

Common European Framework of Reference Companion

2001

40

„I can...“

4 skills

1000 language experts

2018

transparency

macro-functions

Common European Framework of Reference Companion

- Why a companion?
- What is new ?
- What is different in terms of teaching?

Why?

- feedback from teachers and institutions
- more elaborate descriptors were needed for mediation and plurilingualism
- new descriptors were needed for online interaction and telecommunication
- further descriptors were needed for A1 and for both C levels
- updated terminology (e.g. postcards or public telephones are mentioned in “can-do” descriptions)

What is new?

- a new 'Pre-A1' level
- descriptors for 'plus levels'
- descriptors for online interaction
- descriptors for mediation, pluricultural and plurilingual competence
- a new scale for phonological control
- scales for sign language
- shift from the four skills to the four macro-functions
- updated terminology (e.g. jettisoning of „native speaker“)

„The aim of teaching foreign languages is not to create pseudo-native speakers (Who would be the prototype?), but to enable people to connect and to communicate beyond linguistic and cultural boundaries. „

Rudi Camerer, „Klett Tipps“, Nr. 68, 2019

Pre-A1 descriptors:

„Can recognize familiar words accompanied by pictures, such as fast-food restaurant menus illustrated with photos...”

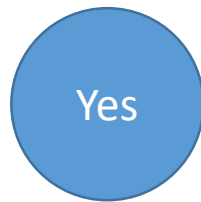
“Can understand short, simple instructions for actions such as ‘Stop,’ ‘Close the door,’ etc.

“Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.”

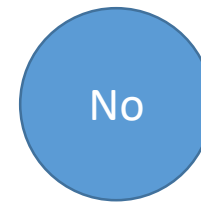
Examples of new descriptors:

SUSTAINED MONOLOGUE: GIVING INFORMATION	
C2	<i>No descriptors available; see C1</i>
C1	Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. Can give instructions on carrying out a series of complex professional or academic procedures.
B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role.
	Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.
B1	Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions.
	Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.
A2	Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'
A1	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.
Pre-A1	<i>No descriptors available</i>

When we learn a language, there are four skills that we need for successful communication: reading, writing, speaking and listening.



No idea!

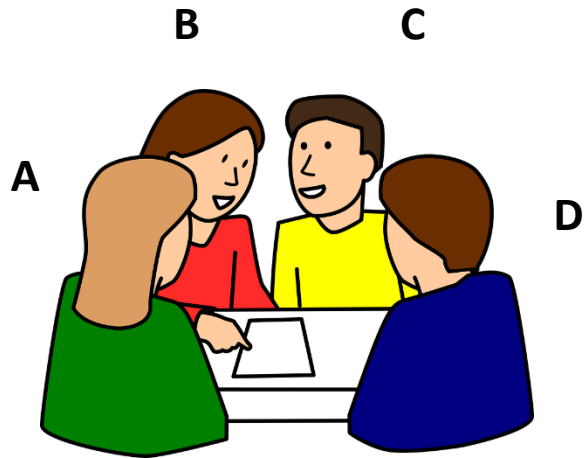




A

B

Listening + Speaking



B

C

A

D

Listening + Speaking +
Reading + Writing

Real world communication is something greater than the sum of its parts.

Communication = Tasks where participants engage in reception, production, interaction and mediation or a combination of two or more of these. (CEFR, p. 157)

CEFR CV has replaced the traditional model of the four skills (listening, speaking, reading, writing), which has increasingly proved inadequate to capture the complex reality of communication.

Macro-functions reflect more the way people actually use the language than do the four skills.

„SKILLS“ versus „MACRO-FUNCTIONS“

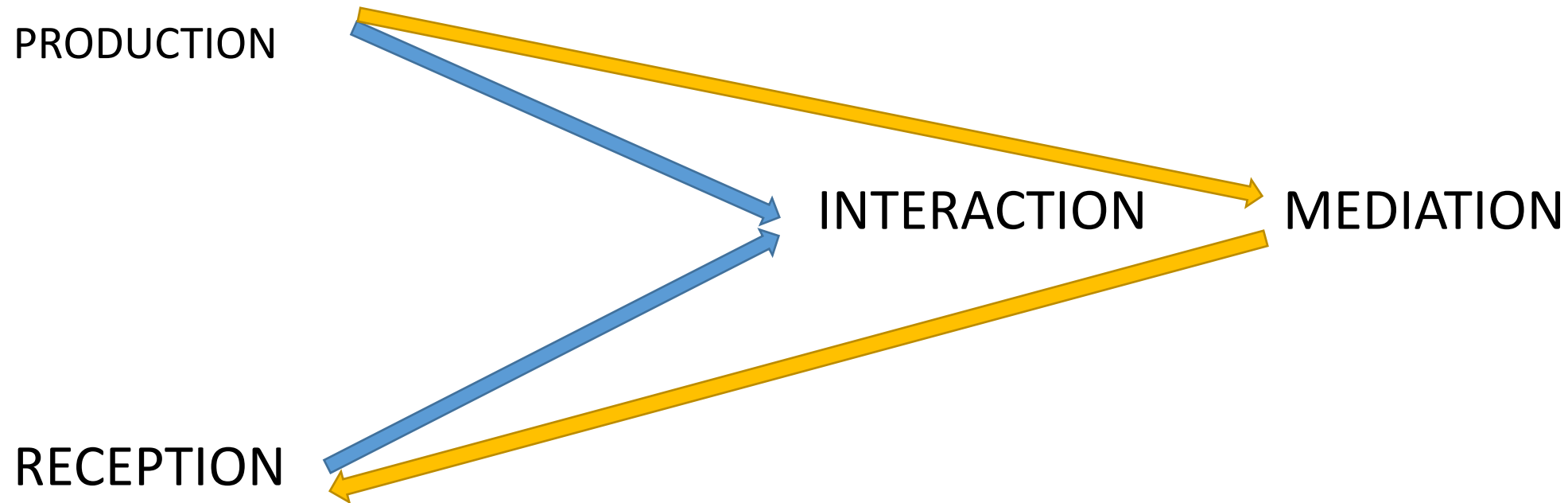
2001

Listening
Reading
Speaking
Writing

2018

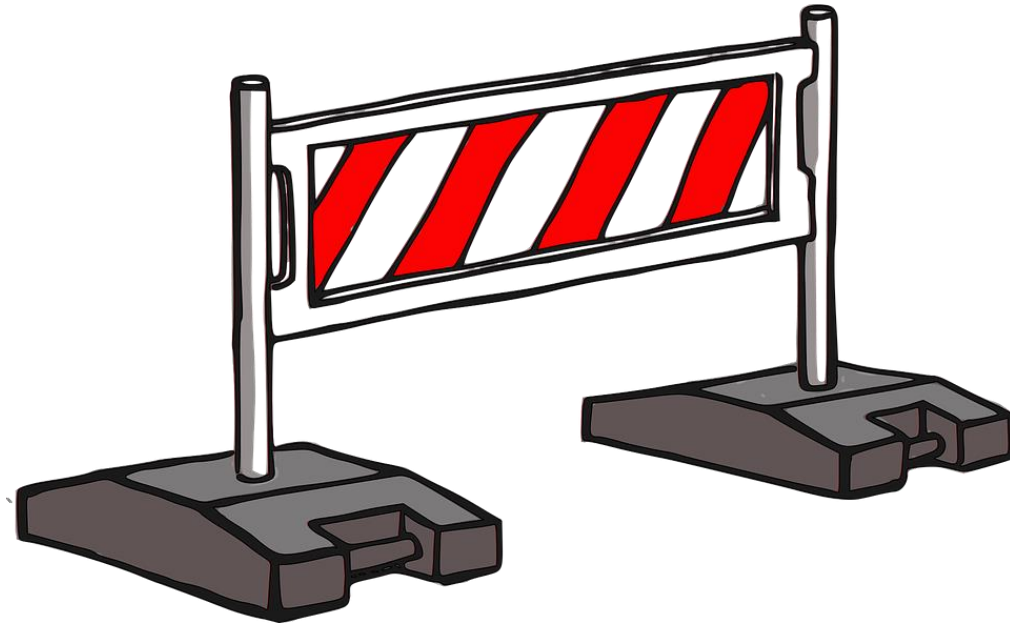
Reception
Production
Interaction
Mediation

Macro-Function Model



“..mediation makes communication possible between persons who are unable, for whatever reason to communicate with each other directly. “(CEFR Section 2.1.3)

What are the barriers to communication?



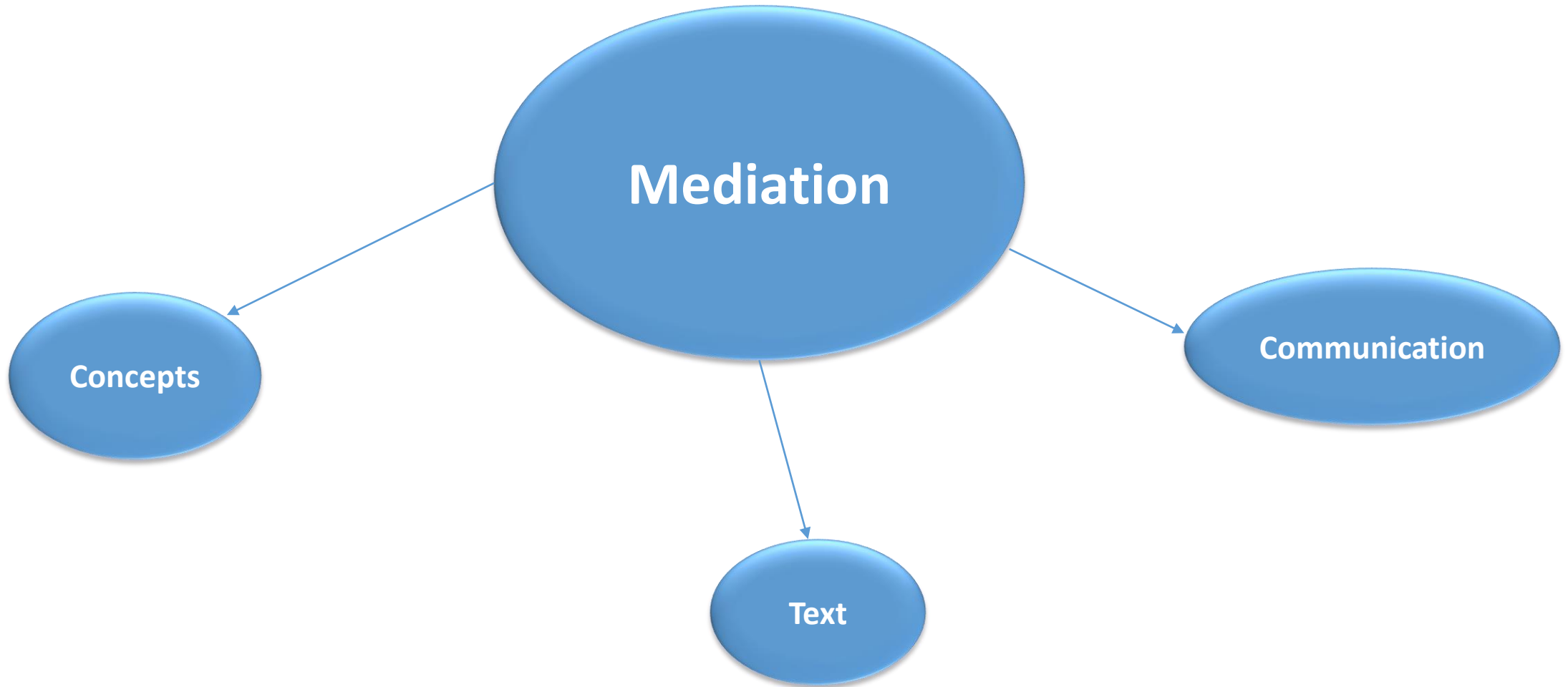
Can you tell me what a padlet is? How can I use it in class?

Have you recently:

- **Explained to your aunt how to write a Whatsapp message?**
- **Explained something to a child by using a definition?**
- **Summarized the plot of a movie to a friend?**
- **Given somebody a piece of information from a manual?**
- **Explained to somebody why people do certain things in your country?**
- **Simplified a concept in order to make yourself understood?**

Is there a difference between mediation and interaction?

Types of mediation



Types of mediation

Mediating a text

- summarising
- synthesising information
- translating
- relaying

Mediating concepts

- collaborating in order to find answers and solutions
- constructing meaning

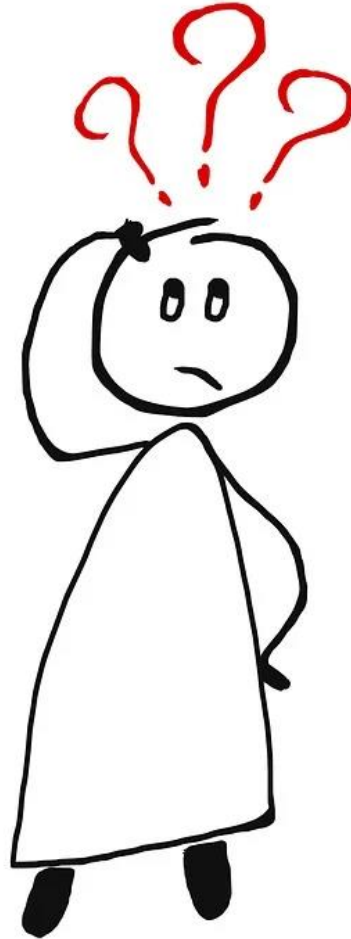
Mediating communication

- enhancing the effectiveness of communication
- acting as an intermediary
- facilitating plurilingual communication

Important to know:

- In mediation, one is less concerned with one's own needs.
- A person who engages in mediation activity needs to have a well-developed emotional intelligence, or an openness to developing it.
- Cross-linguistic mediation, inevitably involves social and cultural competence as well as plurilingual competence.

EUROLTA



Barcelona Beer Festival

Las Fallas De Valencia

Semana Santa

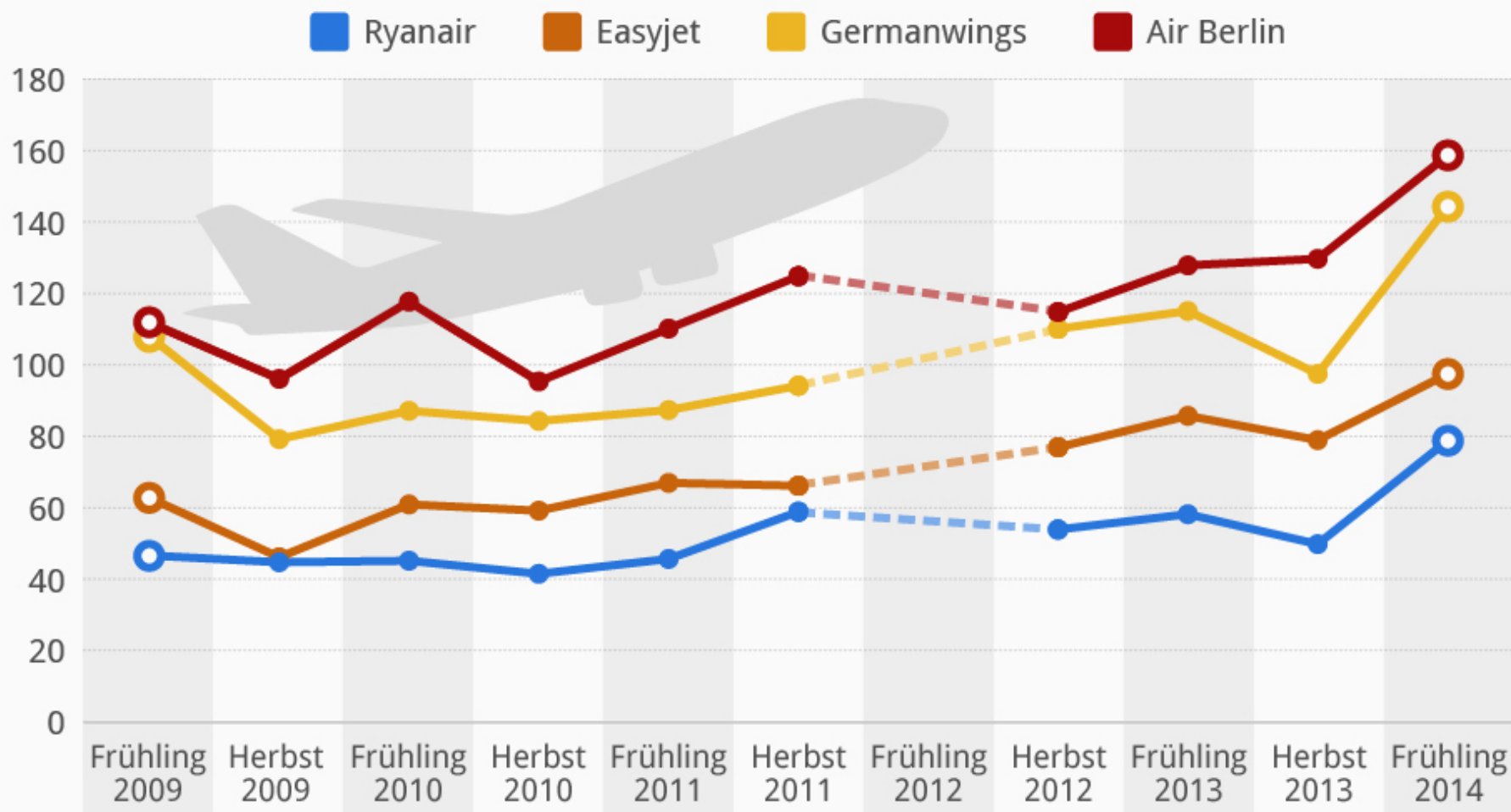
Feria Del Caballo

Feria De Abril



Billigflieger werden teurer

Durchschnittsbruttopreis* pro Flug bei ausgewählten Fluglinien (in Euro)



DUCK DISHES

65. Roast Duck with Beansprouts	£5.70
66. Roast Duck with Mixed Vegetables	£5.70
67. Roast Duck with Pineapple	£5.70
68. Roast Duck with Bamboo Shoots & Water Chestnuts	£5.70
68a. Lemon Duck	£5.70
68b. Orange Duck	£5.70

ROAST PORK DISHES

69. Roast Pork with Beansprouts	£4.90
70. Roast Pork with Mushroom	£4.90
71. Roast Pork with Mixed Vegetables	£4.90
72. Roast Pork with Pineapple	£4.90
73. Roast Pork with Vegetables in Hot Bean Sauce	£4.90
74bb Roast Pork, Mushroom in Black Bean Sauce	NEW £4.90

SWEET & SOUR DISHES

74. Sweet & Sour Chicken Balls in Batter	£4.90
75. Sweet & Sour Chicken (Hong Kong Style)	£4.90
76. Sweet & Sour Pork Balls in Batter	£4.90
77. Sweet & Sour Pork (Hong Kong Style)	£4.90
78. Sweet & Sour King Prawn Balls in Batter	£5.40
79. Sweet & Sour King Prawn (Hong Kong Style)	£5.40
79a. Sweet & Sour Mushrooms	£4.30
79b. Sweet & Sour Mixed Vegetables	£3.90

TOFU DISHES

Tofu in Black Bean Sauce	NEW £4.80
Tofu in Satay Sauce	NEW £4.80
Tofu in Vegetables	NEW £4.80
Tofu in Sweet & Sour Sauce	NEW £4.80
Tofu with Mixed Veg. in Chili Bean Sauce	NEW £4.80

CURRY DISHES

80a. House Special Curry (with Chips) (with Pineapple)	£5.60
80b. House Special Curry (with Boiled Rice) (with Pineapple)	£5.60
80c. House Special Curry (with Egg Rice) (with Pineapple)	£5.90
81a. Chicken Curry (with Chips)	£5.20
81b. Chicken Curry (with Boiled Rice)	£5.20
81c. Chicken Curry (with Egg Rice)	£5.50
82a. Beef Curry (with Chips)	£5.20
82b. Beef Curry (with Boiled Rice)	£5.20
82c. Beef Curry (with Egg Rice)	£5.50
83a. King Prawn Curry (with Chips)	£5.70
83b. King Prawn Curry (with Boiled Rice)	£5.70
83c. King Prawn Curry (with Egg Rice)	£6.00



61. King Prawn with Veg & Cashew Nuts



62. Sweet & Sour King Prawn



74. Sweet & Sour Chicken Balls



75. Sweet & Sour Chicken (HK Style)

84a. Roast Pork Curry (with Chips)	£5.20
84b. Roast Pork Curry (with Boiled Rice)	£5.20
84c. Roast Pork Curry (with Egg Rice)	£5.50
85a. Shrimp Curry (with Chips)	£5.20
85b. Shrimp Curry (with Boiled Rice)	£5.20
85c. Shrimp Curry (with Egg Rice)	£5.50
86a. Mixed Vegetable Curry (with Chips)	£5.00
86b. Mixed Vegetable Curry (with Boiled Rice)	£5.00
86c. Mixed Vegetable Curry (with Egg Rice)	£5.30
87a. Mushroom Curry (with Chips)	£5.00
87b. Mushroom Curry (with Boiled Rice)	£5.00
87c. Mushroom Curry (with Egg Rice)	£5.30

CHOP SUEY DISHES

88. Chicken Chop Suey	£4.90
89. Beef Chop Suey	£4.90
90. Roast Pork Chop Suey	£4.90
91. Shrimp Chop Suey	£4.90
92. King Prawn Chop Suey	£5.40
93. House Special Chop Suey	£5.30

FOO YUNG DISHES

94. Chicken Foo Yung	£4.90
95. Mushroom Foo Yung	£4.80
96. Shrimp Foo Yung	£4.90
97. King Prawn Foo Yung	£5.40
98. House Special Foo Yung	£5.30

CHOW MEIN DISHES (NOODLES)

99. Chicken Chow Mein	£4.90
100. Beef Chow Mein	£4.90
101. Roast Pork Chow Mein	£4.90
102. Shrimp Chow Mein	£4.90
103. King Prawn Chow Mein	£5.40
104. House Special Chow Mein	£5.40
105. Mixed Vegetable Chow Mein	£4.70
106. Singapore Style Vermicelli	£5.20
106T. Singapore Style Thick Noodles	£5.20
NEW Chicken Udon Noodles	£5.00
NEW Beef Udon Noodles	£5.00
NEW Roast Pork Udon Noodles	£5.00
NEW Shrimp Udon Noodles	£5.00
NEW King Prawn Udon Noodles	£5.50
NEW Special Udon Noodles	£5.50

Hot & Spicy Dishes

Vegetarian Dishes

A and B attend summer courses in Paris to learn French. They have dinner at a Chinese restaurant where an English-language menu is available and the waiter speaks English.

A – Student - English and some French (A2)

B – Student – German and some French (A2)

C – Waiter – English and Chinese

- Phase 1.: Student A explains to Student B what is on the menu.
- Phase 2: Student B decides what he wants to eat and A places the order for both. B asks some questions about the ingredients because she/he has an allergy.
- Phase 3: A asks the waiter questions. A translates the answers as well.

A
English
French A2

Waiter
Chinese
English

B
German
French A2

Mediation activities:

1. Student A reads a story and re-tells the story, using pictures (we can provide pictures or ask students to create/find pictures themselves). The task could be also be that of re-telling the story for a lower level.

2. Students exchange information from different texts by paraphrasing, simplifying and summarizing information.

3. Divide your class into pairs or small groups:

- Give each pair a concept they should explain (i.e. digital natives/digital immigrants/neutral casting/etc.—that is, something suitable to their level).
- Students can use all resources (dictionaries, smart phones, etc.)
- Students talk to each other and make guesses.
- Students find examples and contexts to use the concepts.
- Students could find pictures illustrating the concepts (by using their smart phones, for instance).
- At the end, the concepts will be presented to the rest of the class.
- Encourage students to interrupt, ask for clarification, and complete with their own information.

This is a good example of co-constructing meaning.

Examples of mediation activities:

- Explaining data in graphs, pictures, and symbols
- Comments on charts
- Relaying specific information
- Listening and note-taking to summarize
- Translating a written text
- Paraphrasing
- Breaking down complicated information
- Adapting speech for different professional categories
- Shortening a text
- Presenting ideas as bullet points
- Simplifying the plot of a novel
- Excluding what is not relevant for a specific audience/ interlocutor

**There are plenty of opportunities to recycle activities that
already exist in books in order to make them useful for
teaching and practising mediation.**

How to teach mediation:

- Use mediation can-do statements to set learning goals
- Adapt mediation can-do statements to fit your contexts
- Equip learners with the necessary language, i.e.:
 - to show interest
 - to show agreement/disagreement
 - body language to show interest, agreement, etc.
- Give students problem-solving tasks in groups

Brian North

Tim Goodier (Eurocentres Foundation)

Enrica Piccardo (University of Toronto / Université Grenoble-Alpes)

<https://www.youtube.com/watch?v=aVVQE6-FH0w>

<https://www.youtube.com/watch?v=e1dYitn0o0U>

<https://www.youtube.com/watch?v=kVtbE1xhFMc>

Languaging

Dr. Merrill Swain

In many cases, when we use language it is not just to communicate a message, but rather to develop an idea through what is often called 'languaging' (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication.

