

# Revisiting the CEFR Manual for Relating Exams with the CEFR Companion Volume

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# Outline

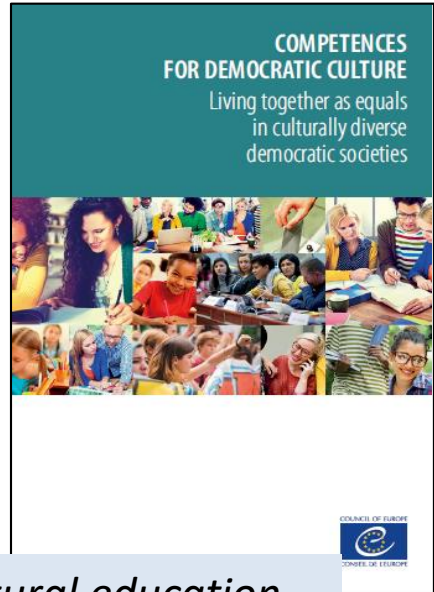
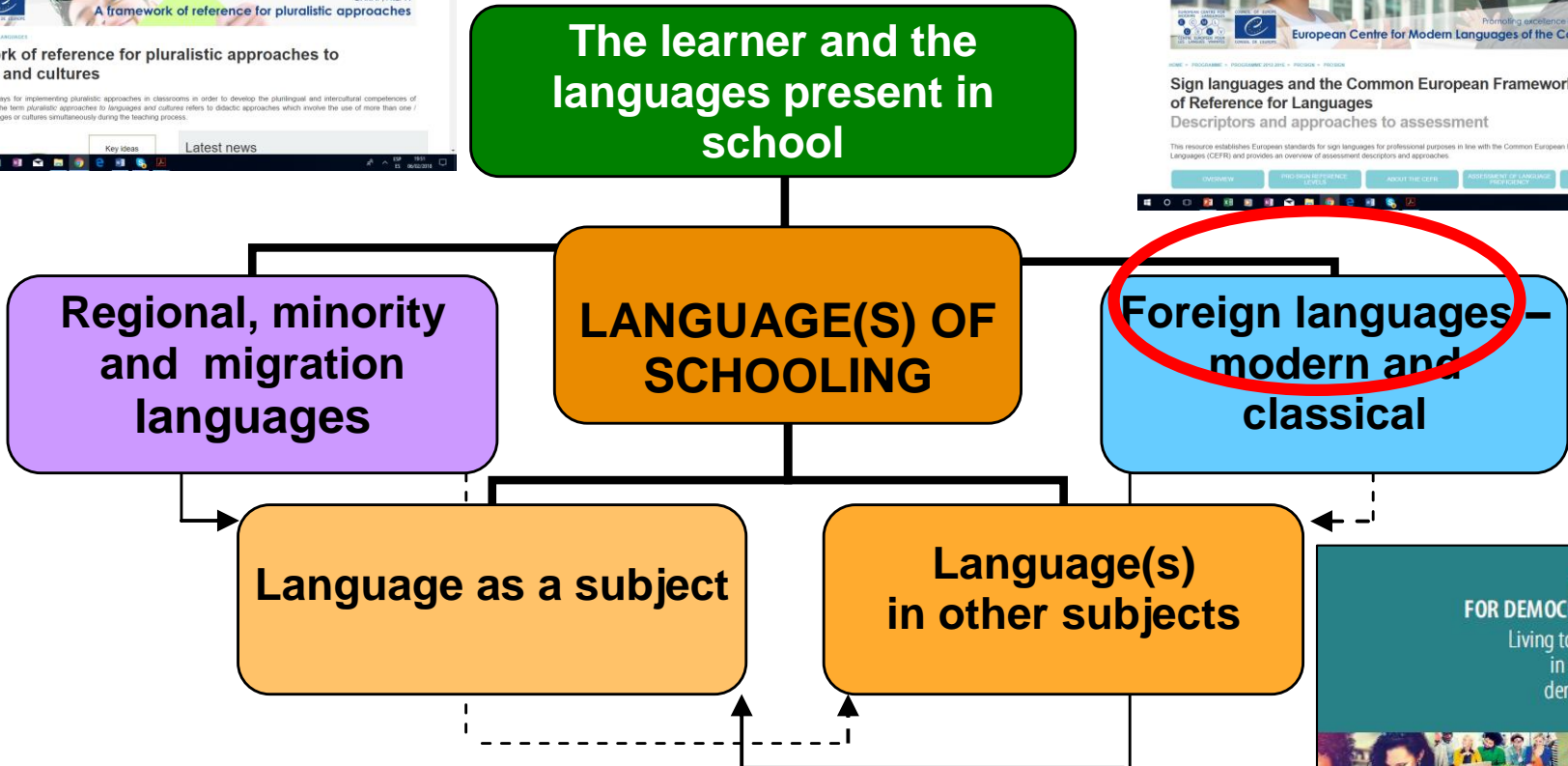
## The CEFR Companion Volume (CV)

- Contextual Clues
- Objectives and Contents

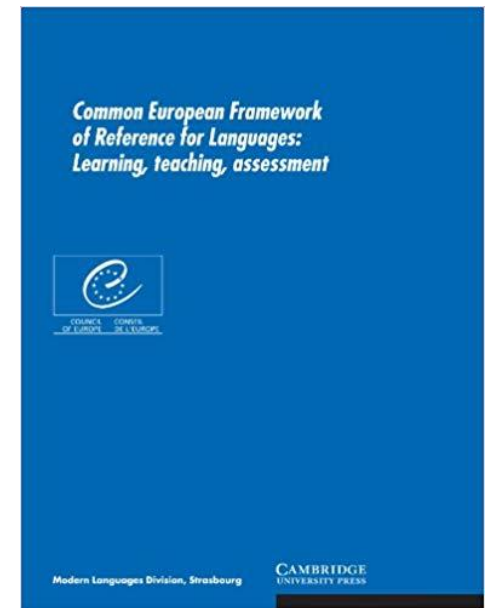
## The CV and the Manual for Relating Examinations

- Work so far
- Issues and challenges

## Summary and Outlook



*The Platform of resources and references for plurilingual and intercultural education*  
<https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/>



**CEFR Companion  
Volume  
with extended illustrative  
descriptors**

**Education Department  
September 2017**



January 2009



Relating Language Examinations  
to the Common European  
Framework of Reference for  
Languages: Learning, Teaching,  
Assessment (CEFR)

Language Policy Division

[www.coe.int/lang](http://www.coe.int/lang)

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

# Council of Europe Foreword

- *Since the CEFR was published, the engagement of the Council's Language Policy Programme together with its European Centre for Modern Languages (ECML) has **broadened**.*
- *A number of policy documents and resources that further develop the underlying educational principles and objectives of the CEFR are available, **not only concerning foreign/second languages but also as regards the language of schooling, and the development of curricula to promote plurilingual and intercultural education.***
- *It is important to note that the **additions do not impact on the construct described in the CEFR, or on its Common Reference Levels**. The Companion Volume, and in particular the descriptors for new areas, represent an **enrichment of the original descriptive apparatus**.*

(Bergan, S. and Qiriazzi, V. 2017:22)

- Completing the descriptive scheme
- Operationalising the scheme with new scales for:
  - Online interaction
  - Mediation (including reactions to creative text)
  - Plurilingual and pluricultural competence
  - Signing competences
- Updating the 2001 set of scales, (including adding a few new scales)
- Reinforcing the CEFR message:  
**learning, teaching, assessment**

# COLLATED REPRESENTATIVE SAMPLES OF DESCRIPTORS OF LANGUAGE COMPETENCES DEVELOPED FOR YOUNG LEARNERS

RESOURCE FOR EDUCATORS

[www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

**Volume 1: Ages 7-10**  
**2018 Edition**

Collected by:  
**Tunde Szabo, Eurocentres**

Sounding board:  
**Coreen Docherty**  
**Brian North**  
**Tim Goodier**

Consultants:  
**Eli Moe**  
**Angela Hasselgreen**

Supervised by:  
**Tim Goodier, Eurocentres**

This document is developed  
through Eurocentres  
consultancy for the Council of  
Europe.

It is drawn from European  
Language Portfolios and other  
sources and mapped to the  
extended set of illustrative  
descriptors of the Common  
European Framework of  
Reference for Languages:  
Learning, teaching,  
assessment (CEFR),  
organised by CEFR level.



# COLLATED REPRESENTATIVE SAMPLES OF DESCRIPTORS OF LANGUAGE COMPETENCES DEVELOPED FOR YOUNG LEARNERS

RESOURCE FOR EDUCATORS

[www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

**Volume 2: Ages 11-15**  
**2018 Edition**

Collected by:  
**Tunde Szabo, Eurocentres**

Sounding board:  
**Coreen Docherty**  
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Consultants:  
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COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

DEVELOPING ILLUSTRATIVE  
DESCRIPTORS OF ASPECTS OF  
MEDIATION FOR THE CEFR

Language Policy

Brian North  
Enrica Pioardo



Education, mobility, otherness  
The mediation functions of schools

Language Policy Unit  
DG2 - Directorate General of Democracy  
Council of Europe, 2015  
[www.coe.int/t/09/Lingu](http://www.coe.int/t/09/Lingu)

Language Policy

Enrica Pioardo





# The Companion Volume (CV)

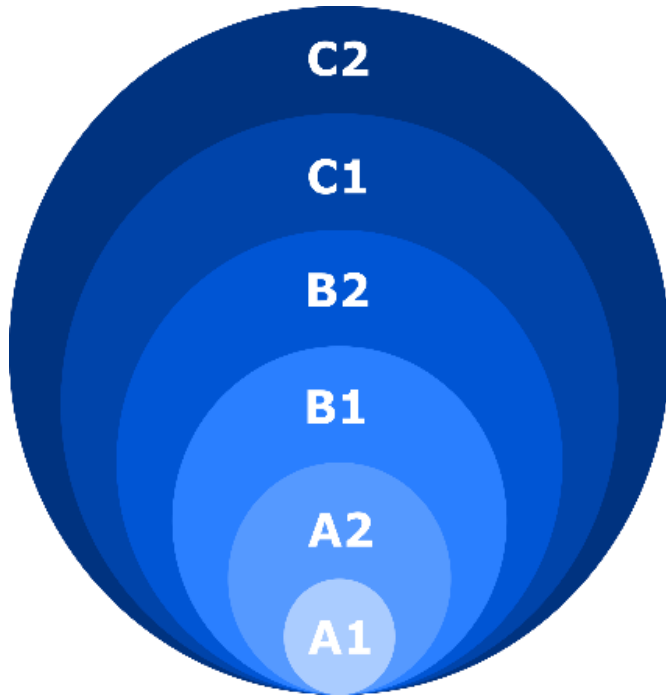
Preface with acknowledgements

Foreword

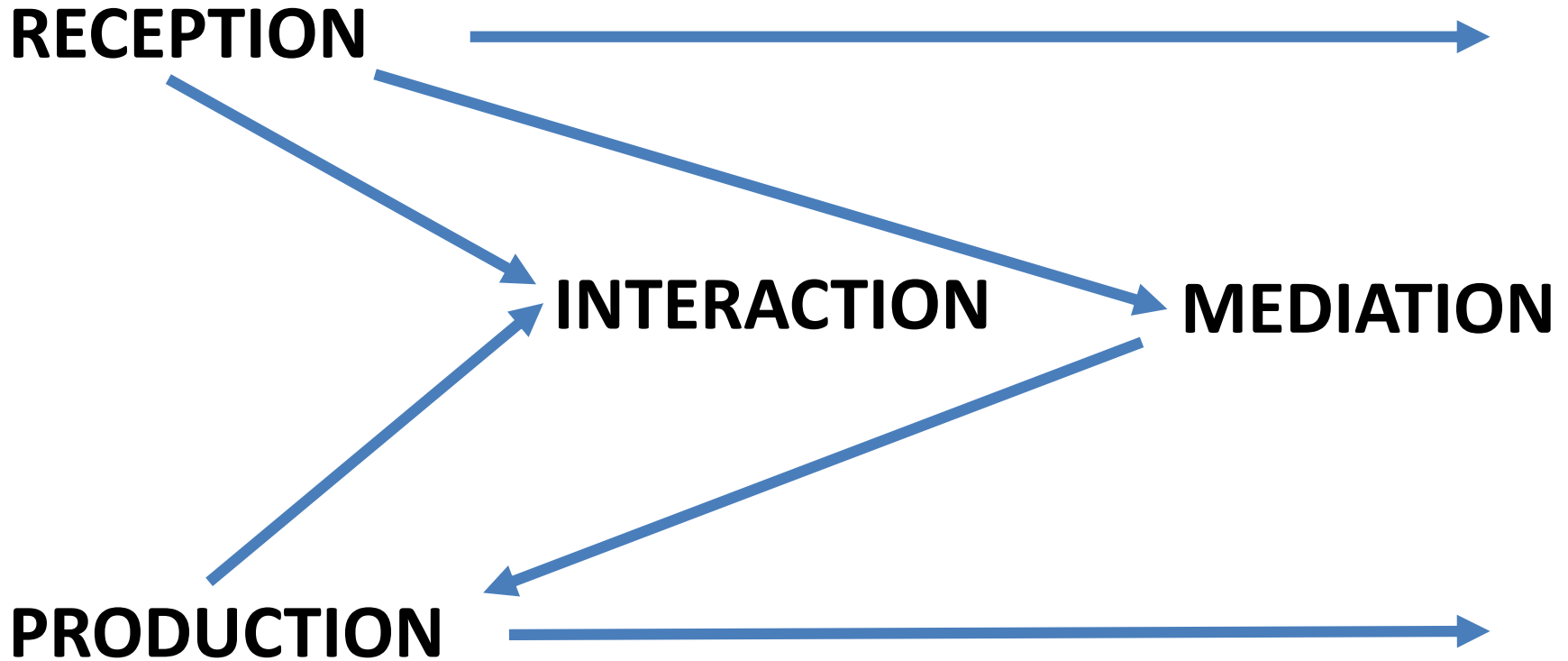
Introduction to the CEFR Companion Volume

- Key aspects of the CEFR for teaching and learning
- The project to update and extend the CEFR illustrative descriptors
- The CEFR Illustrative Descriptor Scales

Appendices

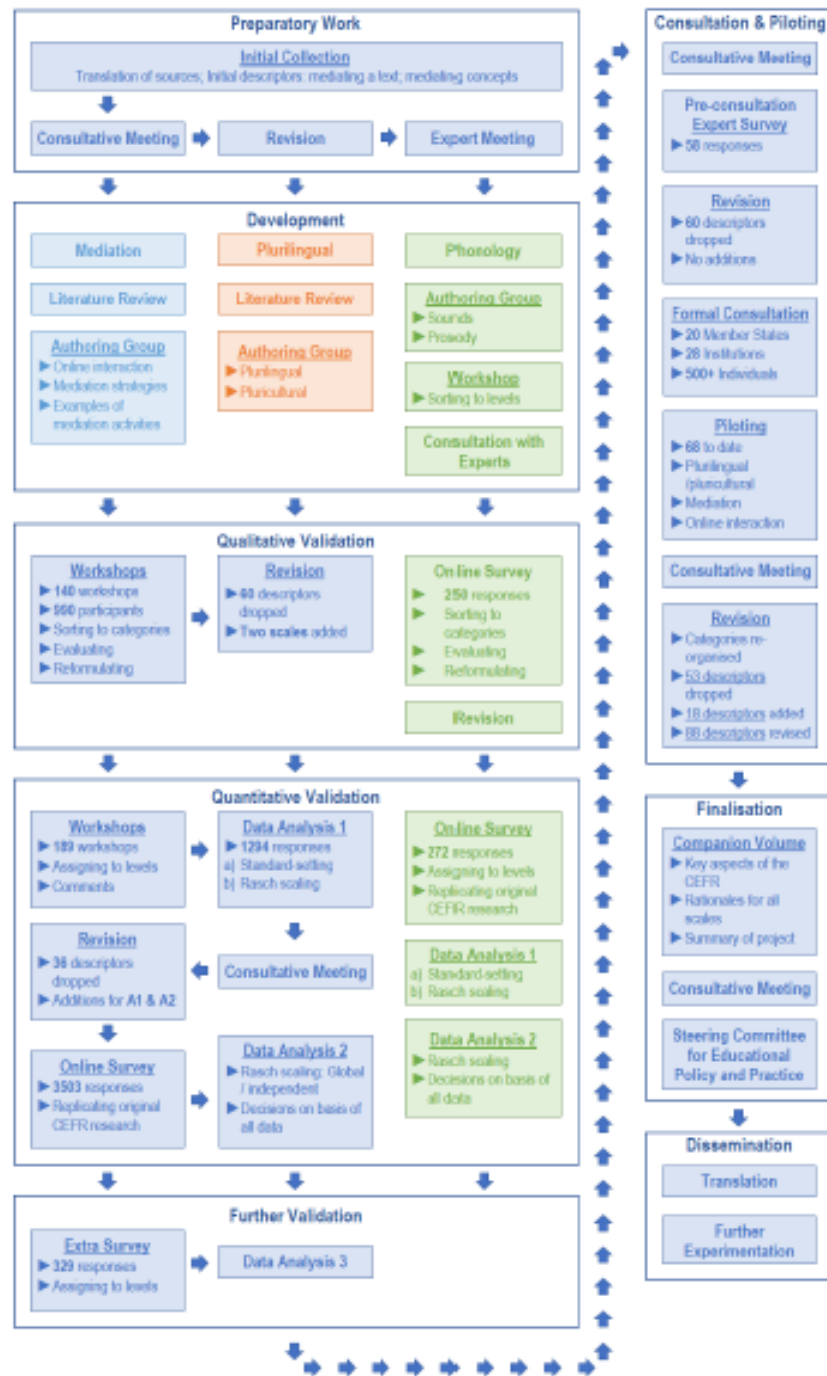


## Key aspects of the CEFR for teaching and learning.



‘In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies.’(CEFR Section 2.1.3)

Activities		In 2001 descriptive scheme	In 2001 illustrative descriptor scales	Descriptor scales updated in this volume	Descriptor scales added in this volume
Reception	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Production	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Interaction	<b>The descriptive scheme: 2001 illustrative descriptors, the updates and the additions</b>				
Mediation	Text	√			√
	Concepts	√			√
	Communication	√			√
Competences					
Communicative language competence	Linguistic	√	√	√	√ (Phonology)
	Pragmatic	√	√	√	
	Sociolinguistic	√	√	√	
Other	Plurilingual / Pluricultural	√			√



# Summary of changes to 2001

Table 5 – Summary of changes resulting from the project

What is addressed in this publication	Comments
Pre-A1	Descriptors for this band of proficiency that is halfway to A1, mentioned at the beginning of CEFR Section 3.5, are provided for many scales, including for online interaction.
Changes to 2001 descriptors	A list of changes to existing 2001 descriptors appearing in CEFR Chapter 4 for communicative language activities & strategies, and in CEFR Chapter 5 for aspects of communicative language is given in Appendix 7.
Changes to C2 descriptors	Most of the changes proposed in the list in Appendix 7 concern C2 descriptors included in the 2001 set. Some instances of very absolute statements have been adjusted to better reflect the competence of C2 user/learners.
Changes to A1-C1 descriptors	Very few changes are proposed to other descriptors. It was decided not to 'update' descriptors merely because of changes in technology (e.g. references to postcards or public telephones). The scale for Phonological control has been replaced (see below). Changes are also proposed to certain descriptors that refer to linguistic accommodation (or not) by 'native speakers', because this term has become controversial since the CEFR was published.
Plus levels	The description for plus levels (=B1+; B1.2) has been strengthened. Please see Appendix 1 and CEFR Section 3.5 and 3.6 for discussion of the plus levels.
Phonology	The scale for Phonological control has been redeveloped, with a focus on Sound articulation and Prosodic features.
Mediation	The approach taken to mediation is broader than that presented in the CEFR book. In addition to a focus on activities to mediate a text, scales are provided for mediating concepts and for mediating communication, giving a total of 19 scales for mediation activities. Mediation strategies (5 scales) are concerned with strategies employed during the mediation process, rather than in preparation for it.

What is addressed in this publication	Comments
Pluricultural	The scale <i>Building on pluricultural repertoire</i> describes the <u>use</u> of pluricultural competences in a communicative situation. Thus, it is skills rather than knowledge or attitudes that are the focus. The scale shows a high degree of coherence with the existing CEFR scale Sociolinguistic appropriateness, although it was developed independently.
Plurilingual	The level of each descriptor in the scale <i>Building on plurilingual repertoire</i> is the functional level of the weaker language in the combination. Users may wish to indicate explicitly which languages are involved.
Specification of languages involved	It is recommended that, as part of the adaptation of the descriptors for practical use in a particular context, the relevant languages should be specified in relation to: <ul style="list-style-type: none"> <li>– Cross-linguistic mediation (particularly scales for Mediating a text)</li> <li>– Plurilingual comprehension</li> <li>– Building on plurilingual repertoire.</li> </ul>
Literature	There are three new scales relevant to creative text and literature: <ul style="list-style-type: none"> <li>– <i>Reading as a leisure activity</i> (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors)</li> <li>– <i>Expressing a personal response to creative texts</i> (less intellectual, lower levels)</li> <li>– <i>Analysis and criticism of creative texts</i> (more intellectual, higher levels)</li> </ul>
Online	There are two new scales for the following categories: <ul style="list-style-type: none"> <li>– <i>Online conversation and discussion</i></li> <li>– <i>Goal-oriented online transactions and collaboration</i></li> </ul> Both these scales concern the multimodal activity typical of web use, including just checking or exchanging responses, spoken interaction and longer production in live link-ups, using chat (written spoken language), longer blogging or written contributions to discussion, and embedding other media.
Other new descriptor scales	New scales are provided for the following categories that were missing in the 2001 set, with descriptors taken from other sets of CEFR-based descriptors: <ul style="list-style-type: none"> <li>– <i>Using telecommunications</i></li> <li>– <i>Giving information</i></li> </ul>
New descriptors are calibrated to the CEFR levels	The new descriptor scales have been formally validated and calibrated to the mathematical scale from the original research that underlies the CEFR levels and descriptor scales.
Sign language	Where variants of CEFR descriptor scales have been adapted for sign languages in the ProSign Project, this is indicated in the top right-hand corner of the scale with the PROSIGN logo. In addition, seven scales specifically for signing competence are included in this Volume on the basis of research conducted in Switzerland.
Parallel project:	
Young learners	Two collations of descriptors for young learners from ELPs are provided: for the 7–10 and 11–15 age groups respectively. At the moment, no young learner descriptors have been related to descriptors on the new scales, but the relevance for young learners is indicated.



# New descriptors

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		PROSIGN
C2	Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.	
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	
	Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.	
B2	Can keep up with an animated conversation between speakers of the target language.	
	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.	
	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	
B1	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.	
	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	
A2	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.	
	Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	
	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	
A1	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	
	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	
Pre-A1	No descriptors available	

# New scales

Reading as a leisure activity

Sustained monologue: giving information

Using Telecommunications

Online conversation and discussion

Goal-oriented online transactions and collaboration

Phonological control (Overall, Sound Articulation, Prosodic Features)

Mediation Activities

Mediating a text

Mediating concepts

Mediating communication

Mediation Strategies

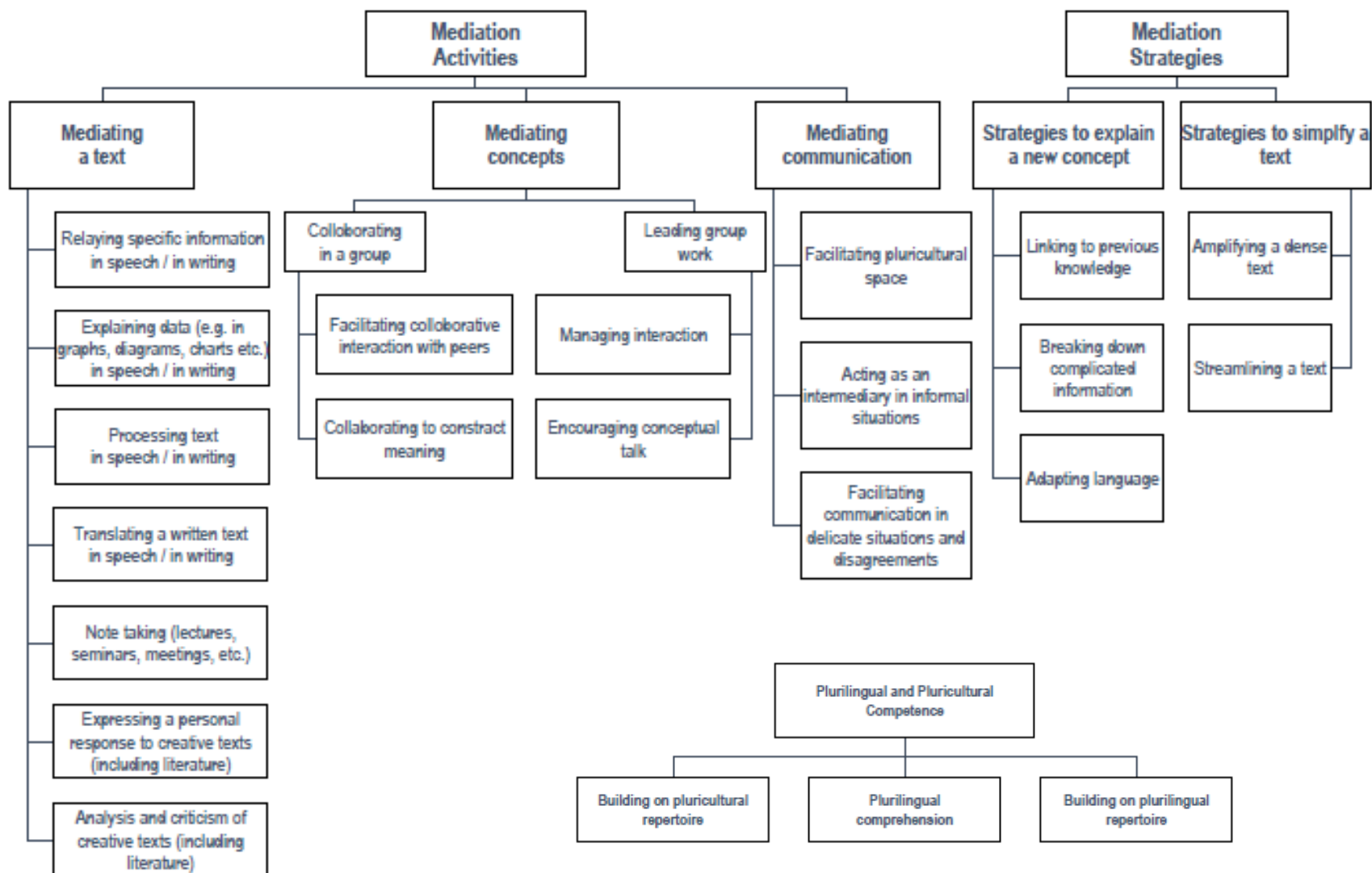
Plurilingual and pluricultural competence

Building on pluricultural repertoire

Plurilingual comprehension

Building on plurilingual repertoire

A total of 35 scales  
( 24 for mediation)





# Mediation Activities

# Mediation Strategies

## Oral mediation

- simultaneous interpretation (conferences, meetings, formal speeches, etc.);
- consecutive interpretation (speeches of welcome, guided tours, etc.);
- informal interpretation: (of foreign

visitors, etc.)

when a  
situatio  
guests,

## Written

- exact translation (e.g. of contracts, legal and scientific texts, etc.);
- literary translation (novels, drama, poetry, libretti, etc.);
- summarising gist (newspaper and magazine articles, etc.) within L2 or between L1 and L2;
- paraphrasing (specialised texts for lay persons, etc.).

## • Planning

- Developing background knowledge; Locating supports;
- Preparing a glossary;
- Considering interlocutors' needs; Selecting unit of interpretation.

No illustrative scales available CEFR 4.4.

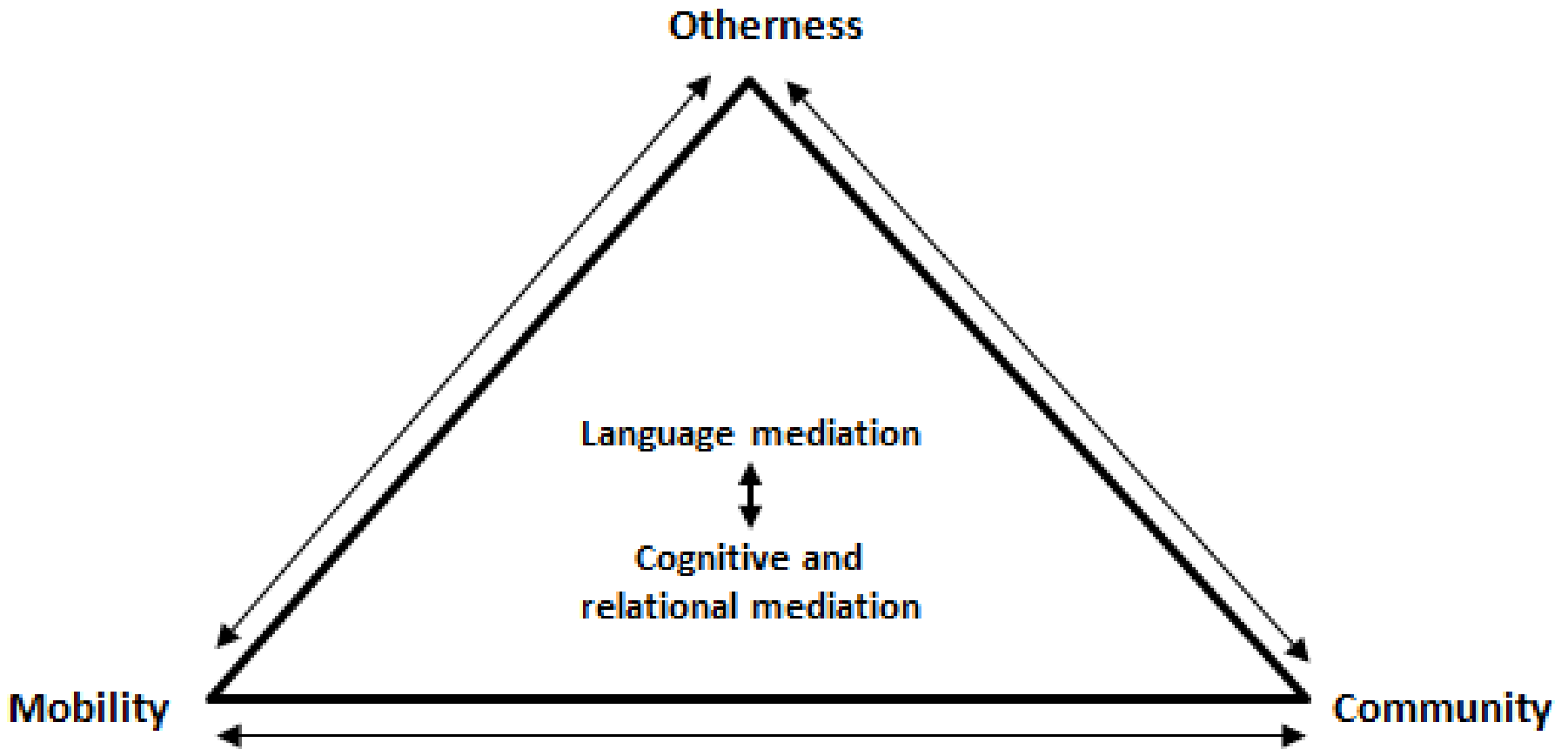
## • Evaluation

- Checking congruence of two versions;
- Checking consistency of usage.

## • Repair

- Refining by consulting dictionaries, thesaurus;
- Consulting experts, sources.

# A broader view of mediation



Coste & Cavalli 2015:36



*In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross linguistic mediation).*

*The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form.*

*The context can be social, pedagogic, cultural, linguistic or profesional. (CV 2017: 103)*

# Overall Mediation

## Mediating a Text

- Relaying specific information - S&W
- Explaining data (e.g. in graphs) - S&W
- Processing text - S&W
- Translating a written text - S&W
- Note-taking
- Expressing a personal response to artistic text (including literature)
- Analysis and criticism of creative text (including literature)

## Mediating communication

- Facilitating pluricultural space
- Facilitating communication in delicate situations & disagreements
- Acting as an intermediary in informal situations

## Mediating Concepts

### *Collaborating in a group*

- Facilitating collaborative interaction with peers
- Collaborating to construct meaning

### *Leading group work*

- Managing interaction
- Encouraging conceptual thought

## Mediation strategies

### *Strategies to explain a new concept*

- Linking to previous knowledge
- Breaking down complicated information
- Adapting language

### *Strategies to simplify a text*

- Amplifying a dense text
- Streamlining a text



# Changes to 2001 descriptors

Appendix 7 – List of changes to specific 2001 Descriptors

	<b>OVERALL LISTENING COMPREHENSION</b>
C2	Can understand with ease <del>virtually</del> <del>Has no difficulty with</del> any kind of spoken language, whether live or broadcast, delivered at fast <del>native</del> <del>natural</del> speed.
	<b>UNDERSTANDING CONVERSATION BETWEEN OTHER <del>NATIVE</del> SPEAKERS</b>
B2+	Can keep up with an animated conversation between <del>native</del> <del>speakers of the target language</del> .
B2	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several <del>native</del> <del>speakers of the target language</del> who do not modify their <del>language</del> <del>speech</del> in any way.
	<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>
C2	Can follow specialised lectures and presentations employing <del>a high degree of</del> colloquialism, regional usage or unfamiliar terminology.
	<b>OVERALL READING COMPREHENSION</b>
C2	Can understand <del>and interpret critically</del> virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
	<b>OVERALL SPOKEN INTERACTION</b>
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with <del>speakers of the target language</del> <del>native speakers</del> quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
	<b>UNDERSTANDING A <del>NATIVE</del> SPEAKER AN INTERLOCUTOR</b>
C2	Can understand any <del>native</del> <del>speaker</del> interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent <del>or dialect</del> .
	<b>CONVERSATION</b>
B2	Can sustain relationships with <del>speakers of the target language</del> <del>native speakers</del> without unintentionally amusing or irritating them or requiring them to behave other than they would with another <del>native</del> <del>proficient</del> speaker.
	<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>
B2+	Can keep up with an animated discussion between <del>native</del> <del>speakers of the target language</del> .
B2	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several <del>native</del> <del>speakers of the target language</del> who do not modify their <del>language</del> <del>speech</del> in any way.
	<b>FORMAL DISCUSSION (MEETINGS)</b>
C2	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to <del>native</del> <del>other</del> speakers.
	<b>INTERVIEWING AND BEING INTERVIEWED</b>
C2	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with <del>complete</del> <del>effortless</del> fluency as interviewer or interviewee, at no disadvantage to <del>native</del> <del>other</del> speakers.
	<b>SOCIOLINGUISTIC APPROPRIATENESS</b>
C2	Appreciates <del>virtually all</del> the sociolinguistic and socio-cultural implications of language used <del>by</del> <del>native</del> <del>proficient</del> <del>speakers of the target language</del> and can react accordingly.
B2	Can sustain relationships with <del>speakers of the target language</del> <del>native speakers</del> without unintentionally amusing or irritating them or requiring them to behave other than they would with another <del>native</del> <del>proficient</del> speaker.
	<b>SPOKEN FLUENCY</b>
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction with <del>speakers of the target language</del> <del>native speakers</del> quite possible without imposing strain on either party.

~~Native speaker~~

~~Absolute Statements~~

## Work so far (documented)

- Validation work ( 2015-2017)
- EALTA Dublin CEFR SIG - January 2018
- Council of Europe Webinar - January 2018
- MacMillan Webinars – March 2018

<https://www.youtube.com/watch?v=yOSCty2fM2Q>

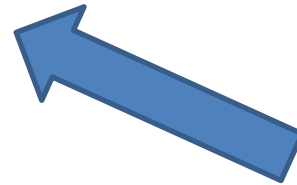
- EAQUALS Prague 2018 - May 2018

<https://es.slideshare.net/eaquals/tim-goodier-implementing-the-new-cefr-companion-volume>

- Council of Europe Launch Meeting - May 2018
- EALTA Bochum - May 2018

COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

COMPANION VOLUME  
WITH NEW DESCRIPTORS



January 2009

Relating Language Examinations to the Common European Framework of  
Reference for Languages: Learning, Teaching, Assessment (CEFR)

A Manual

Language Policy Division, Strasbourg  
[www.coe.int/t/e](http://www.coe.int/t/e)



*Common European Framework  
of Reference for Languages:  
Learning, teaching, assessment*



Modern Languages Division, Strasbourg

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UNIVERSITY PRESS

## ***The CEFR Companion Volume with new descriptors: Uses and Implications for Language Testing and Assessment***

**Participants** : 70 testers

**Programme** : Position papers followed by reactions from field of standardized testing and classroom assessment and organized group discussion.

**Objectives** : To convene a group of professionals in the field who have used the CEFR in the past, to discuss and critically evaluate the possible uses and implications of the recently published Companion Volume to the CEFR for language testing and assessment. To collate draft a set of recommendations on the use of the Companion Volume for assessment and testing purposes for testers, government officials, teachers,...

Report available at

<http://www.ealta.eu.org/events/Report%20on%20Vlth%20EALTA%20CEFR%20SIG%20rev%2023.02.18.pdf>

# Updates to the CEFR

(changes to descriptors, new descriptors, new scales for literature, phonology, online...)

John de Jong, (Language Testing Services)

Respondents: Elif Kantarcioglu (U. of Bilkent), Armin Berger (U. of Vienna), Tony Green (U. of Bedfordshire)

## Mediation

Barry O'Sullivan (British Council)

Respondents: Dina Tzagari (Oslo and Akershus University College of Applied Sciences) and Spiros Papageorgiou (Educational Testing Service)

## Plurilingual and Pluricultural

Vincent Folny (CIEP)

Respondents: Gudrun Erickson (U. of Gothenburg) and Jamie Dunlea (British Council)

# Updates

The CV an improvement (more balanced descriptors by level, wider spectrum described, but still too long descriptors,...)

There is no scientific report that describes the methodology in detail and provides the statistical data.

The discussion about what the CEFR is etc. should be left out: it is already present in the 2001 document.

The descriptors retain a lot of inconsistent wording, (e.g. *catch, recognize, follow, understand*). The CV says nothing about how a descriptor might be elaborated, and this prompts the question: How can users of the CEFR carry forward the work provided here in their own working context and expand on what has been done in a way that is consistent with the principles of the CEFR itself. The existence of a scale doesn't necessarily imply the development of a test; also, tests are not the only form of assessment.

What are the possible implications of the inclusion of “online interaction” in high-stakes exams?

The 2001 scale for *Processing text* reflects a more cognitive model than the CV and should be retained as it is.

# Mediation – Why?

- What score based-decisions need to be made that require mediation tasks?
- Is mediation relevant to the target language use domain?
- What is the actual use of the test?

# Mediation – How?

- The inclusion of different languages is likely to be problematic in that the relationship between the two languages will not always be the same.
- Applying the mediation scales is going to be more complex than initially envisaged.
- Are educational systems and teachers ready to employ and sustain mediation?
- What kind of accommodations and conditions need to be in place for mediation scale descriptors to be implemented successfully?

# Mediation – If?

- Does cross-linguistic mediation raise fairness concerns?  
content comparability across forms - assessing non-linguistic competence
- Is within-language mediation sufficiently operationalized in task design?  
situational authenticity v. interactional authenticity of test tasks



# Plurilingual and Pluricultural

Very difficult to apply in standardized examinations. Mainly, we **measure** language competence. We take decisions about people in high stakes contexts so we need **reliability**.

Measuring plurilingual competence is a real challenge not resolved. The challenge is in the use of our examinations in the development of a plurilingual competence. We really want to encourage that but we still do not know how to test it.

Plurilingual scales may be very useful in bilingual/clil programmes, for vocational purposes for airports, hospitals...

The topic “pluricultural” is sensitive as it is not consensual in all European countries.

The word “culture” is used 52 times in the CEFR and 25 in the CV. It is associated with “shared”, “communication” and “democratic”. But, **there is no strong definition of culture**...



# The launch: CEFR CV – Strasbourg

**"Building Inclusive Societies through Enriching Plurilingual and Pluricultural Education"**

**Participants:** 120 language education professionals and other stakeholders

**Programme:** 12 presentations (one on implications for assessment )

**Objective:** To promote and plurilingual and pluricultural education and contribute improving learning and teaching languages with a special focus on The CEFR Companion Volume, as a complement to the existing Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). To discuss implications, opportunities and challenges for language learning, teaching and assessment; develop recommendations and a road map for implementation; initiate constructive dialog. Identify Case Study proposals.

**Presentations available at** [https://www.coe.int/en/web/education/newsroom/-/asset\\_publisher/ESahKwOXlcQ2/content/council-of-europe-launched-the-cefr-companion-volume-with-new-descriptors?inheritRedirect=false](https://www.coe.int/en/web/education/newsroom/-/asset_publisher/ESahKwOXlcQ2/content/council-of-europe-launched-the-cefr-companion-volume-with-new-descriptors?inheritRedirect=false)

*Mediation on its own will not allow to solve the challenges of linguistic diversity, a plurilingual vision and not a restricted view of multilingualism will.*

*In relation to regional challenges, it would be useful to consider as an « introduction » the formalisation of mediation for certain language groups (French/Flemish; Japanese/Chinese/Korean; French/Arabic dialects; Italian/Albanian; French/African languages,...)*

*From the point of view of measurement of competences in standardised tests, it is advisable to be cautious and to accept that mediation challenges the limits of language measurement.*

*However, the above should not stop or slow down the introduction of mediation in language teaching and learning.*

Vincent Folny at the CEFR CV launch(translated from the original presentation in French)

## ***VIIth CEFR SIG (Ppts son available)***

**Participants:** 30

**Programme:** Uses of the CEFR and **Uses of the CV**

**Objective :** The CEFR EALTA SIG wants to act as a catalyst that draws on and takes advantage of the many projects connected to the CEFR within the field of assessment and testing. The SIG can contribute to discussions and debates that not only help disseminate best practices in the use of the CEFR but also propose actions and initiatives which can take the use of the CEFR further.

**C. RODRIGUEZ** (EOI Santiago de Compostela). ***Incorporating mediation descriptors in a C1 speaking test.*** Following the requirements of recent Spanish legislation to include mediation as a part of curricula and large-scale language tests, current C1 speaking rating scales and tasks were analysed to identify what elements of mediation were already present and to determine the changes that need to be made in order to operationalise the new CV mediation descriptors.

**O. LANKINA** (U. of St. Petersburg). ***Assessment of Oral Mediation: Holistic and Analytical Marks .*** Analysis of the relationship between oral performance criteria such as interaction, discourse management, range & accuracy, and mediation of texts/concepts. Based on the assessment of students' in university CLIL classes (49 performances). There is evidence that holistic marks for mediation correlate with analytical marks.

**Summary Discussion of recent events on the CEFR Companion Volume**



# CEFR SIG

Cluj-Napoca, Romania, April 2018

Introduction to the CV: Mediation

University of Salamanca, 23 November 2018

<https://www.alte.org/CEFR-SIG>

Hanne Lauvik from Skills Norway 'Using the CEFR companion volume in developing a new digital test at C1 level'.

# Issues & Challenges

What is the status of the document. Provisional? Final?

Will the CV reverse unintended consequence(s) of the CEFR (focus on exams,...)?

Is there a need for accompanying “training” documentation (framed reminders, notes for users,... as in CEFR 2001 and in Manual 2009)?

The CV opens up ways of assessing beyond the 4 skills.

The CV asks for a re conceptualization of language tests and how to test....what is the construct?

Testers need to decide on what aspects in the CV are worth exploring, why and how.

# Dimensions

- Immediately useful – Less immediately useful  
e.g. changes, additions (phonology), new descriptors,...  
Improving existing tests and marking schemes.
- Relevant – Less relevant  
e.g. -A1 descriptors, new descriptors,...  
Better defining what was not possible to define (e.g. integrated tasks)

Evidences



Consequences

- Straightforward – Less Straightforward implementation(s)  
(e.g. change in the test and/or in the specs + a change in linking procedures + a change in the completion of Manual Forms/ the need for a new Form)
- Local relevance → Common understanding → Transparency



# Using the 2009 Manual with the 2017 CV

- How to go about familiarisation, standardisation and benchmarking?
- How to use the Forms?

Should the 2009 Manual be [revisited](#)?

Table 5.5: Standardisation

Updated in Appendices 1 and 2

Activity	Materials needed			Suggestions
<b>FAMILIARISATION</b>	<ul style="list-style-type: none"> <li>• Question checklists based on framework requirements (boxes)</li> <li>• Photocopies of Question checklists</li> <li>• Photocopies of CEFR Tables 1 and 2</li> <li>• Cut out versions of CEFR Table 2, other scales</li> </ul>			Using self-training on-line package if available
<b>TRAINING (Productive skills)</b>	<ul style="list-style-type: none"> <li>• Standardised performance videos (8 minimum)</li> <li>• Standardised scripts (idem)</li> <li>• Photocopies of skill specific scales:                             <ul style="list-style-type: none"> <li>• CEFR Table 3/Tables B1-B3 (spoken performance)</li> <li>• Table B4 (written performance)</li> </ul> </li> <li>• Photocopies of:                             <ul style="list-style-type: none"> <li>• Participant rating sheets (Forms B2-B3)</li> <li>• Coordinator rating forms (Form B4)</li> </ul> </li> <li>• Photocopies of other complementary scales, as relevant</li> </ul>	3-4 hours/skill: 30min Introduction 90min Illustrative samples 90min Local samples	Coordinator 30 people max.	Doing two skills per day, or doing a half-day on training and half a day on benchmarking in relation to just one skill.
<b>TRAINING (Receptive skills)</b>	Photocopies of skill specific scales: <ul style="list-style-type: none"> <li>• Overall Reading</li> <li>• Overall Listening</li> </ul> Photocopies of: <ul style="list-style-type: none"> <li>• Participant rating sheets (Appendix 2)</li> <li>• Coordinator rating forms (Appendix 3)</li> <li>• Photocopies of other complementary scales, as relevant</li> <li>• Calibrated model items</li> </ul>	3-4 hours/skill: 30min Introduction 90min Illustrative samples 90min Local samples	Coordinator 30 people max.	Doing two skills per day is possible as participants will at this stage be very familiar with the CEFR levels and with the standardisation activities.
<b>BENCHMARKING PERFORMANCE SAMPLES (Productive)</b>	<ul style="list-style-type: none"> <li>• Local videos (8 minimum)</li> <li>• Local scripts (idem)</li> <li>• Photocopies of skill specific scales:                             <ul style="list-style-type: none"> <li>• CEFR Table 3 /Tables B1-B3 (spoken performance)</li> <li>• Table B4 (written performance)</li> </ul> </li> <li>• Photocopies of:                             <ul style="list-style-type: none"> <li>• Participant rating sheets (Forms B2-B3)</li> <li>• Coordinator rating forms (Form B4)</li> </ul> </li> <li>• Photocopies of other complementary scales, as relevant</li> </ul>	3-4 hours/skill: 30min Introd. 90min Calibr. 90min Local.	Coordinator 30 people max.	Doing two skills per day, or doing a half-day on training and half a day on benchmarking in relation to just one skill.



## A3.2 Interaction

Spoken Interaction	Short description and/or reference
<p>1 In what contexts (domains, situations, ...) are the test takers to show ability?            Table 5 in CEFR 4.1 might be of help as a reference.</p>	
<p>2 Which communication themes are the test takers expected to be able to handle?            The lists in CEFR 4.2 might be of help as a reference.</p>	
<p>3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle?            The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p>	
<p>4 What kind of texts and text-types are the test takers expected to be able to handle?            The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p>	
<p>5 After reading the scale for Overall Spoken Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated.            The subscales for spoken interaction in CEFR 4.4.3.1 listed after the scale might be of help as a reference.</p>	<p><b>Level</b></p>
	<p><b>Justification (incl. reference to documentation)</b></p>

#### 4.1. Examples of use in different domains (Appendix 6)

#### 4.3. Communicative tasks and purposes

#### 4.4.2.1. Aural reception listening activities (listening purpose) – additional text in the CV 2017: 54-59

Although for Overall Spoken Interaction scale only one descriptor for pre-A1 added, in the subscales for spoken interaction in 4.4.3.1 this is not the case:

Understanding a ~~native speaker~~ interlocutor (pre-A1 added)

Conversation (11 new descriptors, including B1+ and B2+)

Informal discussion (with Friends) (4 new descriptors, including C1 and A1 not in CEFR 2001)

Formal discussion (meetings) (6 new descriptors)

Goal- Oriented co-operation (2 new descriptors, including C1)

~~Transactions to obtain~~ Obtaining goods and services (change of title+ (8 new descriptors, including C1 and A1)

Information Exchange (13 new descriptors, including pre-A1)

Interviewing and being interviewed (4 new descriptors)

Pre-A1	Can tell people his/her name and ask other people their name.
	Can use and understand simple numbers in everyday conversations.
	Can ask and tell day, time of day and date.
	Can ask for and give a date of birth.
	Can ask for and give a phone number.
	Can say and ask people about their age.
	Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.

Translating a written text in speech  
 Relaying specific information in speech  
 Explaining data in speech  
 Processing text in speech  
 Expressing a personal response to creative texts  
 Analysis and criticism of creative texts  
 Strategies to explain a new concept  
 Strategies to simplify a text

What combinations of skills occur in the text?  
 Indicate in Form A15 and then

Integrated Skills Combinations		
1 Listening and Note-taking		
2 Listening and Spoken Production		
3 Listening and Written Production		
4 Reading and Note-taking	<input type="checkbox"/>	
5 Reading and Spoken Production	<input type="checkbox"/>	
6 Reading and Written Production	<input type="checkbox"/>	
7 Listening and Reading, plus Note-taking	<input type="checkbox"/>	
8 Listening and Reading, plus Spoken Production	<input type="checkbox"/>	
9 Listening and Reading, plus Written Production	<input type="checkbox"/>	

*Form A15: Integrated Skills Combinations*

	Complete for each combination
<b>Integrated Skills</b>	Short description and/or reference
1 Which skills combinations occur? Refer to your entry in Form A15.	
2 Which text-to-text activities occur? Table 6 in CEFR 4.6.4 might be of help as a reference.	
3 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
4 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
6 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
7 After reading the scales for Processing Text, given below, plus Comprehension and Written Production given earlier, indicate and justify at which level(s) of the scale the subtest should be situated.  The subscale for Note-taking in CEFR 4.6.3 might also be of help as a reference.	Level
	Justification (incl. reference to documentation)

*Form A16: Integrated Skills*

### A3.5 Mediation

Spoken Mediation	Short description and/or reference
<p>1 Which text-to-text activities occur? Table 6 in CEFR 4.6.4 might be of help as a reference.</p>	
<p>2 Which type of mediating activities are tested? The list in CEFR 4.4.4.1 might be of help as a reference.</p>	
<p>3 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.</p>	
<p>4 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.</p>	
<p>5 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p>	
<p>6 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p>	
<p>7 There is no scale for Translation in the CEFR. Generalising from the scales for Listening Comprehension, Processing Text and Spoken Production, indicate and justify at which level(s) the subtest should be situated.</p>	Level
	Justification (incl. reference to documentation)

# SUMMARY and OUTLOOK

## **A number of open questions in the use(s) of the CV in language testing and assessment.**

- How can The CV be used sensibly? What can be done to make it fully accessible (and understood)?
- How will the CV and the CEFR coexist ?
- What are the implications in the use of the CV in linking procedures using the 2009 Manual?
- What mechanisms can be put in place to collect feedback and data from institutions engaged in high-stakes assessment in the use(s) of the CV?
- What type of research agenda is needed?
- With what timeline?

**What do you think? Please complete survey!!!**



# References

- **CEFR Companion Volume with New Descriptors**

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

- **Education, Mobility, Otherness. The mediation functions of schools.**

[http://www.coe.int/t/dg4/Linguistic/Source/LE\\_texts\\_Source/LE%202015/Education-Mobility-Otherness\\_en.pdf](http://www.coe.int/t/dg4/Linguistic/Source/LE_texts_Source/LE%202015/Education-Mobility-Otherness_en.pdf)

- **Collated representative samples of descriptors of language competence developed for young learners aged 7-10 years** <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>

- **Collated representative samples of descriptors of language competence developed for young learners aged 11-15** <https://rm.coe.int/1680697fc9>

- **Webinar on “The CEFR Companion Volume and Practical Considerations for Implementation” January 2018** <https://rm.coe.int/report-webinar-on-the-cefr-companion-volume-january-2018-/1680794ec8>

**Launch meeting of the CV – Strasbourg May 2018** [https://www.coe.int/en/web/education/newsroom/-/asset\\_publisher/ESahKwOXlcQ2/content/council-of-europe-launched-the-cefr-companion-volume-with-new-descriptors?inheritRedirect=false](https://www.coe.int/en/web/education/newsroom/-/asset_publisher/ESahKwOXlcQ2/content/council-of-europe-launched-the-cefr-companion-volume-with-new-descriptors?inheritRedirect=false)

**Final Report VIth EALTA CEFR SIG : The CEFR Companion Volume with New Descriptors: Uses and Implications for Language Testing and Assessment. Trinity College Dublin January 2018**

<http://www.ealta.eu.org/events/Report%20on%20VIth%20EALTA%20CEFR%20SIG%20rev%2023.02.18.pdf>

**Ppt slides VII EALTA CEFR SIG. Bochum May 2018**

(forthcoming <http://www.ealta.eu.org/resources.htm>)

Thank you for your attention!

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And look forward to your opinions!