**Module Record of Training Activity: Module 5**

Recognition and validation of language skills in line with the

Common European Framework of Reference (CEFR). Key languages are English and German

**Trainer:** Pham Hoai Anh

**Day:** 20th February 2019

**Time:** 1:00 pm to 6:00 pm (5 hours)

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 1

# Overview of the CEFR

**Day:** 20th February 2019

**Location:** Room 409-D4 Building (HUST)

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Self-introduction | * Trainer introduced himself/herself. * Trainer had participants talk to the person next to them in 4 mins, then they introduced that person to the whole class. | * A simple warm-up activity. |
|  | Introduction  of the module | * Trainer instructed participants to work in pairs (A & B) and study Handout 1: A read about the aims and overview, and learning outcomes of the Module, while B read about the schedule, materials and assessment. * After 3 mins, they shared with each other what they had read. * After participants’ sharing, trainer emphasized the key points of the Module (showing slides 1-8 of Handout 2). * Q&A | * This was successful. * Participants had a number of questions about the module. |
|  | What the CEFR is and what the CEFR is NOT (the definition of the CEFR, and its objectives and features) | * Participants worked in pairs and discussed anything they’ve already known about the CEFR and took notes on A1 paper. Trainer gave some clues to facilitate the discussion. * After 10 min discussion in pairs, trainer asked some of them to present the information to the whole class. * Trainer explained the key points of the CEFR (showing ppt slides 9-16). * Q&A | * Trainer should give some clues: the Acronym, how many levels, its aim, its features, etc.) * There should have been more time for this activity. |
|  | A brief history of the CEFR | * Participants worked in pairs and discussed anything they’ve already know about the history of the CEFR. (Trainer gave some clues to facilitate the discussion.) * After 10 min discussion, trainer asked some of them to present the information to the whole class. * Trainer presented the summary development of the CEFR, reasons behind the CEFR, its worldwide uses (showing ppt slides 14-19). * Q&A * Practice (Activity 1): *Guess whom the CEFR benefits?* (slide 23): Participants worked in groups of 3 to fill in the blanks with suitable words/phrases. * Trainer showed and explained the answers (slide 24-25). * Q&A | * CEFR was a new topic for the participants, so this was a challenging task for them -> might need more time for the activity * Trainer must give them some clues about the CEFR history. |
|  | Global scale: Introduction | * Participants worked in pairs, read, discussed Handout 3 carefully, and highlighted phrases/statements which make the 6 levels different. * Trainer went around and helped with new words in the handout. * Trainer asked participants to assess which level their English language skills are, using the “can-do statements” in the Global Scale. * Participants informed the class of their level of English. | * It was hard for participants to understand the scale, so trainer should help them with new words. * Switching into Vietnamese sometimes was necessary. |
|  | Can-do statements in the CEFR  A representation of the CEFR’s model of language use and learning | * Trainer explained the Global scale by showing slide 27 (with key points underlined) * Trainer presented *Can-do statements* (showing slide 28). * Q&A * Trainer lectured on ‘A representation of the CEFR’s model of language use and learning’ (showing slide 29 on the projector). * Q&A * Practice (Activity 2): *Recognizing the 6 level descriptors* * Trainer showed 6-level descriptors on the walls without level labels (A1-C2): Slides 30-31 * Participants worked in groups of 3, read each descriptor and decided which level it belongs to (A1-C2). * Class feedback: Trainer asked participants the reasons for their choice and provided further explanations. |  |
| * This was a combination of theory and practice. So the participants found it exciting and joined the activities proactively. * Participants got some hands on experience with reading the CEFR. |
|  | Writing Assessment Scale with an example of B1 level | * Trainer showed slide 32 (B1 Writing Assessment) and asked participants to study it for 5 minutes. * Trainer went around to support. * Trainer turned off the projector, and stuck the scale B1 (0-5), with some BLANKS on the board and gave participants cards of descriptor for these blanks. * Participants worked in groups of 3 to discuss and complete the frame on the board with the relevant cards. * Class feedback: Participants shared reasons for their choice. * Trainer showed slide 34 – the answer key and provided further explanations. | * This was a challenging task for the participants -> Trainer needed to support them with new words and structures of the scale. * So there should have been more time on this part. |
|  | Wrap-up | * Participants answered questions raised by trainer:   + *What is the CEFR? What is NOT the CEFR?*   + *A brief history of the CEFR?*   + *How to read the CEFR?* * Q & A * Trainer assigned home reading: Sections 1 & 2 of Handout 5. | * This worked effectively. * Participants had some questions about home reading. |

**Module Record of Training Activity**

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

**Trainer:** Ngo Phuong Anh

**Day:** 27th February 2019

**Time:** 1:00 pm to 6:00 pm (5 hours)

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 2

# Principles of CEFR in teaching and learning

**Day:** 27th February 2019

**Location:** Room 409 - D4 Building, HUST

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Participants’ group presentations | * Participants presented in groups of three the topics that they had prepared. | * Participants prepared the presentation carefully. |
|  | Review of the previous session | * Participants revised the previous lesson on CEFR and completed the handout | * The lesson went well. |
|  | CEFR framework review | * Participants did the quiz (true/false) and discussed their choice with each other | * This activity was effective and appeared interesting to the participants |
|  | Leading in the content of the lesson | * Participants presented the reasons for adapting CEFR in teachers’ teaching practice. | * Time for the activity should be shortened. |
|  | The CEFR in language learning and teaching | * Participants worked in groups of three to work out the answers for the trainer’s questions on notes | * Question 5 was quite general |
|  | Understanding of how CEFR can be used in curriculum and syllabus design | * Participants presented and discussed how CEFR is used in curriculum and syllabus design. | * Participants were not familiar with curriculum and syllabus design. |
|  | How CEFR is reflected in the syllabus | * Participants analyzed a syllabus given by the instructor and discussed the syllabus’s main aims, objectives, outcomes * Participants reflected on the principles of CEFR and the syllabus aligned with CEFR. | * The activity went well. |
|  | The principles of CEFR for teaching | * Participants worked individually and in pairs to discuss and reflect the principles of CEFR for syllabus design | * This went smoothly |
|  | How to use CEFR in the classroom: Teaching and lesson planning | * Participants identified how to use CEFR in teaching and lesson planning * Participants analyzed the syllabus and completed handout 2. | * It was not an easy task for the participants -> Trainer should explain more on ‘syllabus’ before instructing how to use CEFR in the classroom |
|  | The CEFR and syllabus design | * Participants worked on Handout 2 individually and exchange results in pairs | * The activity worked well |
|  | Summarizing the points covered in class | * Participants summarized the main points of the lesson | * The participants understood the main points of the lesson. |
|  | Checking Ss’ understanding of CEFR | * Participants did the mini test on the general knowledge of the CEFR | * The test went on smoothly. |
|  | Assignment of homework | * Participants asked question relating to the homework assigned | * This activity went well |

**Module Record of Training Activity**

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

**Trainer:** Nguyen My Binh

**Day:** 6th March 2019

**Time:** 1 pm–6 pm (5 hours)

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 3

# CEFR Principles for Assessment

**Day:** 6th March 2019

**Location:** Room 409 - D4 Building, HUST

|  |  |  |  |
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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Assessment of Lesson 2: Group presentations | * Participants presented topics assigned in Lesson 2 (2 groups) * T provided feedback | * Participants did well though they clearly needed help to gain deeper understanding of content. |
|  | Key concepts of assessment | * T explained: * Achievement vs Proficiency Testing * Norm – vs Criterion Referenced * Objective vs Subjective Testing – **Activity 1: Handout 1** (15 mins). Participants worked in pairs to discuss and solve a quiz on subjective vs objective test items. T checked and provided feedback/explanation (15 mins). * Validity – **Activity 2: Handout 2** (10 mins). Participants worked in pairs to match the categories to their examples. T checked and provided feedback/explanation (10 mins). * Reliability | * More time for activities would be better * Participants struggled with test validity and reliability |
|  | Stages in test development | * T explained stages in test development (focusing on writing test specification and selecting test items) * **Activity 3:** Participants wrote test specifications in groups of 3-4 people (50 minutes) * Groups of participants shared the test specification that they develop * T provided feedback and suggestions for improvement | * Participants got some hands on experience in developing test specification. * Need more time for discussion. |
|  | Test analysis | * Trainer explained the importance of the test analysis stage in the test development process. * Participants read Handout 3. * Trainer lead whole class discussion about the reading’s implications on participants’ home assignment (piloting a test and conducting a test analysis) | * Participants were concerned about how to administer their pilot tests |
|  | Lesson summary and assignment of homework and topics for next week’s presentations | * Trainer recapped main contents * T assigned homework and answered participants’ questions regarding the task | * This went smoothly. |

**Module Record of Training Activity**

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

**Trainer:** Le Nu Cam Le

**Day:** 13th March 2019

**Time:** 1:00 pm – 6:00 pm (5 hours)

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 4

# The CEFR principles for use of Reference Level Descriptions

**Day:** 13th March 2019

**Location:** Room 409 - D4 Building, HUST

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Assessment of Lesson 3: Group presentations | * Participants presented topics assigned in Lesson 3 (2 groups) * T provided feedback | * Participants did well though they clearly needed help to gain deeper understanding of content. |
|  | Principles for assessment | * Participants worked in group, discussed principles for assessment and presented their ideas in front of the class | * Focus of the discussion should have been well-introduced to the participants |
|  | Reference Level Descriptions and English Profile | * Participants answered questions and discussed RLD and English Profile * Teacher summarized | * This was quite challenging as this was the first time they had been introduced to RLD and English Profile -> Trainer should clarify more carefully the descriptions |
|  | English Profile: the CEFR for English | * Participants watched Video, did exercise in Handout 1 and discussed answers | * Participants should have been more well-informed that text in Handout 1 is not the script of what they listened in Video. |
|  | Grammatical criterial features of English Vocabulary Profile | * Participants did exercise in Handout 2 and discussed answers | * This worked well. |
|  | Features of English Vocabulary Profile | * Participants worked in pairs to identify features of the verb ‘Take’ shown in Handout 3 in English Profile   + Representatives of groups report to the whole class | * Participants were very interested in the Money topic and the exercises |
| 7 | Lexical words on CEFR scale  Grammatical criterial features of English | * Whole class worked on Handout 4 * Whole class feedback | * Participants needed more time for this. |
| 8 | Purpose of Reference Level Descriptions  - Principles of using resources from RLDs | * Participants worked individually to read p.20 and the first half of p.21 in Using the CEFR: Principles of Good Practice * Participants answered the questions and discussed their ideas * Whole class feedback | * This part was merely theoretical and participants found the activity not very engaging -> Trainer could reduce the time for the activity |
| 9 | Use of resources from RLDs – English Profile to make decisions about which language points are suitable for teaching at each CEFR level | * Participants worked in groups to do exercises in Handout 5 | * This worked well. |
| 10 | Lesson summary and assignment of homework and topics for next week’s presentations | * Trainer recapped main contents * T assigned homework and answered participants’ questions regarding the task | * This went smoothly. |

**Module Record of Training Activity**

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

**Trainer:** Dau Thi Le Hieu

**Day:** 20th March 2019

**Time:** 1:00 pm– 6:00 pm (5 hours)

**Location:** Room 409, D4, Hanoi University of Science and Technology (HUST)

# LESSON 5

# Applying the CEFR in practice

**Day:** 20th March 2019

**Location:** Room 409 - D4 Building, HUST

|  |  |  |  |
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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Main important features of English Vocabulary Profile/ English Grammar Profile  Specific activity/way to use English Vocabulary Profile or English Grammar Profile resources for teaching/ learning or assessing at different CEFR level | * Three groups made their group presentations and addressed questions raised by listeners at the end. | * Trainer gave feedback with encouragements and recommendations for improvements. This was necessary. |
|  | Discovery of the full name of CEFR exams (e.g. Starters, Movers, Flyers, KET, PET, FCE, CAE, CPE, IELTS) | * Participants worked in groups to write the full name of abbreviated Cambridge ESOL examination and then answered as the whole class. | * This was an interesting task to make participants curious about what they were about to learn. |
|  | Five reasons why CEFR has been widely applied with a connection to different types of exams | * Participants listened to the lecture and raised questions when they found unclear points. | * This was quite challenging so Trainer needed to stop to explain when students had a question. |
|  | Analysis of how CEFR is applied in one specific English exam (KET) | * Participants were divided in four groups and analyzed KET examination and CEFR. Each group analyzed one skill of KET and prepared their presentation on A3 paper. | * Trainer went around to facilitate since trainees found the task quite challenging when they did this for the first time. |
|  | Analysis of how CEFR is applied in one specific Cambridge ESOL examination (KET) | * Four groups took turn to make their presentation and answered the questions very briefly at the end. | * Trainer needed to control the time carefully since each group had only 15 minutes for their presentation. |
| 6. | Connection between CEFR and Cambridge ESOL examinations | * Participants listened to the summary and linked to their own presentations. They raised questions when they found unclear points. | * Trainer had to make sure the trainees found the summary clear by asking some comprehension questions at the end. |
| 7. | Individual assignments | * Participants listened to the instruction carefully and asked questions if they found unclear points. | * Trainer should address all the questions and emphasized the requirements of the assignment. |