**Module Description: Module 5**

Recognition and validation of language skills in line with the Common European Framework of Reference (CEFR). Key languages are English and German

1. **Module Organizer Contact Details:**

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1. **Course Code:** CATALYST M05
2. **Course Requirements:** 02 ECTS (60 hours) (1 academic hour is 60 minutes)
* 25 hours for in-class study
* 35 hours for self-study
* B2-C1 Level (CEFR)
1. **Module Description:**

The module consists of 5 lessons as follows:

| **Contents** | **Activities** | **Assignments** |
| --- | --- | --- |
| **Lesson 1: Overview of CEFR**1.1 What the CEFR is and what it is not1.2. A brief history of the CEFR1.3. How to read the CEFR | LecturesDiscussionTask completionProject | * Home reading
 |
| **Lesson 2: CEFR principles for teaching and learning** | LecturesDiscussionTask completionProject | * Quiz
* Home reading
 |
| **Lesson 3: CEFR Principles for Assessment** | LecturesDiscussionTask completionProject | * Home reading
* Presentation

(groups 1-2)30 mins/group |
| **Lesson 4**: **CEFR Principles for Use of Reference Level Descriptions** | LecturesDiscussionTask completionProject | * Home reading
* Presentation

(groups 3-4)30 mins/group |
| **Lesson 5: Applying the CEFR in practice**Applying the CEFR in practice: Aligning VSTEP and Cambridge ESOL examinations to the CEFR | LecturesDiscussionGroup workProject | * Home reading
* Presentation

(groups 5-6)30 mins/group* Written assignment
 |

1. **Language of Instruction & Level:**

English and Vietnamese

English and Laotian

CEFR –B2/C1

1. **Module Aims and Overview**:

This module aims to:

- Provide students with knowledge of the common European Framework of Reference (CEFR)

- Validate the framework with other international English assessment tests such as Cambridge tests and VSTEP (Vietnamese Standardized Test of English Proficiency).

1. **Learning Outcomes**:

Upon completion of the module, the students will be able to:

1. Gain an insight into the principles for teaching and learning, for assessment, for use of reference level descriptions, and general usage of CEFR.
2. Apply the CEFR in practice: aligning other certification systems such as VSTEP (Vietnamese Standardized Test of English Proficiency) and Cambridge ESOL examinations to CEFR.
3. **Target Groups:**

Fourth year English-majored students in Teacher Education program

1. **Module Assessment** (test type & marking system):

Participants take part in learning tasks individually or group work. Learning results will be assessed by teachers and peers based on the specific CEFR learning content engaged with learning outcomes.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Assessment** | **Weight** | **Type** | **Tasking** | **Learning Outcomes** | **Time of assessment** |
| 1 | Theoretical Test | 20% | Multiple choice/Quiz | Individual | LO 1 | Lesson 2 |
| 2 | Essay | 30% | WrittenReflection | Individual | LO 2 | Lesson 5 |
| 3 | Final Exam | 50% | Projectpresentation | Individual & Group | LO 1 | Lessons 3, 4, 5 |

**Marking Schemes**

1. **Project Presentation**
* **Task detail:**
1. ***Task description:***

Students work in groups of 3-4 to carry out a project that involves either researching an assigned topic or performing a task about/related to the CEFR and present their findings in class seminars.

The presentation should take the form of an informative presentation that describes and reflects on their work during the project. It should also convey knowledge and understanding of different aspects of the CEFR.

Thorough research is required to have sufficient understanding of the topic to answer questions and handle discussions that follow. Students must consult various sources, e.g. books, periodicals, daily publications, electronic media, the Internet, etc. for this project. A PowerPoint slideshow to accompany the presentation is compulsory.

Each member of the group must be responsible for one part of the presentation. Time for each presentation is 30 minutes excluding Q & A (10 mins for Q & A).

Assessmentis based on group effort (60% of the total mark), as demonstrated by overall group preparation, proper structure and content, and appropriate use of visual aids, as well as individual effort (40% of the total mark), as demonstrated by ability to use verbal and nonverbal communication. (see the following table for a more detailed marking scheme)

1. ***Marking scheme:***

|  |  |  |
| --- | --- | --- |
|  **A. Group Performance (60%)**  |   |   |
| Structure (10%)  | Introduction, body, conclusion; transitions, linking devices etc.)  |  /100  |  /10  |
| Content (40%)  | Recognition of the main points on CEFR, demonstrating understanding of the framework & handling of questions, etc.  |   /100  |   /40  |
| Visuals (10%)  | Slide design and use of visual aids  |  /100  |  /10  |
| **Group total**  | /60   |
| **B. Individual Performance (40%)**  |   |   |
| Verbal communication (20%)  | fluency, accuracy, range of vocab etc.  |  /100  |  /20  |
| Non-verbal communication (20%)   | voice, appearance, body language etc.  |  /100  |  /20  |
| **Individual total**  | /40  |
|  **Total score (A + B)** =  **/100**  |

**2. Essay (Written Reflection)**

* **Task detail:**

- Each student is required to submit a reflection which compares one skill at B1 level tested at VSTEP with the description of B1 in CEFR;

- Word length: **700 words** (± 10%)

|  |
| --- |
| *When marking students’ paper, the trainers will be looking at the following criteria:* |
| **1. Content: 70%*** Introduce the selected skill for analysis;
* State VSTEP assessments clearly;
* Illustrate the tested ability through specific analyses of tasks given in the test;
* Discuss the link between VSTEP and CEFR based on critical judgements;
* Conclude the relevance of VSTEP to CEFR; and
* Provide recommendations (if any).

**2. Language and Style: 30%*** Have all required components;
* Use appropriate language without spelling and grammatical errors
 | *…..**/100* | *…..**/70* |
| *…..**/100* | *…..**/30* |
| ***Total mark:***  | ***/100*** |

**Grade Converting System**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **Lao grades** | **Vietnam grades** |
| **Grade level** | Excellent | A=4,0 | = 90-100% | 9.0 – 10.0 |
| Very good | B+ =3,5 | = 80-89% | 8.0 – 9.0  |
| Good | B=3,0 | = 70-79% | 7.0 – 7.9 |
| Fairly good | C+=2,5 | = 65-69% | 6.5 – 6.9 |
| Fair | C=2,0 | = 60-64% | 6.0 – 6.4  |
| Poor | D+=1,5 | = 55-59% | 5.5 – 5.9 |
| Very poor | D=1,0 | = 50-54% | 5.0 – 5.4 |
| Fail | F=x | < 50% | < 5.0 |

1. **Bibliography**

**10.1 Literature**

1. Description and samples of VSTEP (2015). Hanoi: National University Press. (Lesson 5, Handout 5)
2. English Profile – Introducing the CEFR for English, Cambridge University Press, retrieved from:

<https://www.cambridgeenglish.org/exams-and-tests/cefr/>

(In class materials, Lesson 4, Handout 1, p. 3; Handout 2, pp. 13-17; Handout 5, p. 20; Lesson 5).

1. Messick, S. (1996). *Validity and Washback in Language Testing.* Educational Testing Service, Princeton, N.J. (Lesson 3 – Handout 2)
2. Paterson, D.G. (August 21, 1926). Do New and Old Type Examinations Measure Different Mental Functions? *School and Society, vol. 24*, 246-48. (Lesson 3 – Handout 1)
3. Sax, G., & Collet, L.S. (1968). An Empirical Comparison of the Effects of Recall and Multiple-Choice Tests on Student Achievement. *Journal of Educational Measurement, vol. 5*, 169-73. (Lesson 3 – Handout 1).
4. Using the CEFR: Principles of Good Practice (2011). Cambridge: Cambridge University Press (In-class materials, Lesson 2, pp. 11-13; Lesson 5, Handout 1).

**10.2 Online materials**

1. [Https://www.cambridgeenglish.org/exams-and-tests/cefr/](https://www.cambridgeenglish.org/exams-and-tests/cefr/) (Handouts 2A, 2B, 2C, 2D)
2. [Http://englishprofile.org/wordlists](http://englishprofile.org/wordlists) (Lesson 4, Handout 3, Handout 4)
3. Test Item Analysis. Retrieved from [Https://www.accs.cc/default/assets/File/DPE\_CTE/CurriculumDevelopment/Teaching%20Tips%2C%20Tools%2C%20and%20Techniques/Student%20Assessment/Test%20Item%20Analysis.doc](https://www.accs.cc/default/assets/File/DPE_CTE/CurriculumDevelopment/Teaching%20Tips%2C%20Tools%2C%20and%20Techniques/Student%20Assessment/Test%20Item%20Analysis.doc). (Lesson 3 – Handout 3)
4. Video (Lesson 4), Retrieved from

<http://www.englishprofile.org/>

<http://vocabulary.englishprofile.org/staticfiles/about.html>

<http://englishprofile.org/english-grammar-profile>