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DROITS DE L'HOMME,
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CEFR 2020 : Mediation and Language Teaching and Learning : Possible Ways Forward

Jornadas de Difusión sobre Mediación Lingüística

Ferrol, 25 de enero de 2020

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Common European Framework of Reference for languages:

- learning
- teaching
- assessment

CEFR Companion Volume:

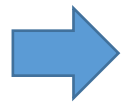
- Key aspects of the CEFR for teaching & learning
- Updated and new illustrative descriptor scales

Common European Framework of Reference for languages:

- **learning**
- **teaching**
- assessment

CEFR Companion Volume:

- Key aspects of the CEFR for **teaching & learning**
- Updated and new illustrative descriptor scales



The context

- Key aspects of the CEFR for teaching and learning
- Descriptor scales for new areas:
 - online interaction
 - mediation (including reactions to creative text)
 - plurilingual and pluricultural competence



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Common European Framework of Reference for Languages (CEFR)

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Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

A transparent, coherent and comprehensive reference instrument

The result of over twenty years of research, the [Common European Framework of Reference for Languages: Learning, teaching, assessment](#) (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR is available in [40 languages](#)



CEFR

Common European Framework
of Reference for Languages

www.coe.int/lang-CEFR

Language Policy

Platform of resources and references for plurilingual and intercultural education



Platform of resources and references for plurilingual and intercultural education languages; foreign languages.

The Platform is an open and dynamic resource that provides definitions, points of reference, descriptions and descriptors, studies and examples of good practice. Member states are invited to use the Platform according to their needs, resources and educational culture to support the development of policies that promote equal access to quality education.

Purpose



Access to education and success at school depend heavily on language competences. The "Platform of resources and references for plurilingual and intercultural education" is designed to help member states to develop their curricula in ways that take account of all the languages present in the school in their relation to the individual learner: language(s) of schooling (language as a subject and language(s) in other subjects); regional, minority and migrant




Plurilingual education



Platform of resources and references for plurilingual and intercultural education

Languages of schooling

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Education and Training

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About multilingualism policy

The European Commission promotes language learning and linguistic diversity across Europe.

«

⬆

en.unesco.org

CARAP/FREPA - A Framework of Reference f...

CARAP > Database

Japanese calligraphy

combat.ecml.at/LinkClick.aspx?fileticket=...

Resources on languages in education

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UNESCO

United Nations
Educational, Scientific and
Cultural Organization

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"Building peace in the minds of men and women"

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Languages in education





Resources on languages in education

Global citizenship education





ECML.AT KEY IDEAS DESCRIPTORS DOCUMENTS DATABASE TRAINING COUNTRIES T&C FR DE



CARAP/FREPA

A framework of reference for pluralistic approaches



EUROPEAN CENTRE FOR MODERN LANGUAGES

A framework of reference for pluralistic approaches to languages and cultures

This publication opens ways for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects. The term *pluralistic approaches to languages and cultures* refers to didactic approaches which involve the use of more than one / several varieties of languages or cultures simultaneously during the teaching process.

ECML training
& consultancy



Descriptors for
plurilingual and
intercultural

Key
ideas



Latest news

NEW IN GERMAN !

PLURALE ANSÄTZE IM FREMDSPRACHENUNTERRICHT IN DEUTSCHLAND

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eole.irdp.ch

EOLE

Education et ouverture aux langues à l'école

EOLE ACCUEIL EOLE volume 1 et 2 EOLE ET PATOIS EOLE, TEXTES ET FDL EOLE EN LIGNE



Le site d'EOLE Education et ouverture aux langues à l'école comprend quatre volets :

EOLE Education et ouverture aux langues à l'école. Volume 1 et 2, deux ouvrages parus en 2003. Le premier volume contient **16 activités** destinées au niveau primaire (1^H à 4^H) tandis que le volume 2 regroupe **19 activités** pour les degrés 5^H à 8^H.


EOLE ET PATOIS : 35 activités d'éveil aux langues visant à faire découvrir aux élèves la richesse des langues patrimoniales, de la famille gallo-romane essentiellement. L'ensemble des activités de l'ouvrage paru en 2012 est disponibles en ligne.

EOLE, textes et fonctionnement de la langue comporte **8 séquences didactiques** visant des objectifs liés au fonctionnement de la langue dans une perspective comparative – didactique du détour – articulés aux genres textuels. Les aspects relatifs au fonctionnement de la langue qui font l'objet d'une étude sont tantôt phonologiques, graphophonologiques, lexicaux, syntaxiques ou textuels. Les langues convoquées dans les différentes séquences sont très nombreuses et ont été choisies en fonction des possibilités qu'elles offrent pour faire prendre conscience aux élèves des faits de langue à travailler.

EOLE EN LIGNE : les **8 activités** d'EOLE EN LIGNE permettent de concrétiser la volonté des enseignant-e-s et autorités scolaires de tenir compte de la diversité linguistique et culturelle des classes. Elles offrent des « outils didactiques » concrets qui permettent cette prise en compte, au service de finalités à la fois intégratives et cognitives concernant l'ensemble des élèves, monolingues ou plurilingues, francophones ou allophones. Elles concernent les degrés primaires (degrés 1^H à 8^H) et secondaires (degrés 9^H à 11^H). **Activités en flash : ne fonctionnent pas sur Ipad.**



Institut de recherche
et de documentation pédagogique



CONFÉRENCE INTERCANTONALE
DE L'INSTRUCTION PUBLIQUE DE
LA SUISSE ROMANDE ET DU TESSIN

[contact](#) | [IRDp - Neuchâtel](#) | © 2014

Other policy documents that further develop the educational principles and objectives of the CEFR:

- a Guide for the development and implementation of curricula for plurilingual and intercultural education);
- a Handbook for curriculum development and teacher education concerning the language dimension in all subjects.
- a Guide for the development of language education policies in Europe – from linguistic diversity to plurilingual education;
- policy guidelines and resources for the linguistic integration of adult migrants;
- guidelines for intercultural education and an Autobiography of Intercultural Encounters;
- the framework of competences for democratic culture.
- education, mobility, otherness: the role of mediation in schools

- The context

➔ Key aspects of the CEFR for teaching and learning

- Descriptor scales for new areas:
 - online interaction
 - mediation (including reactions to creative text)
 - plurilingual and pluricultural competence

User/learner as social agent

Reception

Production

Speaker/Hearer

Code: *complexity,*
accuracy / fluency

Interaction

Participant

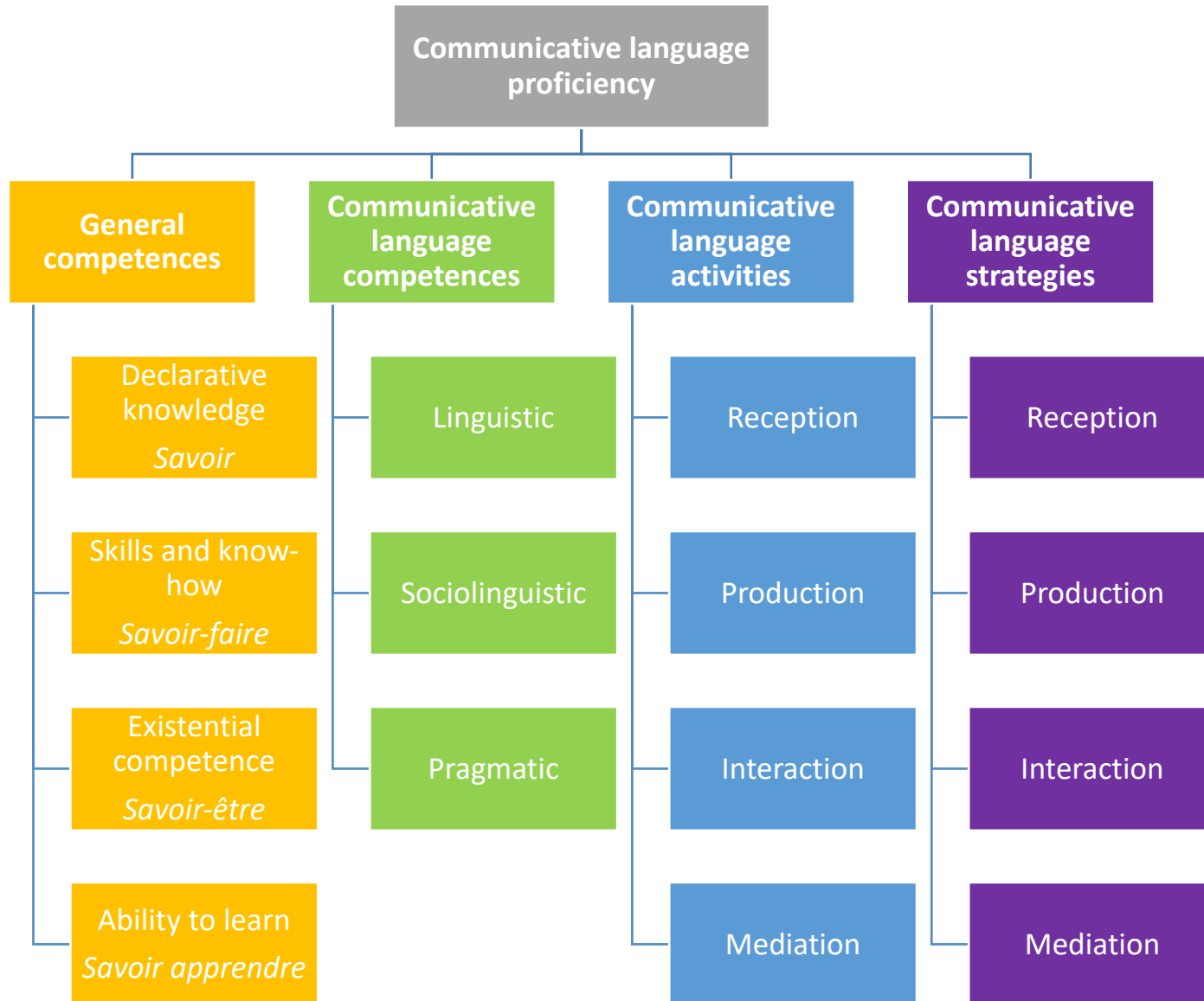
Negotiation of meaning

Mediation

Social agent

**Co-construction of
meaning**

Mobilising general, **plurilingual and pluricultural** competences



The full operationalisation of the CEFR descriptive scheme implies:

a significant **paradigm shift** in language education

BEYOND:

- grammar
- language as code
- four skills
- producing/receiving
- unidimensional view
- school subject
- native speaker
- multilingualism
- elitist education

TO:

use
language as action/collaboration
integrated modes of communic.
constructing meaning
multidimensional view
life trajectory
proficient speaker
plurilingualism
inclusive education

- “Communication is an integral part of tasks where participants engage in

- **interaction,**
- **production,**
- **reception,**
- **mediation,**

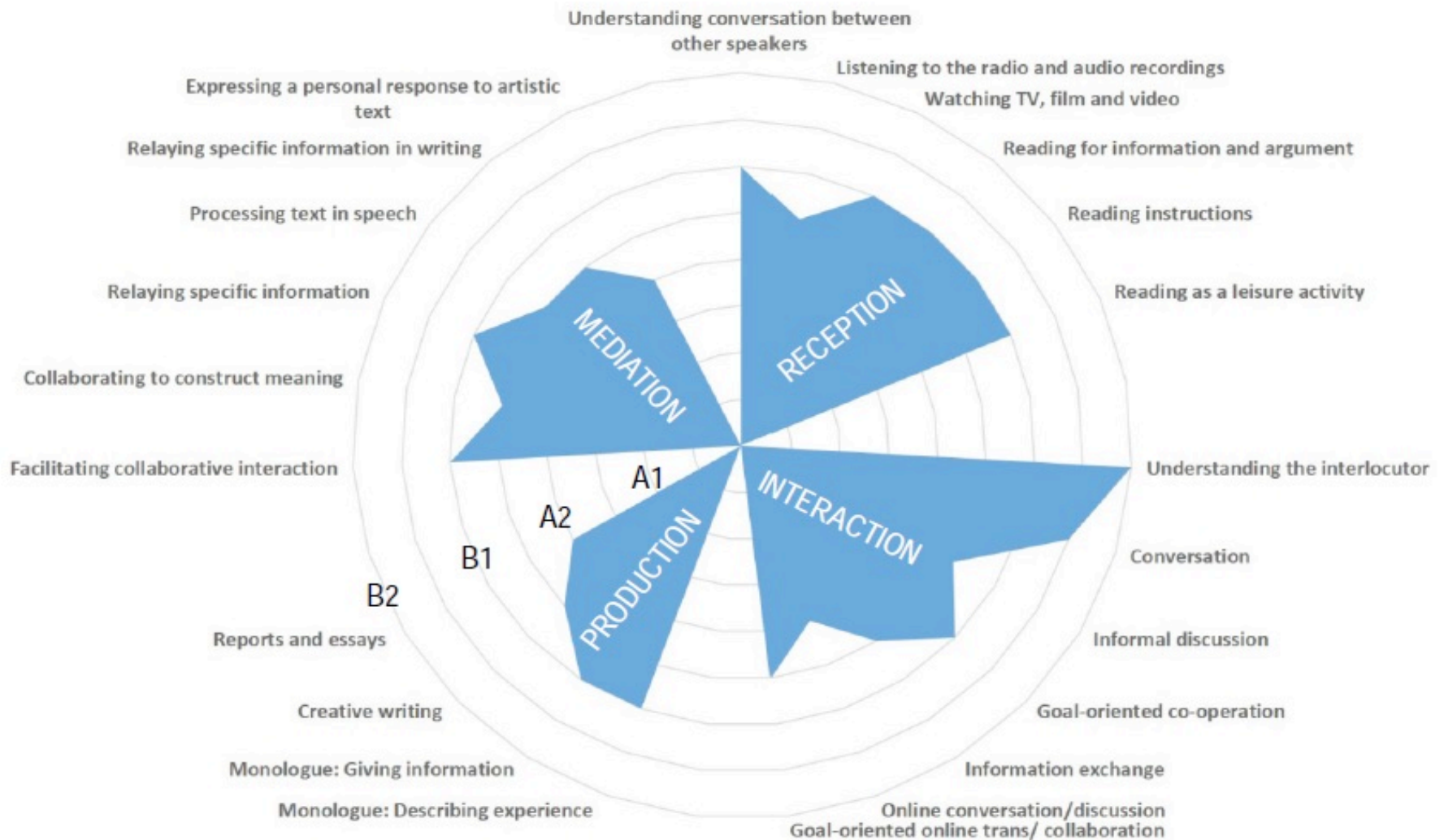
or a combination of two or more of these”

(CEFR, p. 157)

Proficiency Profile

[illegible]

Needs Profile



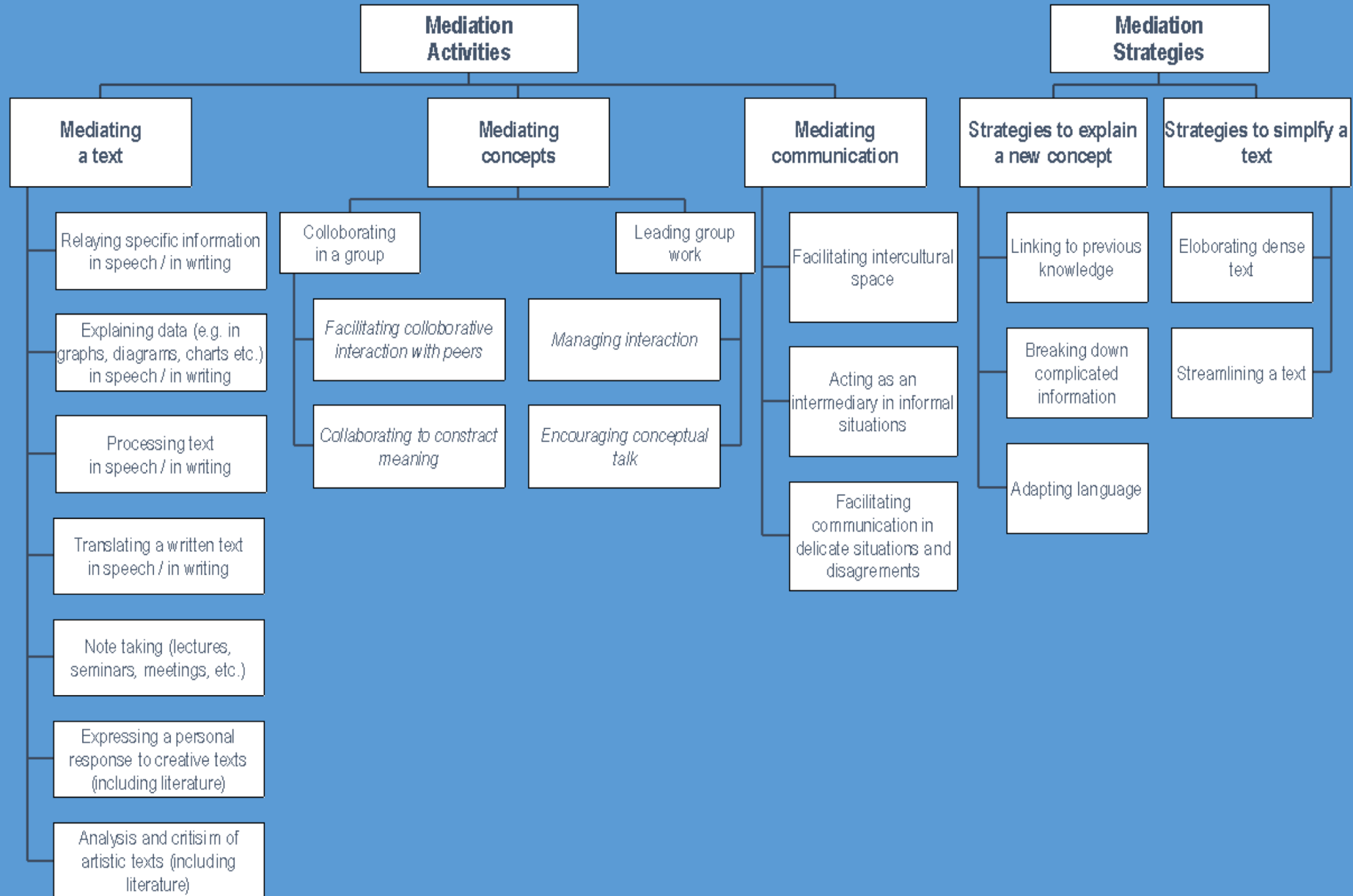
- **independent, stand-alone descriptors**
- not primarily intended for assessment
- do not attempt to cover each relevant aspect at every level
- are presented as non-mandatory examples
- provide only ***illustrations*** of competence at the different levels.
- focus on **aspects that are new and salient** – not comprehensive
- **open-ended and incomplete**

Uses of the descriptors

- relating learning aims to **real world language use**, thus giving a framework to action-oriented learning
- providing **transparent 'signposting'** to learners, parents, sponsors
- offering a 'menu' to negotiate priorities with adult learners in a process of **ongoing needs analysis**
- **suggesting classroom tasks** to teachers, usually tasks that will involve activities described in several descriptors
- introducing **criterion-referenced assessment** with the criteria relating to an external framework (CEFR)
- teacher assessment / self-assessment

- The context
- Key aspects of the CEFR for teaching and learning
- ➔ • Descriptor scales for new areas:
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- ➔ •
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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 professional. (CV, p.99)



Mediating concepts – collaborative group work

- Can use questions, comments and simple reformulations to maintain the focus of a discussion.
- Can ask questions to invite people to clarify their reasoning.

Facilitating pluricultural space

- Can support an intercultural exchange using a limited repertoire to introduce people from different cultures and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.

Plurilingual

- Can exploit creatively his/her limited repertoire in different languages for everyday contexts, in order to cope with an unexpected situation.

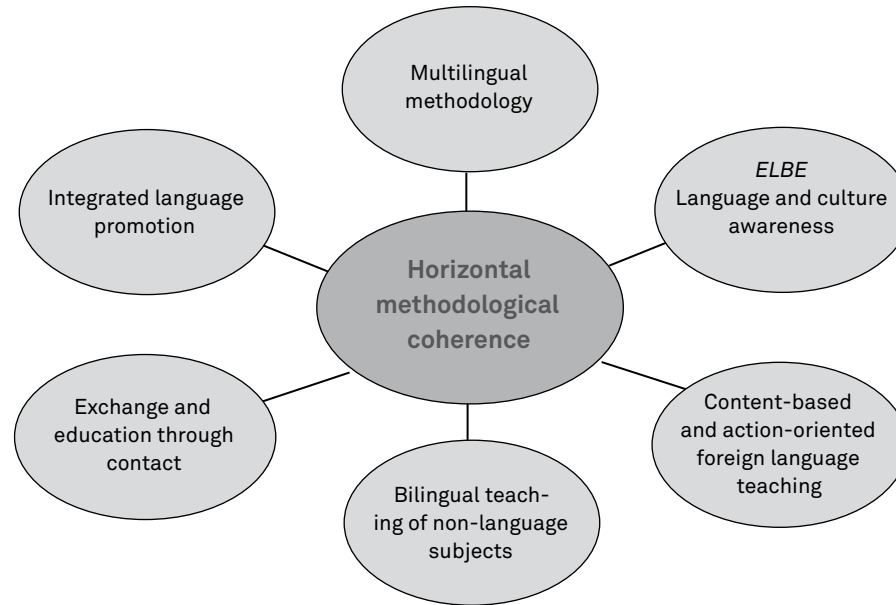


Illustration 4a | The components of multilingually oriented language teaching methodology in the *Passepartout* project (Sauer and Saudan 2009)

<http://www.edk.ch/dyn/12040.php>



EDK | CDIP | CDPE | CDEP |

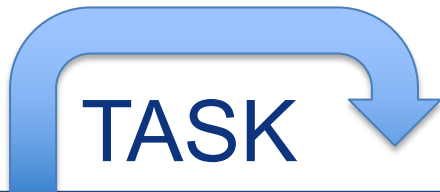
Schweizerische Konferenz der kantonalen Erziehungsdirektoren
Conférence suisse des directeurs cantonaux de l'instruction publique
Conferenza svizzera dei direttori cantonali della pubblica educazione
Conferenza svizra dals directurs chantunals da l'educaziun publica

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COORDINATION OF LANGUAGE TEACHING IN SWITZERLAND

Current Status – Developments – Future Prospects

Sandra Hutterli (Editor) | Bern 2012



Text processing

Reception
Production
Interaction
Mediation

Groupwork

Interculturality

Teaching

- Text processing
- Groupwork
- Intercultural Competence

Learning

- Text processing
- Groupwork
- Intercultural Competence

Assessing

- Text processing
- Groupwork
- Intercultural Competence

Teaching

- Reception
- Production
- Interaction
- **Mediation**

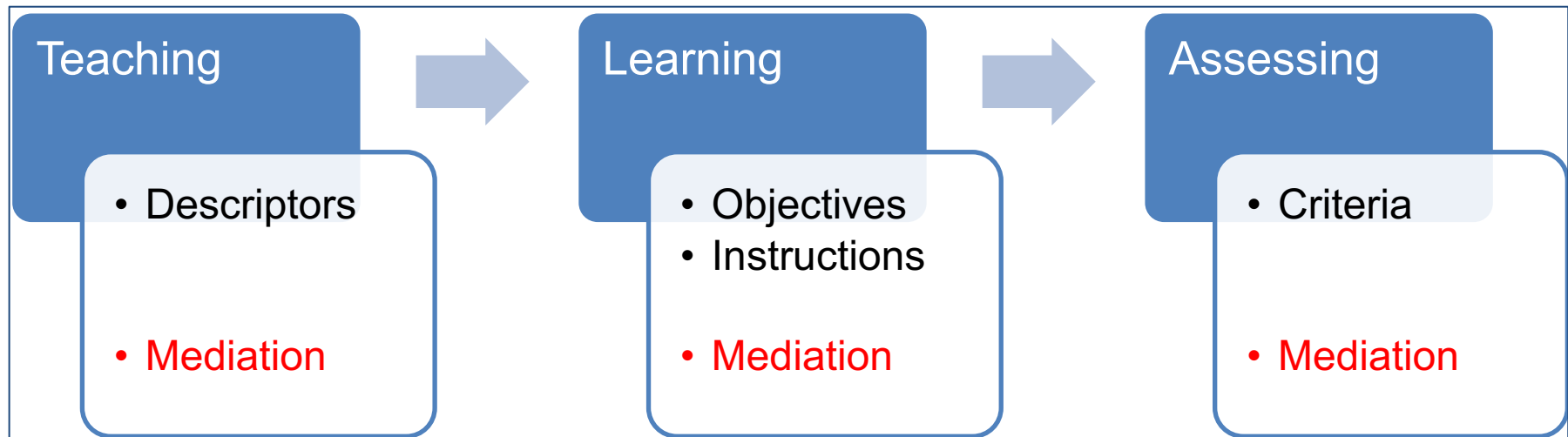
Learning

- Reception
- Production
- Interaction
- **Mediation**

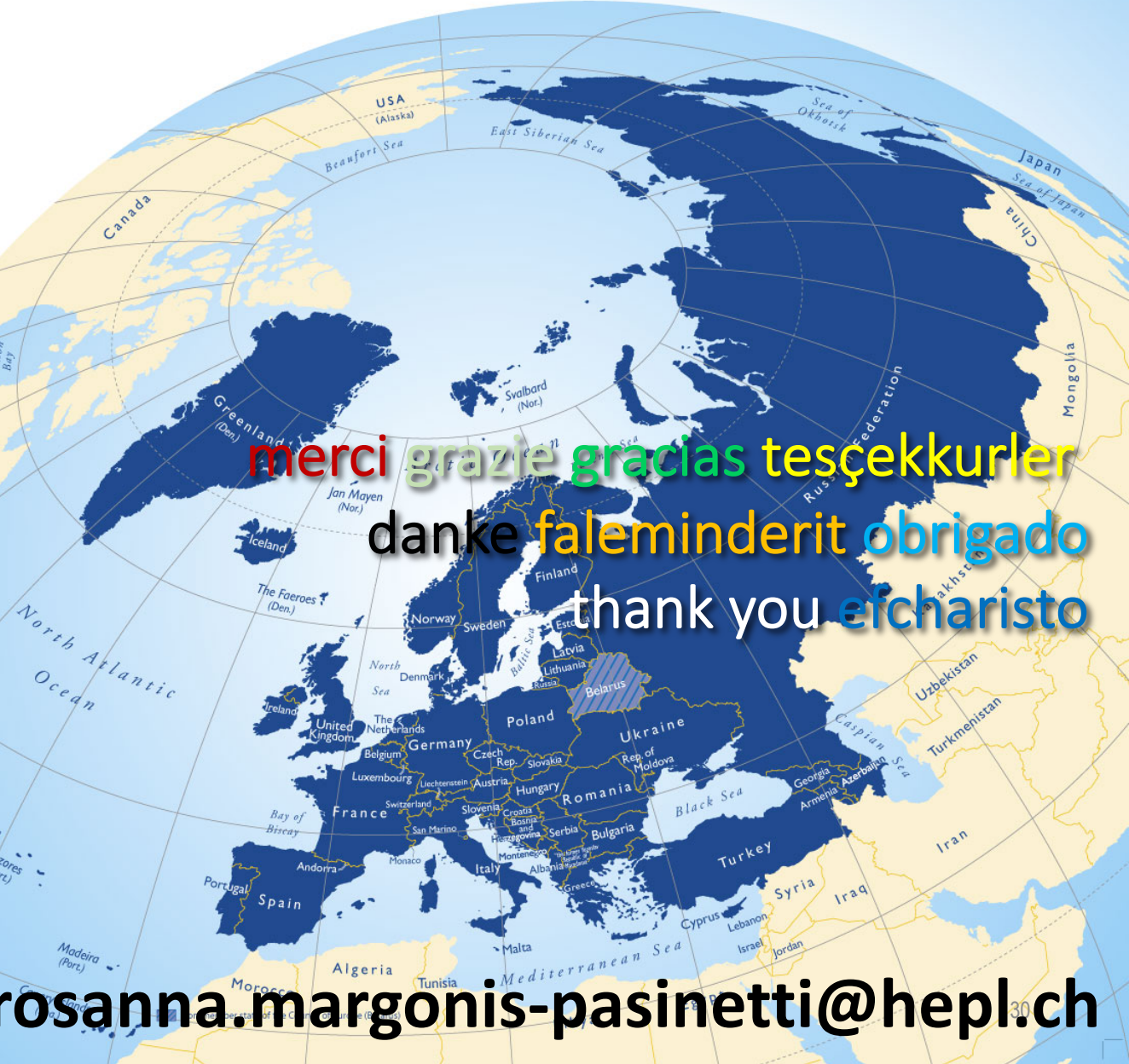
Assessing

- Reception
- Production
- Interaction
- **Mediation**

Complete Process



All the components or one only



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