

# The CEF Roundtable

5/29/2006

# The CEF Project

- **Initial, essential background reading was underway**
- **Two committee members would go to a CEF conference in Hungary in February.**
- **In late February or early March there would be co-operation with 1-2 universities that had started the process.**
- **The Committee would hold a roundtable to come up with a roadmap on how to go about CEF work in the near future.**

# The Purpose of the Document

- To serve as a basis for today's discussion.
- To help us draw up an action plan in starting to use the CEF.
- To serve as one of the documents to be made public if the School Board decides to share the process with the house

# Food for Thought

- **Why are we to use the CEF?**
  - What are some benefits to it? Will there be any drawbacks?
- **How much of what we are presently doing matches the CEF in terms of:**
  - the language learning programmes / content; methodology; assessment; teacher training
- **Which area(s) will require the most work?**
  - the language learning programmes / content; methodology; assessment; teacher training; other areas?

# Highlights from the Document

# Highlight 1

The CEF is a descriptive framework, not a set of suggestions, recommendations, or guidelines. Teachers, course designers, curriculum developers, and examination boards can engage with the CEF as **a way of describing their current practice, not in order to compare it in a neutral way with practice in other contexts, but in order to critique it in its own terms, and to improve it by drawing on ideas and resources set out in the Framework.**

(Keith Morrow; ICEF: p.8)

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# Highlight 2

Learning programmes can be **global** (all dimensions of language proficiency and communicative competence), **modular** (proficiency in a restricted area for a particular purpose), **weighted** (higher level in some areas of knowledge and skill than others) or **partial** (only for certain activities and skills – eg. reception only).

(CEF: p.6)

# Highlight 3

The use of the Framework is threefold – planning language learning programmes **(needs, objectives, content)**, planning language certification **(content syllabus of examinations and assessment criteria)** and planning self-directed learning **(raising learner awareness of present state of knowledge, self-setting feasible and worthwhile objectives, selection of materials and self-assessment).**

(CEF: p.6)



# Highlight 4

The rationale for the goals and objectives of the SFL curriculum is that students build language competence through **realistic classroom tasks** which **reflect the ones they will encounter in their academic and professional lives** or which **build the necessary skills for tasks they will encounter in their academic lives**. Therefore, meaningful learning gains importance through the teaching methods applied and the learning tasks employed. In other words, **language skills are to be integrated and to be purposefully treated** towards the **achievement of process learning, in which relevant skills and knowledge are transferred across tasks**.

**Critical thinking skills, learner autonomy (strategies), motivation, integrated skills, an understanding of ethics and cultural diversity, and use of current technology are assumed as integral components of the relevant teaching and learning processes to be employed at the SFL, METU.**

(SFL Curriculum Document)

# Highlight 5

- All the statements in the **descriptors are positive**: even 'low' levels of **language learning have a value and worth**.
- The descriptors are based on '**reception**', '**production**', '**interaction**' and '**mediation**' rather than the 4 skills, encouraging us to look at the **skills as being integrated rather than isolated**.
- The Framework sees language as being **action-based, not knowledge-based** and, it broadens and makes systematic **what is involved in learning, teaching and assessing**, but it is not prescriptive: it can be used as a source of **material for reflection and teacher development activities**.
- The common reference levels are key elements towards the achievement of a **common vocabulary and set of standards for talking about language knowledge, skills and achievement**.
- **Self-assessment is a central feature**. The self-assessment grid has been adopted as a key feature of the European Language Portfolio, and the development of self-assessment checklists to accompany the grid are seen as a way of stimulating learner motivation and involvement providing a means for learners to set learning objectives.

(Frank Heyworth; ICEF:18-20)

# Highlight 6

The authors suggest that users of the Framework consider and where appropriate state:

- on which **theory of grammar** they have based their work;
- which **grammatical elements, categories, classes, structures, processes and relations** are learners, etc. equipped/required to handle.
- the **basis on which** grammatical elements, categories, structures, processes and relations **are selected and ordered**;
- how their **meaning is conveyed to learners**;
- **the role of contrastive grammar in language teaching and learning**; the extent to which learners are to be made aware of the grammar of (a) **the mother tongue** (b) **the target language** (c) **their contrastive relations**.
- the relative **importance attached to range, fluency and accuracy in relation to the grammatical construction of sentences**;
- how grammatical structure is a) **analysed, ordered and presented to learners** and (b) **mastered** by them.

(CEF: 149)

# Highlight 7

## THE SUGGESTED ROAD MAP

- Using the CEF **at all levels** of instruction and starting with **oral interaction for all levels**.
- Matching the **CEF levels** (A / B / C) with **SFL levels** (DBE & DML) for each instructional span/course.
- Specifying **the domain** in which the learners will need to perform activities. → personal, public, educational, occupational?
- **Matching the objectives** of each instructional span/course **with CEF descriptors**
- Specifying expected **learning outcomes** and drawing up DBE/DML descriptors by adapting CEF descriptors so that DBE/DML objectives **reflect what the learners can do/ their level of performance** as regards the skills, strategies and linguistic as well as lexical knowledge as indicated within the curriculum document.
- Drawing up **course content**
- Specifying the **task types** to be incorporated into the syllabus.
- Modifying / Selecting / Producing **the course material**.
- Revising the achievement (and proficiency) **assessment tools**, and if necessary making the necessary modifications.
- Introducing **self-assessment tools**.
- Carrying out **teacher training**.