**Weekly Aims & Teaching Methodologies: Module 5**

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

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**Lesson Requirements:** 02 ECTS (1 academic hour is 60 minutes)

* 25 hours for in-class study;
* 35 hours for self-study

**Number of Lessons:** 05

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# LESSON 1

# Overview of the CEFR

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be better able to:

* Demonstrate what the CEFR is and what it is not
* Demonstrate a brief history of the CEFR
* Demonstrate how to read the CEFR

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| **Part One** | | | | | |
|  | Self-introduction | - Trainer introduces himself/herself.  - Trainer has participants talk to the person next to them in 4 mins, then they introduce that person to the whole class. | Board & markers | 15 minutes | Participants get to know about each other |
|  | Introduction  of the module | - Trainer instructs participants to work in pairs (A & B) and study Handout 1: A reads about the aims and overview, and learning outcomes of the Module, while B reads about the schedule, materials and assessment.  - After 3 mins, they share with each other what they’ve read.  - After participants’ sharing, trainer emphasizes the key points of the Module (showing slides 1-8 of Handout 2).  - Q&A | Handout 1 -Module Description  Board & Markers,  Projector,  Laptop,  Slide 1-8 (Handout 2 -ppt slides) | 20 minutes | Participants identify the objectives, lesson contents and various assessments in the module |
|  | What the CEFR is and what the CEFR is NOT (the definition of the CEFR, and its objectives and features) | - Participants work in pairs and discuss anything they already know about the CEFR and take notes on A1 paper. (T may need to give some clues: the Acronym, how many levels, its aim, its features, etc.)  - After 10 min discussion in pairs, trainer asks some of them to present the information to whole class.  - Trainer explains the key points of the CEFR (showing ppt slides 9-16).  - Q&A | Board & markers,  Projector,  Laptop,  A1 paper,  Slides 9-16 (Handout 2 -ppt slides) | 40 minutes | Participants understand what the CEFR is and what the CEFR is NOT |
|  | A brief history of the CEFR | - Participants worked in pairs and discussed anything they may already know about the history of the CEFR. (Trainer may need to give some clues.)  - After 10 min discussion, T asks some of them to present the information to the whole class.  - Trainer lectures on 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 work in groups of 3 to fill in the blanks with suitable words/phrases.  - Trainer shows and explains the answers (slide 24-25).  - Q&A | Board & markers,  Projector  Laptop  Slides 23-25 (Handout 2 -ppt slides) | 40 minutes | Participants  understand a brief history of the CEFR |
| **Part Two** | | | | | |
|  | Global scale: Introduction | - Participants work in pairs, read, discuss Handout 3 carefully, and highlight phrases/statements which make the 6 levels different.  - Trainer goes around and helps with new words in the handout.  - Trainer asks participants to assess which level their English language skills are, using the “can-do statements” in the Global Scale.  - Participants inform the class of their level of English. | Board & markers,  Projector,  Laptop,  Slide 27 of Handout 2,  Handout 3- Common Reference Levels: Global scale | 50 minutes | Participants know how to read the CEFR global scale. |
|  | - Can-do statements in the CEFR  - A representation of the CEFR’s model of language use and learning | - Trainer explains the Global scale by showing slide 27 (with key points underlined)  - Trainer lectures on *Can-do statements* (showing slide 28).  - Q&A  - Trainer lectures 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*  T shows 6-level descriptors on the walls without level labels (A1-C2): Slides 30-31  - Participants work in groups of 3, read each descriptor and decide which level it belongs to (A1-C2).  - Class feedback: Trainer asks participants the reasons for their choice and provide further explanations. | Board & markers,  Projector,  Laptop,  Slide 29-28 of Handout 2  *(NB:*  *Teacher refers to pp.7-8 of “Using the CEFR – Principles of Good Practice”, Cambridge University Press)*  Slide 30-31 (Handout 2) | 30 minutes  40 minutes | Participants know how to read and what makes the CEFR. |
|  | Writing Assessment Scale with an example of B1 level | - Trainer shows slide 32 (B1 Writing Assessment) and asks participants to study it for 5 minutes.  - Trainer goes around to support.  - Trainer turns off the projector, and sticks the scale B1 (0-5), with some BLANKS on the board and gives participants cards of descriptor for these blanks.  - Participants work in groups of 3 to discuss and complete the frame on the board with the relevant cards.  - Class feedback: Participants share reasons for their choice.  - Trainer shows slide 34 – the answer key and provide further explanations. | Board & markers,  Projector,  Slide 32-34 of Handout 2,  Handout 4 (A0 print out, cards should be cut out.) | 45 minutes | Participants know how to read the CEFR writing assessment scale. |
|  | Wrap-up | Participants answer 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 assigns home reading: Section 1 & 2 of Handout 5 | Board & markers,  Projector,  Handout 5 (Using the CEFR – Principles of Good Practice”, Cambridge University Press ) | 20 minutes | Participants provide a summary of all the points covered in the lesson |

# LESSON 2

# Principles of CEFR in teaching and learning

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Understand principles of CEFR in language teaching and learning
* Are able to adapt the CEFR to fit their context
* Understand the focus of language learning and teaching on purposeful communication

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | | **Time** | **Expected results** |
| **Part One** | | | | | | |
|  | Participants’ group presentations | -Participants present in groups of three the topics that they have prepared.  - Trainer and other participants provide comments, feedback | Projector | | 60 minutes | Participants’ discovery of the assigned topics from Lesson 1 (2 groups) |
|  | Review of the previous session | - Trainer divides the class into groups of three or four and gives each group one A2 sheet of paper.  - Participants discuss and note down the main points about CEFR as learnt in the previous lesson on the paper.  - All groups stick A2 papers on the board and share ideas with the whole class | A2 paper, Power-point slides & markers | | 10 minutes | Participants description of the main points on CEFR (the previous lesson) |
|  | CEFR framework review | - Trainer distributes the quiz paper to the participants (Handout 1-True/False) to do individually and then compare and explain the choice in pairs. | Handout 1 copies | | 10 mins | Participants’ recognition of CEFR concepts Handout 1 (Quiz) |
|  | Leading in the content of the lesson | - Trainer asks participants to work in pairs to discuss the reasons for adapting CEFR in practice.  - Participants discuss the reasons in pairs and write down the key ideas in an A4 paper. | A4 paper  Color pens  Board & markers | | 20 minutes | Participants’ explanations of the reasons for adapting CEFR in teachers’ teaching practice |
|  | The CEFR in language learning and teaching | ***-*** Participants work in groups of three to work out the answers for the trainer’s questions, (1 single question on one note):  ***1) What are the reasons for adapting CEFR in teachers’ teaching practice?***  ***(2) How much of this do we need to learn when we try to use a new language?***  ***(3) How do we set our objectives and mark our progress along the path from total ignorance to effective mastery?***  ***(4) How does language learning take place?***  ***(5) What can we do to help ourselves and other people to teach a language better?*** | Board and markers | | 20 mins | Participants’ discussion on 5 questions about language learning. |
|  | Understanding of how CEFR can be used in curriculum and syllabus design | - Trainer shows the participants a sample of a curriculum and a course syllabus and allows the participants work out the components of a syllabus. | Projector,  CEFR materials  (pp. 12-13)  Board & markers,  Laptop | | 30 minutes | Participants identification of how CEFR is used in curriculum and syllabus design. |
| **Part Two** | | | | | | |
|  | How CEFR is reflected in the syllabus | - Trainers asks the participants to discuss in groups of three the main aims, objectives and outcomes of the syllabus.  - Representatives of each group exchange ideas about the syllabus aims and objectives with the whole class | | Color pens  Board,  Projector  Laptop | 30 minutes | Participants analysis of a syllabus aims, objectives, outcomes. |
|  | The principles of CEFR for teaching | - Trainer shows key principles of CEFR for teaching and learning in PowerPoint slides:  ***1. Adapt the CEFR to fit your context.***  ***2. Focus on the outcomes of learning.***  ***3. Focus on purposeful communication.***  ***4. Focus on the development of good language learning skills.***  - Trainers asks the students to reflect individually on syllabus design and CEFR and discuss in pairs the alignment of CEFR with the syllabus. | | PowerPoint slides, board, markers | 20 minutes | Students’ reflection on the principles of CEFR and the syllabus aligned with CEFR. |
|  | How to use CEFR in the classroom: Teaching and lesson planning | - Participants work in groups of three to investigate how CEFR is used in teaching and lesson planning  - Trainer uses PowerPoint slides to present the tips in using CEFR in the classroom:   * ***Outcomes of language teaching: skills, abilities*** * ***Proficiency framework to orient learners and help them to set goals***   - Trainer introduces to the whole class ‘Communicative approach’ and ‘Plurilingualism approach’ which are the key approaches in CEFR design. | | Syllabi samples  Board & markers,  Projector  Laptop | 30 minutes | Participants’ identification of how to use CEFR in teaching and lesson planning |
|  | The CEFR and syllabus design | -Trainer delivers Handout 2 for participants to work individually and then exchange results in pairs | | Handout 2 | 30 | Participants analysis of the syllabus and completion of Handout 2. |
|  | Summarizing the points covered in class | - Participants work in groups of three listing the main points covered in the lesson  - Trainer revises the main points with the whole class:  ***+ 4 key principles of CEFR for teaching and learning***  ***+ Using the CEFR in curriculum and syllabus design***  ***+ Linking to the CEFR***  ***+ Using the CEFR in the classroom: teaching and lesson planning***  ***+ Key approaches underlying the CEFR.*** | | Board & markers,  Projector  Laptop | 20 minutes | Participants’ summary of the main points of the lesson |
|  | Checking Ss’ understanding of CEFR | - Individual work | | Handout 3: Mini-test paper | 10 minutes | Participants’ recognition of general knowledge of the CEFR |
|  | Assignment of homework | - Trainer assigns homework for participants:  ***Homework 1:*** ‘write a reflection of approx. 500 words on the use of the CEFR in curriculum and syllabus design.  ***Homework 2:***  ‘Investigate CEFR principles for assessment and prepare a presentation of approx. 30 minutes about it in the next class’  - Trainer answers questions from the participants with the whole class | | Projector  Board & marker | 10 mins | Participants‘ homework. |

# LESSON 3

# CEFR Principles for Assessment

**Lesson Requirements:** 5 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Understand key concepts and terminology of language skills assessment within the CEFR framework.
* Understand stages in the test development process.
* Carry out individual stages in the test development process.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| **Part One** | | | | | |
| 1. | Assessment of Lesson 2: Group presentations | - Participants present the topics that they have prepared  - Trainer provides feedback  - Trainer leads in to the topic of assessment within the CEFR framework. | Projector | 60 minutes | Participants’ presentations on assigned topics from Lesson 2 (2 groups) |
| 1. 2. | Key concepts of assessment: **Achievement vs Proficiency Testing and Norm – vs Criterion Referenced** | Lecture  Whole class discussion | Projector | 30 minutes | Participants understand key concepts of assessment |
|  | Key concepts of assessment: **Objective vs Subjective Testing** | Lecture  Activity 1 - Handout 1:  - Participants work in pairs to do the quiz in Handout 1. (15 minutes)  - Trainer provides feedback/explanation (15 minutes) | Handout 1  Projector | 30 minutes | Participants understand key concepts of assessment |
|  | Key concepts of assessment: **Validity** | Lecture  Activity 2 - Handout 2:  - Participants work in pairs to do the task in Handout 2. (10 minutes)  - Trainer provides feedback/explanation (10 minutes) | Handout 2  Projector | 20 minutes | Participants understand key concepts of assessment |
|  | Key concepts of assessment: **Reliability** | Lecture  Whole class discussion | Projector | 10 minutes | Participants understand key concepts of assessment |
| **Part Two** | | | | | |
|  | Stages in test development | Lecture: T explains stages in test design, focusing on writing test specification and selecting test items.  Whole class discussion | Projector | 30 minutes | Participants understand steps to design a test. |
|  | Writing test specifications | Group work – Activity 3:  - Participants work in groups of 3-4 people to write specifications for a test of their choice (Time: 50 minutes)  - Groups share their work with the class  - Trainer provides feedback and/or suggestions for improvement | Projector | 80 minutes | Participants practice writing test specifications and share their work. |
|  | Test analysis | Lecture  Whole class discussion | Projector  Handout 3 | 25 minutes | Participants understand the procedure of analyzing test items. |
|  | Lesson summary and assignment of homework and topics for next week’s presentations | - Trainer recaps main contents  - Trainer answers participants’ questions (if any)  - T assigns homework:  Following the stages of test design, develop a complete test using the test specifications that you have developed in today’s lesson. Pilot the test with at least 10 test takers (classmates) and then conduct a thorough test analysis. Your presentation next week must explain what you do in each step of the test development process and report the results of your test analysis. | Projector | 15 minutes | Recap of lesson contents and assignment of homework and topics for presentations in the following lesson |

# LESSON 4

# The CEFR principles for use of Reference Level Descriptions

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* understand the features of English Profile - the CEFR Reference Level of Descriptions for English
* understand the purpose of Reference Level of Descriptions and be able to apply the CEFR principles for use of Reference Level Descriptions for English
* make decisions about which English points are suitable for learning at each level of the CEFR
* identify and evaluate different types of activity that can be implemented via the use of English Profile

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| **Part One** | | | | | |
|  | Assessment of Lesson 3: Group presentations | - Participants present the topics that they have prepared  - Trainer provides feedback | Projector | 60 minutes | Participants’ presentations on assigned topics from Lesson 3 (2 groups) |
|  | Review:  Principles for assessment | - Divide participants into groups of 3 - 4  - Give each group a blank sheet of paper.  Participants work in groups of 3 - 4 to write down principles for assessment  - Elicit each group’s ideas for whole class discussion  - Representatives of each group present their ideas | A3 paper  Board & Markers | 20 minutes | Participants understand and review the principles for assessment |
|  | Reference Level Descriptions and English Profile | - Show questions on screen/board  1. To what languages can CEFR be applied?  2. What languages have applied CEFR to describe aspects of those languages that are typically learned at each CEFR level?  3a. Put the following sentences on CEFR level  a. Weak possibility: "The weather may be hot."  b. Formal permission: "May I borrow your bike?"  c. 'May well': "You may well find that this is not the case."  d. 'May as well': "We may as well go home."  3b. How can you put them on such levels?  - Ss work in groups of 3 - 4 to decide the answers  - Whole class discussion | Board & Markers  Projector  Laptop | 30 minutes | Participants get to know about Reference Level Descriptions and English Profile |
|  | English Profile: the CEFR for English | - Have participants watch Video 1 and take notes  - Have participants do Handout 1 individually  - Peer check  - Whole class feedback | Video  Handout 1  Board & Markers | 25 minutes | Participants have an overview of English Profile: the CEFR for English |
| **Part Two** | | | | | |
|  | Grammatical criterial features of English on each CEFR level | - Have participants do Handout 2 in pairs  - Check between pairs  - Whole class feedback  - Introduce summary of grammatical criterial features that distinguish each level (p.13 English Profile Information Booklet) | Handout 2  English Profile Information Booklet | 40 minutes | Participants understand/distinguish grammatical criterial features of English that distinguish each level in CEFR |
|  | Features of English Vocabulary Profile | - Participants work in pairs to identify features of the verb ‘Take’ shown in Handout 3 in English Profile  - Representatives of groups report to the whole class | Handout 3  Board & Markers  Projector  Laptop | 30 minutes | Participants explore and evaluate features of English Vocabulary Profile |
|  | Lexical words on CEFR scale | - whole class work on Handout 4 | Handout 4  Board & Markers | 30 mins | Participants practice identifying level of lexical words on CEFR scale |
|  | - Purpose of Reference Level Descriptions  - Principles of using resources from RLDs | - Participant work individually to read p.20 and the first half of p.21 in Using the CEFR: Principles of Good Practice and answer the following questions:  1. What is the main purpose of RLDs?  2. What are the principles to keep in mind when using resources from RLDs?  3. What are the factors to consider when deciding which points to include in a course/syllabus or test?  - Participants work in groups of 3 - 4 to discuss the answers  - Whole-class feedback | Manual: Using the CEFR: Principles of Good Practice (p.20 and the first half of p.21)  Projector  Laptop | 20 mins | Participants understand the purpose of RLDs and are aware of the principles of using resources from RLDs |
|  | Use of resources from RLDs – English Profile to make decisions about which language points are suitable for teaching at each CEFR level | - Handout 5: cut four types of activity and examples of how different ELT professionals might do to improve their work and mix them all up  - Participants work in groups to put examples into correct types A, B, C or D under each heading  - Have participants go round the classroom, check other groups’ work and comment  - Whole class feedback | Handout 5 Board & Markers  Projector  Laptop | 25 mins | Participants understand ways in which teachers can use resources from RLDs – English Profile to make decisions about which language points are suitable for teaching at each CEFR level |
|  | Lesson summary and assignment of homework and topics for next week’s presentations | - Trainer recaps main contents  - Trainer answers participants’ questions (if any)  - Teacher assigns homework and topics for presentations (see attached Presentation Task) | Board & Markers  Projector  Laptop | 20 mins | Recap of lesson contents and assignment of homework and topics for presentations in the following lesson |

# LESSON 5

# Applying the CEFR in practice

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Demonstrate their understanding of why CEFR has been widely applied;
* Demonstrate their understanding of how CEFR is reflected in different Cambridge tests;
* Compare the localized VSTEP and CEFR.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| **Part One** | | | | | |
|  | - 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 make their presentations on the topics given in the previous class. Others listen and make questions at the end of each presentation. Trainer responds afterwards. | Projector, laptop | 60 minutes | - Participants demonstrate an understanding of main important features of English Vocabulary Profile/ English Grammar Profile  - Participants present specific activity/way they use English Vocabulary Profile or English Grammar Profile resources for their teaching/ learning or assessing at different CEFR level |
|  | Discovery of the full name of CEFR exams (e.g. Starters, Movers, Flyers, KET, PET, FCE, CAE, CPE, IELTS) | Participants discuss in groups to find the full name of abbreviations of Cambridge ESOL examinations (e.g. Starters, Movers, Flyers, KET, PET, FCE, CAE, CPE, IELTS) and share any information they know about the tests. Participants can look for information on the internet. | Board & Markers/  Projector  Laptop, Handout 4 (slide 2) | 30 minutes | Participants get the full name of the CEFR and candidates for each exam. |
|  | Five reasons why CEFR has been widely applied with a connection to different types of exams | Participants listen to the presentation and make questions afterward. | Projector  Handout 4 (slides 3-10)  Handout 1 (pp.25-31) | 30  minutes | Participants have an overview of reasons for why CEFR has been widely applied. |
| **Part Two** | | | | | |
|  | Analysis of how CEFR is applied in one specific English exam (KET) | Participants work in four groups to analyse one skill each. Participants are requested to illustrate the analyses with reference to exam questions. | Projector, Laptop/ A2 paper & markers,  Handouts 2A, 2B, 2C, 2D, 3A, 3B  Handout 4 (slide 11) | 60 minutes | Participants are able to explore and analyse KET exams in relation with CEFR |
|  | Analysis of how CEFR is applied in one specific Cambridge ESOL examination (KET) | Each group makes their presentation and raise questions to others about their presentations.  Trainer summarizes after each presentation to make sure that everyone understands each other’s presentations. | Laptop/ projector/ A2 paper | 70  minutes | Participants are able to demonstrate their understanding of the application of CEFR in KET exam |
|  | Connection between CEFR and Cambridge ESOL examinations | Trainer presents the analysis of the connection between CEFR and KET.  Participants are encouraged to raise any questions afterwards. | Projector Handout 4 (slides 12-20) | 35 minutes | Participants have insights into the application of CEFR in Cambridge ESOL examinations |
|  | Giving assignments | Participants listen to the trainer’s instruction.  Q&A | Projector  Handout 4 (Slides 21-22), Handout 5 | 10 minutes | Participants demonstrate their understanding of the application of CEFR in the local context (VSTEP). |