




PURPOSE

Explore the feasibility of using the Common European Framework of Reference (CEFR) as a frame of reference for French As A Second Language FSL education programs in Ontario



The Common European Framework of Reference

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ONTARIO REPRESENTATION

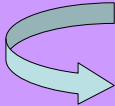
5 regions

Public & Catholic Boards

- Windsor
- London
- Thunder Bay
- Stratford
- Ottawa (Public ONLY)



STUDENT TARGET AUDIENCE
Grade 1 French Immersion
Grade 4 Core, Extended & FI
Grade 7 Core, Extended & FI
Grade 9 Applied Core
Grade 9 Academic Core, Extended & FI
Grade 12 Open Core
Grade 12 University Core, Extended & FI



Connect to research
UWO
TEACHER pre & post survey
STUDENT pre & post survey



Why the project?

Department of Canadian Heritage (PCH)

- promote research on policies and practices related to official languages

Dr. Laurens Vandergrift

- proposal aimed at exploring means of meeting the strategic objective set out in the Plan to double the proportion of graduates from Canadian high schools with a functional knowledge of French by 2013
- New Canadian Perspectives: Proposal for a Common Framework of Reference for Languages for Canada May 2006



New Canadian Perspectives FINDINGS

Recommendation

- Explore the feasibility of adopting the Common European Framework as a framework of reference for languages in Canada

Possible Next Steps

- Calibrate frameworks currently in use
- Examine existing assessment tools



What is the CEFR?

Common European Framework of Reference

- Describes what language learners have to learn to do in order to use a language for communication
- Defines levels of proficiency
- Provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbooks, etc. across Europe



Where did it originate?

The Council of Europe

- Belief: life long language learning fosters communication, exchange of ideas, goods and services between the countries of Europe.
- Challenge: measuring proficiency
- Question asked was not Do you speak the language but How WELL and can you prove it?
- <http://www.coe.int>



1991 Swiss federal Government 26 countries in Europe

- **Goal:**
- To develop a framework that could be recognized commonly between the European nations
- Identify three guiding principles
- Make language learners autonomous



Project Objectives

- Provide a common standard of second language proficiency
- Provide a common and transparent terminology for measuring proficiency
- Support teachers to focus their instruction for student progress
- Allow students to demonstrate and assess their French language proficiency against a common standard



The Framework

- 5 proficiency skills
- 6 levels for each category
- Offering general descriptors
- Each descriptor for each category is written as a can-do statement
- http://www.tcd.ie/CLCS/portfolio/ref_levels.html



Proficiency Skills

UNDERSTANDING

- Listening
- Reading

SPEAKING

- Spoken Production
- Spoken Interaction

WRITING

- Writing



SELF ASSESSMENT

Place yourself on the grid for each of the proficiency skills.

Think about ...

how you decided on the level

what were some of the deciding factors

Proficiency Levels

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

- A1 breakthrough
- A2 way stage
- B1 threshold
- B2 vantage
- C1 effective, operational proficiency
- C2 mastery

Common Reference Levels

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Standards for French

DELF

Diplôme d'Études en Langue Française

Approved by Council of Europe (COE)

- People who are learning French as a second (or third...) language
- Administered once a year
 - Written at the same time world wide
 - Oral within a specific time frame





DELF components

SELF select:
the Level at which you want to be tested

- /25 Compréhension de l'oral
- /25 Compréhension des écrits
- /25 Production écrite
- /25 Production orale
- /100 TOTAL**


CAUTIONS...

- 50% to pass
- Qualification for LIFE

Trousse de validation

- Teacher Guide
- Teacher tracking sheets
- Student tracking sheet
 - student books conference time when she/he feels prepared to demonstrate proficiency for a specific task
- Oral Communication Tasks
- Reading Tasks
- Writing Tasks



Content coherence

Level A1 **is the point at which the learner can:**

- **interact** in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, **rather than relying purely on a rehearsed repertoire of phrases.**

A1 Spoken

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Content coherence

Level A2 **reflects** Waystage

- **majority of descriptors stating social functions:**
greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet, make and accept offers.
- **descriptors on getting out and about:**
make simple transactions in shops, post offices or banks; get simple information about travel; ask for and provide everyday goods and services.

A2 Spoken

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Has a sufficient vocabulary for coping with simple survival needs; for the expression of basic communicative needs; to conduct routine, everyday transactions involving familiar situations and topics. Can control a narrow repertoire dealing with concrete everyday needs.	Uses some simple structures correctly, but still systematically makes basic mistakes-for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

Content coherence

Level B1 reflects Threshold Level

- **maintain interaction and get across what you want to:** *give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.*
- **cope flexibly with problems in everyday life:** *deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint.*

B1 Spoken

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
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.	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Content coherence

Level B2 reflects three new emphases:

- **effective argument:** *account for and sustain opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*
- **holding your own in social discourse:** *interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation.*
- **a new degree of language awareness:** *correct mistakes if they have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for them.*

B2 Spoken

FLUENCY	INTERACTION	VOCABULARY RANGE & CONTROL	GRAMMATICAL ACCURACY	PHONOLOGICAL CONTROL
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	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 other in, etc.	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect choice does occur without hindering communication.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur; but they are rare and can often be corrected in retrospect.	Has acquired a clear, natural, pronunciation and intonation.

SELF ASSESSMENT

Now knowing more about each of the LEVELS, would you change your placement on the grid?

What are some of the deciding factors "LOOK FORS" when self assessing using the grid?

ASSESSMENT

Oral Communication
Reading
Writing



- Focus on what the student can do...
MOTIVATE!
- NOT linked to Evaluation levels
- the more competent you are at a specific level's "can do" statements; the more likely you are to have the competencies for the next level



Proposed Levels

- Immersion 1-3 - A1
- Immersion 7-9 - B1
- Immersion 10-12 - B2
- Extended 7-8 - A2
- Extended 9-10 - B1
- Extended 11-12 - B2
- Core 4-6 - A1
- Core 7-9 - A2
- Core 10-12 - B1



Reflective Teaching

The teacher

- uses the target language
- helps learners to communicate by scaffolding speech
- engages learners in activities that produce language
- involves learners regularly in evaluating their progress & thinking about how they learn



Reflective Learning

The learners

- think about their own learning through a deliberate step-by-step process.
- gradually develop a useful repertoire of learning strategies.
- demystify the learning process through ongoing teacher, peer and self-evaluation.



Learners' reflections include

- connecting what they already know to what they are learning
- checking frequently to see what they can and cannot do yet
- determining which activities help them learn most effectively
- setting small, achievable goals
- planning and monitoring future learning



Student Self-Check

- What am I learning?
- Why am I learning it?
- How am I learning it?
- How can I demonstrate my learning?
- What am I going to do next?



Learner Autonomy

Does not mean. . .

- Self-instruction
- Teacher transferring all control to learners

Does mean. . .

- Learners accept responsibility for their learning, review their learning and evaluate its effectiveness
- Learners exhibit a capacity for reflection



Setting Goals

- Model goal setting
- Make it clear that functional use of language (not grammar knowledge) is the principle goal
- Provide opportunities for learners to set their own goals





À VENIR?



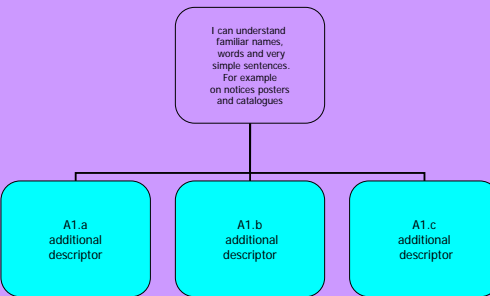
FURTHER BREAK DOWN
Each country can create a further descriptor to clarify the general descriptor but it must be calibrated with the original descriptor of the framework

I can understand familiar names, words and very simple sentences. For example on notices, posters and catalogues

A1.a additional descriptor

A1.b additional descriptor

A1.c additional descriptor



COMMUNITY CONNECTION

- Appreciate language learning
 - Not just in the classroom
- Global market = language currency
 - Businesses (WestJet)
 - Post secondary
 - Teacher Qualifications



Resources

- European Language Portfolio
<http://culture2.coe.int/portfolio/>
- LinguaFolio 5-State Pilot
<http://www.doe.virginia.gov/linguafolio/>
- LinguaFolio Nebraska
<http://www.nde.state.ne.us/FORLG/PreK16.htm>
- National Council of State Supervisors for Languages
www.ncssfl.org
- CIEP Centre international d'études pédagogiques: Ouvrages et cédéroms consacrés à l'évaluation et aux certifications
http://www.ciep.fr/publi_evalcert/



QUESTIONS

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