

Innovative aspects of the Companion Volume:

Sample tasks for use
in teacher education and
in professional development



Task 1 “Innovative aspects”: Introduction

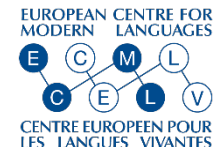
The aim of this first activity is to make teachers / trainee teachers aware of the theoretical framework presented and the potential of the CEFR Companion Volume for innovation in the classroom.

In a first step you might ask participants to read Chapter 2 of the Companion Volume “*Key aspects of the CEFR for teaching and learning*” and to reflect upon their personal reaction to the text.

You may invite them to address the aspects presented on the following slide.



© 2023. This work is licensed under an Attribution-NonCommercial-NoDerivatives Creative Commons [CC BY-NC-ND 4.0. License](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Fischer J. et al (2023), *CEFR Companion Volume implementation toolbox*, Council of Europe (European Centre for Modern Languages), Graz, available at www.ecml.at/companionvolumetoolbox.



Task 1 “Innovative aspects”: Reflection and discussion task

Please read chapter 2 “Key aspects of the CEFR for teaching and learning” of the CEFR Companion Volume and then reflect upon and discuss with your colleagues:

- *concepts or ideas that were new to you*
- *aspects that surprised you when reading the text*
- *aspects where you would like to gain more information*
- *aspects that you do not agree with*
- *ideas on how this new concept will impact your approach to teaching and assessment*



Task 2 “The action-oriented approach”: Introduction

The aim of this activity is to make teachers / trainee teachers reflect upon the action-oriented approach and the notion of the learner as a social agent and its impact on teaching and learning.

You may wish to discuss with the participants

- to what extent they think that they already follow an action-oriented approach and
- what steps still need to be done.

You may invite them to address the aspects presented on the following slide.



Task 2 “The action-oriented approach”: Reflection and discussion task

Please consider how the new focus on the action-oriented approach impacts your approach to teaching and assessment. Please reflect upon the following questions and exchange your ideas and comments with your team members:

- Do you already apply an action-oriented approach in your teaching?*
- What is the impact of considering the learner as a social agent for the development of classroom activities?*
- How can we make our classroom activities more authentic, meaningful and relevant for our learners?*



Task 3 “Four modes of communication”: Introduction

The aim of this activity is to make teachers / trainee teachers reflect upon the new focus on the four modes of communication.

You may wish to discuss with the participants how this new concept impacts their approach to teaching and to assessment and which role mediation plays in this context.

You may invite them to address the aspects presented on the following slide.



© 2023. This work is licensed under an Attribution-NonCommercial-NoDerivatives Creative Commons [CC BY-NC-ND 4.0. License](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Fischer J. et al (2023), *CEFR Companion Volume implementation toolbox*, Council of Europe (European Centre for Modern Languages), Graz, available at www.ecml.at/companionvolumetoolbox.



Task 3 “Four modes of communication”: Reflection and discussion task

After reading chapter 2 “Key aspects of the CEFR for teaching and learning” of the CEFR Companion Volume please consider how this new focus on the four modes of communication impacts your approach

- a) to teaching and*
- b) to assessment.*

Please exchange your ideas and comments with your team members.



Task 4 “Plurilingual and pluricultural aspects”: Introduction

The aim of this activity is to invite teachers and teacher trainees to

- a) reflect upon the potential of a plurilingual and pluricultural approach in teaching, learning and assessment and
- b) develop ideas on how they can integrate plurilingual and pluricultural aspects in the classroom



© 2023. This work is licensed under an Attribution-NonCommercial-NoDerivatives Creative Commons [CC BY-NC-ND 4.0. License](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Fischer J. et al (2023), *CEFR Companion Volume implementation toolbox*, Council of Europe (European Centre for Modern Languages), Graz, available at www.ecml.at/companionvolumetoolbox.



Task 4a “Plurilingual and pluricultural aspects”: Reflection and discussion task

- *Plurilingual and pluricultural approaches are often discussed under one heading. Do you think that plurilingual approaches require dealing with pluricultural aspects at the same time? Why? / Why not?*
- *In which cases would you cover plurilingual aspects in your teaching without dealing with pluricultural aspects, and vice versa?*



Task 4b “Plurilingual aspects”: Reflection and discussion task

Please consider the following questions and discuss them with your colleagues:

- What are the benefits of integrating plurilingual approaches into teaching and learning?*
- In which way could you integrate them into your syllabus and in which way would learners benefit from this approach?*
- Can you think of ways of assessing plurilingual aspects, and if so how can this be done?*



Task 4c “Pluricultural aspects”: Reflection and discussion task

Please consider the following questions and discuss them with your colleagues:

- What are the benefits of integrating pluricultural approaches into teaching and learning?*
- In which way could you integrate them into your syllabus and in which way would learners benefit from this approach?*
- Should pluricultural aspects be assessed? Why? / Why not?*



Task 5 “Innovative aspects”: Introduction

The aim of this activity is to encourage innovation in teaching, learning and assessment.

You may invite teachers and teacher trainees to develop ideas for innovative teaching and assessment scenarios, tasks and activities.



© 2023. This work is licensed under an Attribution-NonCommercial-NoDerivatives Creative Commons [CC BY-NC-ND 4.0. License](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Fischer J. et al (2023), *CEFR Companion Volume implementation toolbox*, Council of Europe (European Centre for Modern Languages), Graz, available at www.ecml.at/companionvolumetoolbox.



Task 5 “Innovative aspects”: Reflection and discussion task

With your colleagues, please develop ideas for new approaches to teaching and assessment which are in line with the theoretical framework of the Companion Volume and which you would like to pilot in your classroom.

- *What innovative classroom scenarios can you think of?*
- *How can you make your examination tasks more authentic and meaningful?*
- *What are the obstacles, and how can they be overcome?*
- *Which compromises are necessary to stay in line with curriculum requirements?*
- *Where do you need help?*

