

WORKSHEET B

Title	CEFR AND ELP	
Objective(s)	To understand and to practice the articulation between the CEFR and the European Portfolio of Language	
Keywords	CEFR – ELP – descriptors – self-assessment	
Ref to the guide IV. 2	Ref to the CEFR 2, 3, 4	
Task A		
Step 1 (†)		
Read all quotations below:		
<p>"It is intended that the Portfolio will encourage learners to include a regularly updated statement of their self-assessed proficiency in each language. . It will be of great importance for the credibility of the document for entries to be made responsibly and transparently. Here reference to CEF will be particularly valuable" (CEFR ch.2)</p>		
<p>In order to assess and measure their own progress, learners must be able to refer to precise descriptors, which are concrete and adapted to their ages and educational contexts. In the self-assessment grid (CEFR, 3) Listening A1 is defines as follows:</p>		
<p>"I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly."</p>		
<p>Here are examples of the way this descriptor has been broken down into sub-elements in the various Swiss portfolios, aimed at learners of different ages.</p>		
I. For children from 7 to 11 ¹:		
Listening A.1.1:		
I can :		
<ul style="list-style-type: none">- identify words which are similar in my language- understand common words and phrases- understand simple questions- follow my teacher's instructions- understand numbers		
ListeningA1.2:		
<ul style="list-style-type: none">- understand a simple description with the help of pictures- understand simple explanations on a familiar topic, with the help of pictures- understand short simple stories and short poems, if accompanied by pictures		

¹ Portfolio européen des langues pour enfants de 7 à 11 ans PEL I, 2008, Conférence suisse des directeurs cantonaux de l'instruction publique, CDIP (Ed.) Schulverlag bmv, AG, Bern

II. For children and young people, ages 11-15² :

Listening A.1.1:

In school I can understand simple instructions such as 'stand up, please', 'come here', 'close the door, please'.

When someone speaks this language, I can sometimes identify words I know in other languages (for example 'international', 'active')

I can understand simple questions which directly concern me, for example I understand when someone asks me my name or address.

I can understand frequently used expressions (for example 'yes', 'no', 'hi', 'good morning', 'goodbye', 'sorry') provided the other person speaks slowly and clearly.

In simple recorded passages, I can understand words, names and numbers I already know, provided they are spoken slowly and clearly.

When other people introduce themselves, I can understand simple important information such as their name and age and where they come from.

Listening A.1.2:

I can understand what is being said provided that people speak slowly and carefully and that there are long pauses.

I can understand when people speak about themselves or their families slowly and in simple words.

I can understand numbers, prices and times when I hear an announcement in a shop or a railway station.

In a shop, for example, I can understand how much something costs, if the salesperson makes an effort to help me understand.

I can understand a few words and phrases when they concern myself, my family, school, leisure or my environment, for example, provided the other person speaks slowly and clearly.

I can understand simple calculations using «plus», «minus» and «times».

III. For young people and adults³ : Listening A1:

I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.

I can understand simple directions how to get from X to Y, by foot or public transport.

I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.

I can understand numbers, prices and times.

Step 2 (†)

² Portfolio européen des langues II, Version pour enfants et jeunes de 11 à 15 , 2009, Conférence suisse des directeurs cantonaux de l'instruction publique, CDIP (Ed.) Schulverlag blmv, AG

³ European Language Portfolio, version for young people and adults, 2001, Conférence suisse des directeurs cantonaux de l'instruction publique, CDIP (Ed.) Schulverlag blmv, AG

⁴ First examples of the situations suggested in a working document of the Bas-Rhin Academic Inspectorate, France, in : Goullier F., 2006, *Council of Europe Tools for Language Teaching, Common European Framework and Portfolios*, Paris, Didier



One of the descriptors from the ELP for children aged 7-11 states ' **I can follow my teacher's instructions**'. Break it down and contextualise it in concrete situations that would be familiar to children of that age, thus helping them to take stock of their ability to perform these tasks.

Example :

- I understand when I am asked to take my exercise book or textbook at page....
- I understand when I am asked to come to the blackboard.⁴

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Step 3 (👤 👤 👤)

Share your answers with your colleagues.

Task B (👤 👤 👤)

Step 1

Choose a descriptor in the CEFR and break it down into sub-descriptors that would be adapted for learners of a specific age or people learning a language in a specific context (vocational teaching, internship, exchange programmes)

CEFR descriptor:

Learners (age, context)



Sub-descriptors:

Step 2

Exchange your work with another group. Assess the other group's work using the following criteria:

- do all the descriptors suggested correspond to the level of the initial CEFR descriptor ?
- are they all formulated in a way that would suit that specific age or context ?
- are they precise and concrete enough to be used by these learners for self-assessment?

