energy situation in Country X by analysing the chart.
- ▶ Discuss possible reasons of the blackout.
- ▶ Then taking into account the geographical features of the country discuss and suggest a possible direction of the development of the Energy sector.
- ▶ Roles:
 - ✓ 3 debating people,
 - ✓ a mediator responsible for chairing and managing the discussion (encourages participation of all the people to contribute to the discussion and steers it towards the expected outcome),
 - ✓ an observer responsible for note taking and giving the final report to the whole class.



Sample of an online communication task

Title:	Dealing with online claims
Language:	English
CEFR Level:	B2/C1
Author:	VitBox team

Descriptor:

Mode of communication / Activity, strategy or competence: speaking, reading, writing	Scale: Goal-oriented online transactions and collaboration
<p>Descriptor:</p> <p>B2</p> <p>Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.</p> <p>Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.</p> <p>C1</p> <p>Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.</p>	

Introduction to task

Goals of the activity:

interacting through emails and posts, sharing experiences on activities and linking contributions in a thread. Analysing online interactions, recognising tone, inferring meaning and identifying misunderstandings

Introducing the activity in the classroom:

- ask participants to talk about exchanges they have had when buying a product online. Have they had to interact with customer service? Do they read customer reviews?
- Ask participants to describe what sort of misunderstandings or challenges they have face.
- Discuss with the class if they think these misunderstanding could have been avoided?

Description of the main activity:

This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity. In the second case, make sure your students have phones, tablets or computers available.

Divide students into groups and have them look at the following online review and the answer given by the company:



Product: Inflatable bed

Negative review:

1.0 out of 5 stars The bed rocks left and right, Unable to use

Reviewed in the United States on October 18, 2020

I got the bed at a great price, cheaper than Walmart, though one problem, the bed rocks left and right and the top is rounded left and right, so I rolled off this bed very easily, also the bottom is rounded, that's why it rocks. It appears that the internal struts are too long causing the bed to bulge out more than the sides, this makes the bed not have any stability when it's sitting on the ground or when you're laying on the bed, just my opinion. It appears to be a quality control issue

Answer to the review:

We are very sorry that you experienced some problems with the product. Some of our customers have found that using a stabilising base helps, as well as inflating the bed to maximum capacity to give it more stability. In the instructions, there is an explanation on how to do this. In any case, we would be happy to help if you want to return the product.

Ask the groups to go to amazon.com and choose a product, each group can choose any product they want as long as it has a sufficient number of customer reviews and as long as there are both positive and negative reviews.

Ask each group to analyse the negative reviews and choose one that they can give a solution for.

Ask the group to prepare a document with the product chosen and the negative review. Ask them to write an answer trying to give a solution to the customer who wrote the negative review. The final document should follow the layout of the example above.

Peer feedback – class discussion

Project the documents or send them to the participants. Ask them to comment on:

- What sort of misunderstanding arose?
- What was difficult about trying to give a solution?
- How did the register used contribute to facilitating a solution?
- Was the goal achieved in all cases? If not, why wasn't it?



Sample of an
online com-
munication task

Assessment

Fill in the following table, or have their peers fill it in. The success in the completion of the task is determined by the number of questions answered affirmatively.

	Yes	No
Was the register and language used appropriate for the situation?		
Did the group identify misunderstandings in the online exchange selected?		
Did they attempt to solve the misunderstanding responding to the original messages?		
Was the misunderstanding resolved?		



Word of caution



- Make sure the topic does give advantage to some candidates over others.
- Be careful with controverted topics.
- Make sure the activities are not only authentic but liable to be extrapolated.
- Ensure the construct is represented (avoid under-representation).
- Take the practical aspect into consideration.
- Carefully design assessment criteria and train raters to ensure reliability.
- Take the type of assessment into consideration (achievement, proficiency, placement, etc)



How should a valid meaningful exam look like:

Authentic/realistic
Practical
Designed for the target group
With clear goals
Encouraging co-construction of meaning

What aspects should be considered

Context
Situation
Target group (needs analysis)
Communication goals
Role of the candidate/s
Tasks (how many? What sort of tasks)

**Is performance
extrapolable to
real life?**

**Can it be
generalised?**

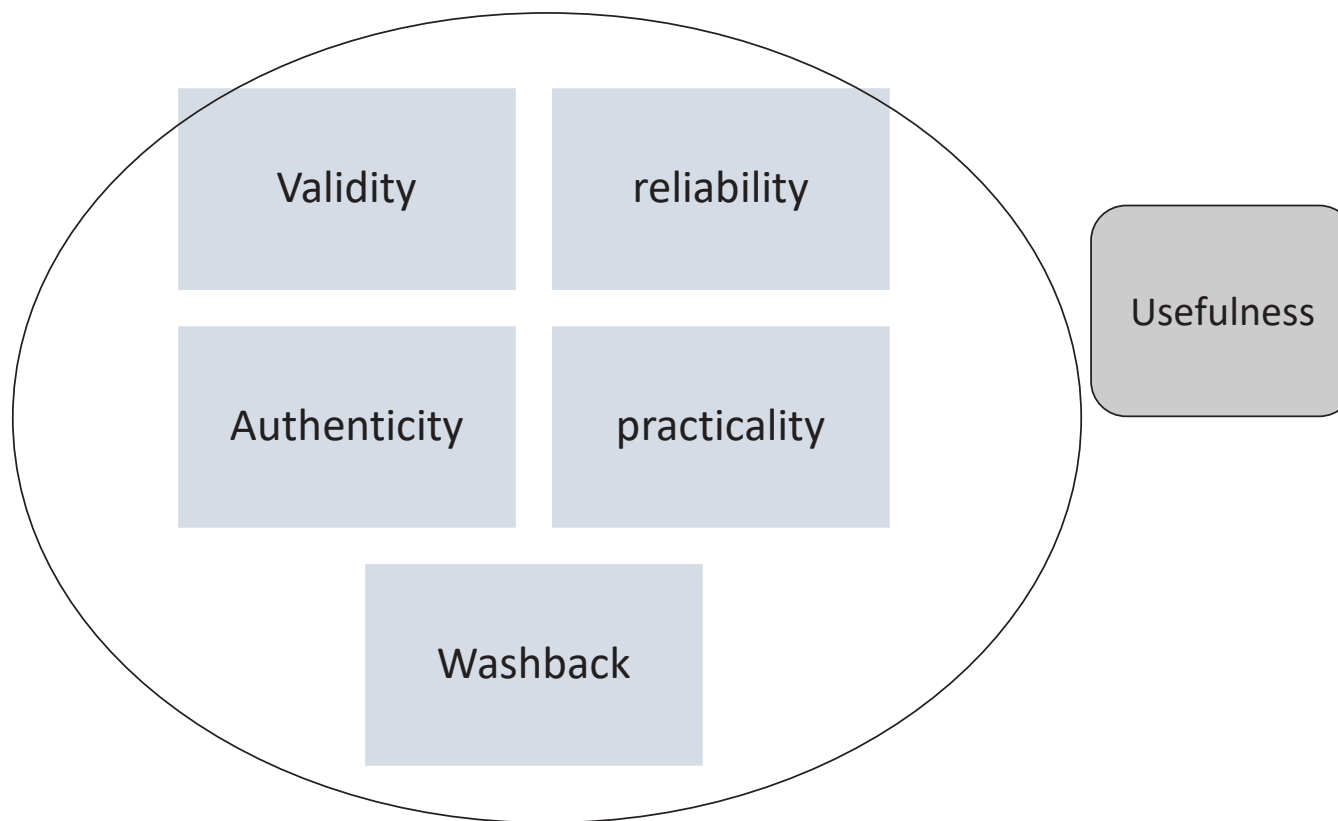
Look at the checklist for tasks in the drive (Checklist for tasks: GULT Project <https://www.ecml.at/ECML-Programme/Programme2008-2011/Guidelinesfortask-baseduniversitylanguagetesting/tabid/4373/language/en-GB/Default.aspx>)

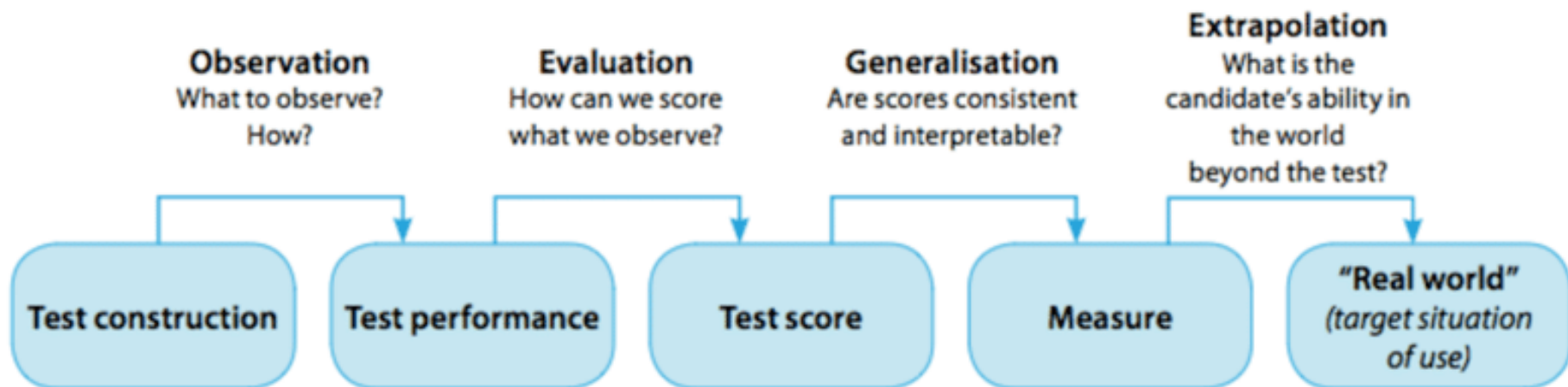
Day 2

Session I: Minimum standards in language testing

Basics of psychometrics in university language teaching and testing

Minimum standards in language testing





Test tasks must be relevant and representative of the field of use

The characteristics of the candidate's performance need to show evidence of his competence

Observed scores reflect relevant characteristics of the candidate's performance

Observed scores reflect expected scores (what the candidate would be able to do on other parallel tasks and with other raters) (reliability)

Expected scores can be generalized to the candidate's performance in a linguistic context

Validity is not a property of a test, but of the use of that test for a purpose.

Therefore, validity refers to the use of the test and the interpretation of its results.

There are different degrees of validity

Validity can be measured

Reliability is a necessary condition for validity, they are complementary aspects

Reliability answers the question: how much of the candidate's performance is due to measurement error or factors unrelated to the measured language ability?

A reliable test may not be valid

BUT

A test cannot be valid if it is not reliable.



Factors Affecting Reliability:

Factors related to the method used

Factors Related to ratings and raters

Factors related to the candidate's attributes (attributes not related to language proficiency)

Unforeseeable and temporary factors (related to the administration of the test)

Reliability cannot be claimed if there is no measurement

Descriptive statistics for our tests

Mean: average of the dataset

the mean says that if your neighbour has two cars and you have none, you both have one car

Median: the middle of the set of numbers

Mode: the most common number in a dataset

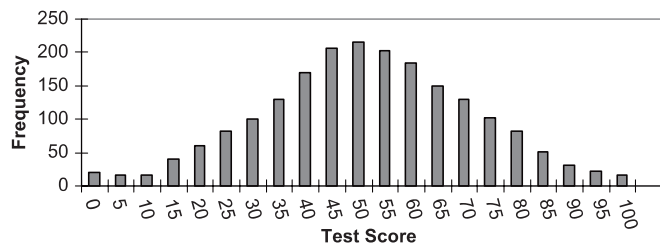
Graphical representation: histograms

Useful to see at first glance how our exam worked

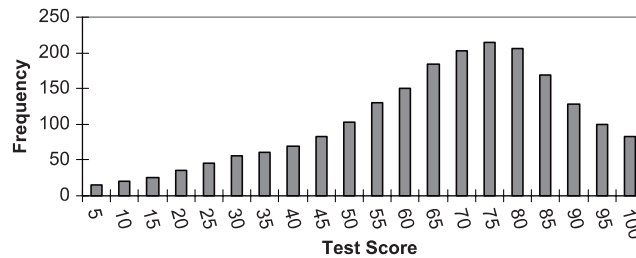
to look at the behaviour of raters

to look at the correlation of skills (a bit trickier but perfectly accesible)

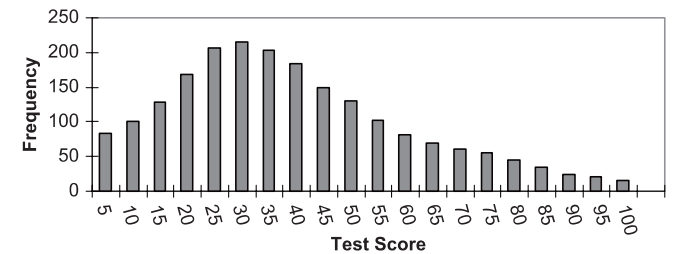
For which tests would these distributions be desirable?



Normal distribution



Right skewed distribution



Left skewed distribution

Tests with objective marking (generally speaking, this will be listening and reading tests)

FI

.30-.70 optimal
.20-.80 good (as long as DI is also good)

DI

>.40 optimal
.30-.39 good
.20-.29 items needs revising
<.19 revise or discard the item

Distractor analyses

<7% (the distractor is not working)
(10% if we are looking at 4 options)

Cronbach's Alpha

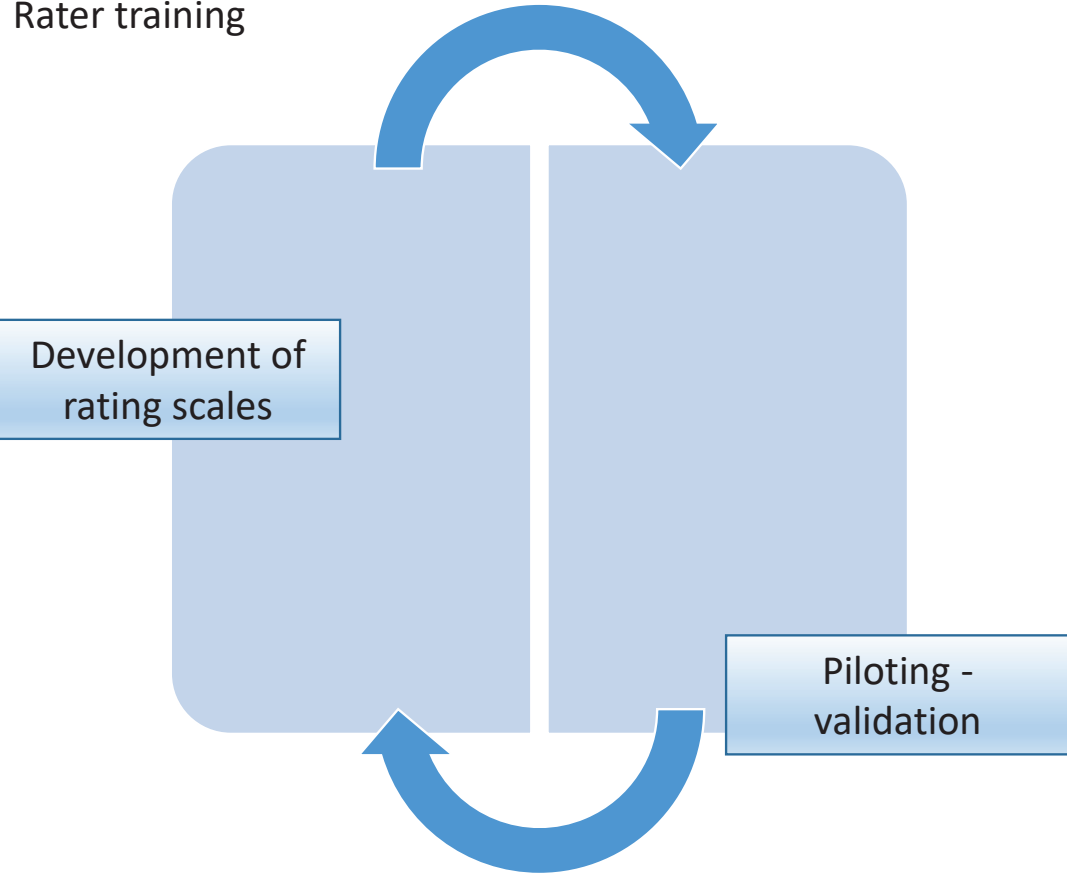
>.80 optimal
>.70 acceptable

Susceptible to number of items

Productive skills

Consistent rating scales

Rater training



The diagram illustrates a cyclical process for productive skills assessment. It features a large, light blue rounded rectangle divided into two vertical panels. A blue curved arrow at the top points from the left panel to the right panel, and another blue curved arrow at the bottom points from the right panel back to the left panel, forming a continuous loop. A small white box with a blue border is positioned to the left of the left panel, containing the text 'Development of rating scales'. A similar white box with a blue border is positioned to the right of the right panel, containing the text 'Piloting - validation'.

Development of
rating scales

Piloting -
validation

Training of raters

Familiarization with the test and test tasks

Familiarization with the CEFR and the assessment scale

Introduction to rater tendencies

Gold standards

Written/spoken performances (at least 5 at different performance levels – borderline productions)

Discussions and cut score setting – expert committee

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19
2	GR.	2	3	3	3	3	3	3	4	2	3	4	3	2	3	1	3	3	2	3
3	VOCAB.	3	3	3	3	3	3	3	4	3	3	4	3	2	3	1	4	3	1	3
4	DISCOURSE	2	2	2	3	3	4	4	4	2	3	3	3	3	2	1	2	4	1	4
5	INT. COMM.	3	3	3	4	3	4	4	4	3	3	3	4	2	1	1	4	4	2	4
6	OVERALL	3	3	3	4	3	4	4	4	3	3	3	3	2	2	1	3	3	2	3
7	Media del corr	2,60	2,80	2,80	3,40	3,00	3,60	4,00	2,60	3,00	3,40	3,20	2,20	2,20	1,00	3,20	3,40	1,60	3,40	4,00
8	Media esperac	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40	3,40
9	Dif real Espera	-0,80	-0,60	-0,60	0,00	-0,40	0,20	0,60	-0,80	-0,40	0,00	-0,20	-1,20	-1,20	-2,40	-0,20	0,00	-1,80	0,00	0,60
10																				
11		Standardised marks																		
12		GR.	3																	
13		VOCAB.	3																	
14		DISCOURSE	3																	
15		INT. COMM.	4																	
16		OVERALL	4																	
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GR- Good control of a range of grammatical forms used in predictable situations. Uses complex grammatical forms, although not always elegantly, and makes some mistakes that do not impede understanding. Good sentence structure, including complex sentences.

VOCAB. - Varied range of vocabulary. Some repetition and avoidance strategies.

DISCOURSE - The candidate provides extensive responses even though, at times, there is some hesitation and pauses.

INT. COMM. - Responds appropriately and keeps the task going. Further develops the other candidate's ideas but doesn't highlight and doesn't discuss implications in detail. Pronunciation and intonation adequate.

Some CEFR descriptors for B2

Range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

Accuracy: Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.

Fluency: Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.

Interaction: Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.

Coherence: Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.

Phonology: Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.

GR. - Good control of a range of grammatical forms used in predictable situations. Uses complex grammatical forms, although not always elegantly, and makes some mistakes that do not impede understanding. Good sentence structure, including complex sentences.
VOCAB. - Varied range of vocabulary. Some repetition and avoidance strategies.
DISCOURSE - The candidate provides extensive responses even though, at times, there is some hesitation and pauses.
INT. COMM. - Responds appropriately and keeps the task going. Further develops the other candidate's ideas but doesn't highlight and doesn't discuss implications in detail. Pronunciation and intonation adequate.

Some CEFR descriptors for B2

Range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

Accuracy: Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.

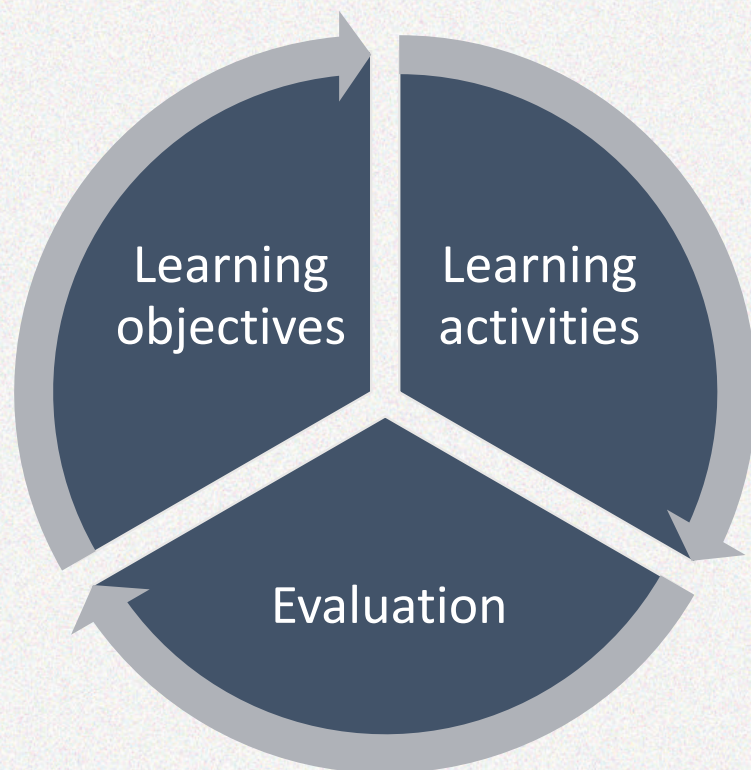
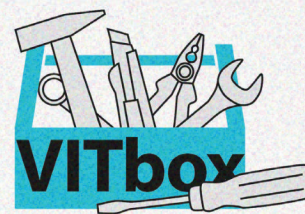
Fluency: Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.

Interaction: Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.

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Session II: Constructive alignment



Constructive **alignment** is coherence between curriculum design, teaching, and assessment.

(Biggs , 2003, 2011)

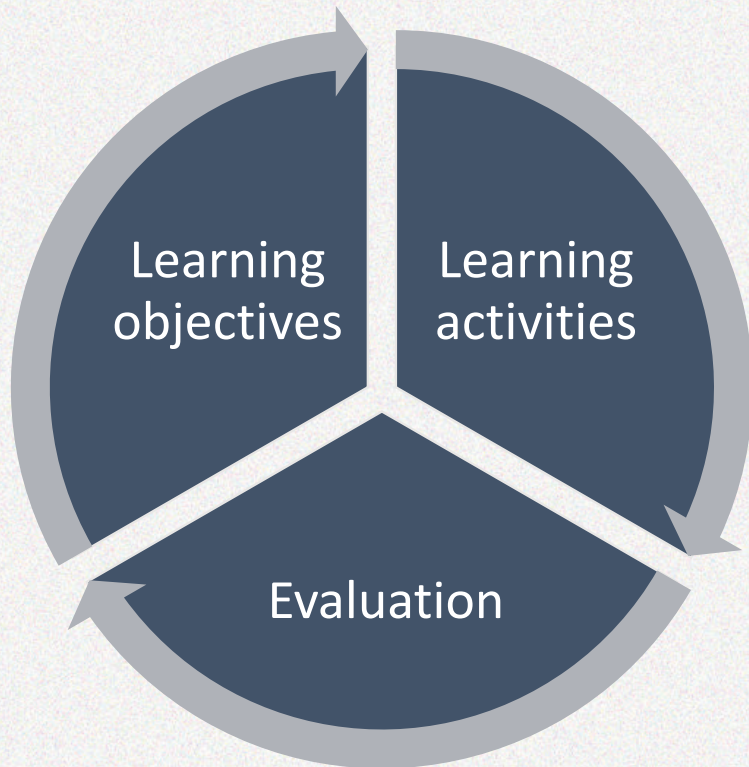
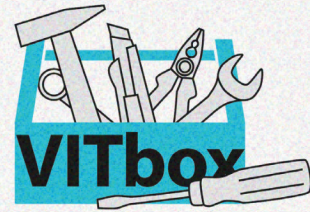
Inverse design is to identify the learning needs and define the objectives in terms of "real world", designing curriculum, learning activities and assessment accordingly.

(North, 2018)

In **constructive alignment** , we start with what we want the student to be able to do in the real world, and from there, we decide what activities and content will be necessary for the student to be able to achieve this goal.



Coherence in the curriculum



Learning objectives: CEFR descriptors.

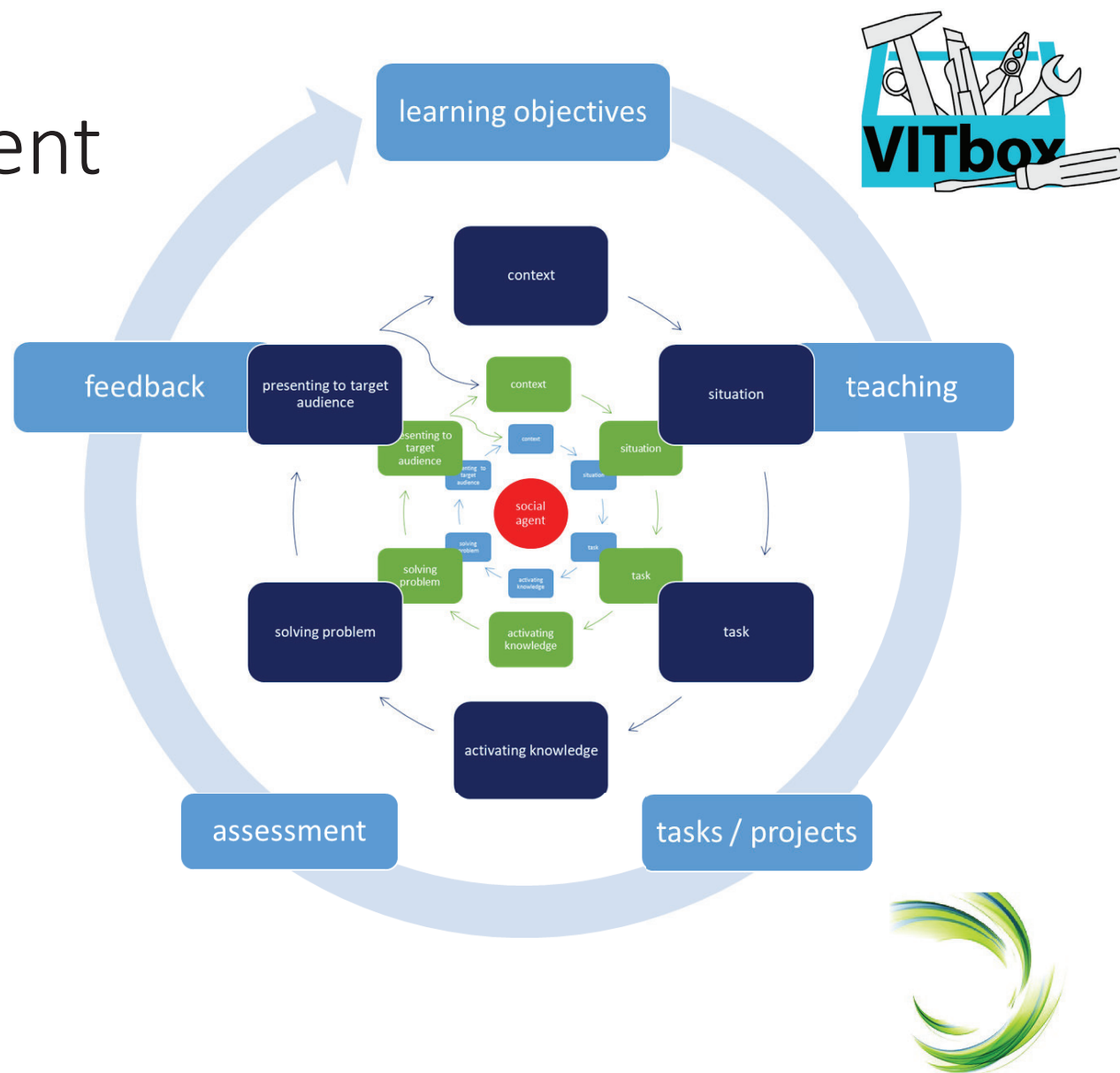
Learning activities: action-oriented approach.

Assessment: descriptors as evaluation criteria... but... be careful! The framework was not designed for this, we need to adapt it to our context and needs.



Constructive alignment

In this teaching – learning – assessment cycle the learner (as a social agent) is at the centre of the activity, co-constructing meaning with their peers



Constructive alignment and course design



Syllabus development – option 1:

1. Identifying needs
2. Defining the learning objectives (“intended learning outcomes”)
3. Specifying teaching methods
4. Developing teaching and learning activities
5. Developing assessment tasks

→ Assessment tasks need to be in line with the learning objectives, the classroom activities (teaching) and the learning.

(see also: Richards’ definition of “forward design” – Richards 2013)



Constructive alignment and course design



Syllabus development – option 2:

1. Identifying needs
2. Defining the learning objectives (“intended learning outcomes”)
3. Developing assessment tasks
4. Specifying teaching methods
5. Developing teaching and learning activities

→ Assessment tasks need to be in line with the learning objectives, the classroom activities (teaching) and the learning.

(see also: Richards’ definition of “backward design” – Richards 2013)

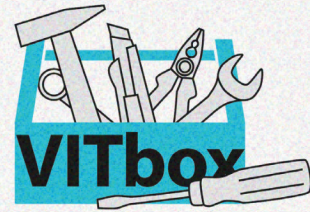




Using the CV to help us design tasks: example



Practical example: exam for 12-year-old students



What do we want the apprentice to do? We choose the descriptors	How do we teach to perform these tasks in the classroom? We design curricula , learning tasks	How do we evaluate? We design the evaluation tasks
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VC Descriptors

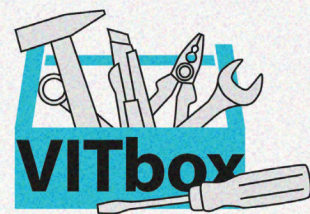
Relevant Descriptors for young learners

Appendix 6: Examples of use of online interaction and mediation descriptors

Appendix 3: qualitative characteristics of spoken language

Appendix 4: assessment scale for written texts

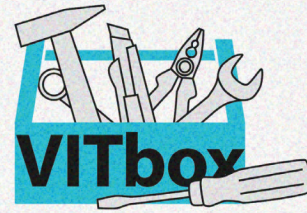




Our students are learning English at a B1 level,
they will use English for travelling (leisure) and
to interact with children their age in other
countries



The learner must be able to...



Convey in writing (in language B) specific and relevant information contained in direct informative texts (written in language A) on familiar topics (**Conveying specific information in writing**) .

Summarize with simple language (in language B) the main content of direct texts (in language A) on familiar topics (**transmitting written text orally**)

You can ask a member of the group the reasons for their opinions (**Collaborating to build meaning**)

You can talk in simple terms about how certain things that may seem "strange" to you in another sociocultural context, may seem "normal" to the other people involved (**Use of the multicultural repertoire**) .

You can make online descriptions of social events, experiences and activities related to links and media and share personal feelings (**Online discussions and conversations**)



Relevance of descriptors for age group 11-15



Appropriate topics

Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).	Partially relevant: <u>if subject matter is familiar.</u>
Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.
Can ask a group member to give the reason(s) for their views.	Relevant.
Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.
Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.	Partially relevant: could work towards this in age appropriate contexts.

with support

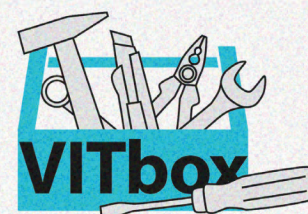


Appendix 6: Examples of use of online interaction and mediation descriptors



	Mediating a text				
	Relaying specific information in speech or sign	Text (and discourse environment)			
		Personal	Public	Occupational	Educational
B1	Can relay (in Language B) the content of public announcements and messages delivered clearly at normal speed (in Language A).	on the radio or TV	in a station, airport, sports stadium, at political rallies/events, alerts, warnings or instructions that may be given at an accident site or construction zone	at a trade fair or conference, at a factory, warehouse, refinery, on a ship, during safety drills	during a university event/lecture, which may take place in a large auditorium
	Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	on the radio or TV, from a passer-by (e.g. travel/route information), instructions from a friend over the phone on how to get to a party	instructions at airports, stations and on planes, buses and trains, or on how to use simple equipment such as a hotel safe, directions on how to get from X to Y, a travel itinerary	instructions given in a meeting on how to perform a work task, or operate simple equipment; instructions, particularly on safety procedures, given at a trade fair or conference, at a factory, warehouse, on a ship	academic regulations, policies/procedures, course/assignment requirements given by a professor/teacher; instructions on how to use simple research tools to complete a school task or on how to conduct a simple experiment
	Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).	leaflets, brochures, guidebooks, websites, details of a housing agreement	leaflets, information panels in museums or galleries, notices identifying immediate public hazards, club/association rules, travel itineraries, times and locations of club/association meetings, information about a sale or promotion	possible products that meet a requirement, the terms of a commercial offer, equipment operational instructions, safety procedures	school policies and regulations, a course outline, steps involved in completing an assignment/school task, a list of assignments as well as relevant criteria, notices, exam regulations, conditions for participation in an exchange programme

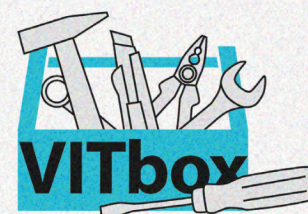




Appendix 3: qualitative characteristics of spoken language

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.



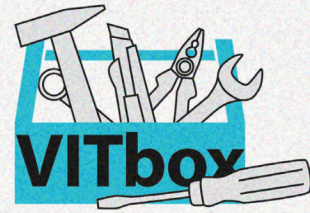


Appendix 4: evaluation scale for written texts

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. <i>The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.</i>	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more common situations. <i>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</i>	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.



Task - The overarching task is for the students to prepare a cultural trip to Spain for some German students. To do this they must:



1. Work in groups and look for information online in Spanish about 5 traditional festivals that are celebrated in Spain.
2. Summarize the most relevant information about these 5 festivals in English to be able to send it to the group of German students.
3. Decide as a group discussing in English which of the festivals might be more attractive for German students of the same age.
4. Discuss which of these festivals might be strange to German students and why.
5. Choose one of the festivals among the members of the group and leave a voice message for the German students recommending this festival and informing them about the region where it takes place and about the dates .





Assessment:

By the teacher, self-evaluation, peer evaluation, etc.

	Yes	No
The information in the text read was summarised		
The text of the summary was coherent and well developed with everyday vocabulary and small errors that could make reading difficult but did not hinder comprehension		
Discussion was encouraged and there was active participation		
Discussion about cultural similarities and differences was encouraged		
Pronunciation was intelligible and they were able to convey the message		



Which type of tasks should we aim for ...

Meta task/parent task

Sub-tasks:

Listening

reading

Spoken interaction

Written interaction

Integrated or isolated? Combination of both?

What type of exam are we developing?

Is it aligned to the CV?

Is it aligned to teaching and learning objectives?

Look at the checklist for tasks in the drive (Checklist for tasks: GULT Project <https://www.ecml.at/ECML-Programme/Programme2008-2011/Guidelinesfortask-baseduniversitylanguagetesting/tabid/4373/language/en-GB/Default.aspx>)

Recap: where is the CV taking us?



Teaching

teaching and learning based on tasks linked to the real world and therefore adapted to each context , each user , each reality .



Assessment

integrated skills, task based or scenario based, multimodal and with the use of ICT.

Resources

CEFR and CV

<https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors-search>

additional descriptors

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

Manual to anchor language education to the CEFR

https://www.ealta.eu.org/documents/resource/s/CEFR_alignment_handbook.pdf

Manual for anchoring exams to the CEFR

<https://www.coe.int/en/web/common-european-framework-reference-languages/relating-examinations-to-the-cefr>

European Center of Modern Languages

[VITbox Project](#)

[METLA Project](#)

[GULT Project](#)

Resources for statistics

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Carr, N. T. (2011). Designing and analyzing language tests. Oxford University Press.

Green, R. (2013). Statistical analyses for language testers. Springer.

Bachman, L. F., & Kunnan, A. J. (2005). Statistical Analyses for Language Assessment Workbook and CD-ROM.

Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage.

Web resources

Fulcher, G. Language Testing Resources <http://languagetesting.info>

Discovering statistics: <https://www.discoveringstatistics.com/statistics-hell-p/>



Questions and feedback are appreciated!!!

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