

Pluricultural Language Education and the CEFR

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Pluricultural Language Education and the CEFR

Judith Runnels



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List of abbreviations

ACTFL	American Council on the Teaching of Foreign Languages
ADDIE	Analyse, Design, Develop, Implement and Evaluate
AIE	Autobiography of Intercultural Encounters
BA	Bibliometric Analysis
CEFR	Common European Framework of Reference for Languages
CEFR-J	Common European Framework of Reference for Languages-Japan
CICI	CEFR-informed Classroom Instruction
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CoE	Council of Europe
COLT	Communicative Orientation of Language Teaching
CR	Criterion-referencing
CV	Companion Volume
DoI	Diffusion of Innovations
EAP	English for Academic Purposes
ECML	European Centre for Modern Languages
ELP	European Language Portfolio
FREPA	Framework of Reference for Pluralistic Approaches to Languages and Cultures
GE	General English
ICC	Intercultural Communicative Competence
ICLE	Intercultural Language Education
ICOPROMO	Intercultural Competence for Professional Mobility
IS	Integrated Skills
KASA	Knowledge, Awareness, Skills, Attitude
LOA	Learning Oriented Assessment
MiLLaT	Mediation in Language Learning and Teaching
NR	Norm-referencing
PLE	Pluricultural Language Education
Plurimobil	Plurilingual and Intercultural Learning Through Mobility
RFDCDC	Reference Framework of Competences for Democratic Culture
TBLT	Task-based Language Teaching

Series Editor's note

I am very pleased to introduce Volume 9 in the English Profile Studies series, *Pluricultural Language Education and the CEFR* by Judith Runnels. Her stated goal is to contextualise the pluricultural aspects of the CEFR and incorporate them into practice ‘in a step-wise, flexible manner to meet local needs and fit local contexts’. As with previous volumes, the focus of this one is on an important aspect of the Common European Framework of Reference for Languages (CEFR), and how it relates to the learning, teaching and assessment of languages, most specifically English.

Runnels has successfully achieved her goal and perhaps the main contribution of her volume is the way she rigorously unpacks the concept of Pluricultural Language Education (PLE) for the unfamiliar reader, and how her carefully chosen examples illustrate how it can be put into practice by language teachers in their classrooms.

PLE is an extension of the now widely recognised concept of *plurilingualism* that was a central pillar of the original CEFR (Council of Europe 2001), and that has been revisited recently in the Companion Volume (Council of Europe 2020). Runnels develops this theme and her treatment of pluriculturalism builds on and extends the work that has been done in recent decades on intercultural competence.

To achieve this, the volume is helpfully divided into three parts, going from the theoretical and conceptual, to illustrative case studies and then to practical tools. Each part is supported by supplementary materials in the appendices, and the reader is challenged to think about some key questions at the start of each. The aim here is to encourage readers to engage sufficiently with the concept of PLE in order to implement the pluricultural and plurilingual development of their learners as a central objective in their own teaching contexts.

The barriers to this so far have included a terminological minefield that has to be negotiated by any newcomer to the field, and a plethora of similar but distinct interpretations that need to be better understood. Runnels explains these issues clearly and offers guidance when referring to the relevant literature. For those not already familiar with the approach taken to pluriculturalism by the Council of Europe (in the CEFR and other documents), the explanation in Chapter 2 is both clear and comprehensive. Runnels uses her discussion in this chapter to propose a model for CEFR-informed PLE, accompanied by detailed Can Do descriptors.

Another barrier might be the practical dilemmas faced by teachers when seeking to develop their own PLE learning materials. As with other aspects of the action-oriented approach, the challenge is to apply PLE in diverse school and classroom contexts around the world. Even when teachers have grasped the principles, they need support to implement them.

The three chapters in Part 2 seek to provide some guidance on this, particularly in cases where innovations are needed to shift well-established teaching practices from traditional methods (e.g. reading and grammar based) to a more communicative approach that can encompass plurilingualism and pluriculturalism. Chapter 5 suggests a change model to achieve this, and Chapter 6 introduces learning-oriented assessment (LOA) as the basis for *a theory of action*.

The two chapters in Part 3 encourage additional reflections on practice and more detailed considerations of existing resources that might be adapted and used to implement CEFR-informed PLE. Again, the tools and guidance for evaluation are very practical and likely to be of help to those who are seeking to overcome barriers to implementation.

In recommending this volume to readers, I would like to reiterate the conclusions of the author herself. Twenty years after the publication of the CEFR, it is opportune to reflect on its successes, but also a good moment to look ahead to the future. I agree that this volume can be used as 'a point of departure' for those now embarking on PLE practices in their work, and I hope that their own experiences in bringing pluriculturalism to the forefront of language education can add to our understandings of the concept in the 'new era' of the CEFR.

Nick Saville
August 2021

Preface

This volume intends to raise awareness of pluriculturalism in language education and to mobilise readers towards using the Common European Framework of Reference for Languages (CEFR) to enhance pluriculturalism in language education practice. The preface:

- introduces the concept of a pluricultural approach to language education
- reviews challenges associated with this approach and applying the CEFR to it
- presents how the volume will address these challenges and the volume's organisation.

i. Introduction to the volume

To meet the needs of learners in new communicative contexts produced by technological advances and globalisation, pluralistic approaches to language education are emerging. These approaches aim to recognise and build on individual learners full linguistic and cultural repertoires throughout the language learning process. They are argued to better address the needs of language learners from diverse and mobile societies by acknowledging the complexity of linguistic and cultural diversity in both individuals and contexts.

One example of a pluralistic approach to language learning is Pluricultural Language Education (PLE). PLE aims to enhance language learners' awareness of diversity in humans, the role of perspective in communicative situations, and the ability to put diversity and perspective in relation to each other so that ambiguity in communicative situations can be mediated and resolved. It also entails the development of one's ability to learn, including autonomously through identifying needs and goals, determining if and how they were met, and reflecting upon the learning process. This definition extends on more well-established representations of pluricultural individuals as those who identify with or adopt the cultural practices of other cultural groups.

The definition of PLE in this volume is derived from the Common European Framework of Reference for Languages (CEFR, Council of

Europe 2001), an important aspect of the Council of Europe's (CoE) language policy. The CoE promotes language education as a way to enable mobility and increase mutual understanding, respect, cooperation and communication between citizens of Europe (and beyond). In turn, the CEFR represents a learner-centred reflective language learning praxis based on communication and collaboration within and between learners, teachers and other stakeholders. Rather than obtain a native speaker-like mastery of one or more languages, the CEFR suggests that language learning aims to enhance learners' linguistic, cultural and learning repertoires and trajectories without compartmentalising cultures or languages. In other words, a central objective of language education is learners' pluricultural and plurilingual development.

The CEFR is now complemented by a Companion Volume (CV, Council of Europe 2018) which added, expanded and updated original content in the CEFR, particularly for pluriculturalism, plurilingualism and mediation. It provides:

- updated and modernised descriptors of existing scales in the CEFR
- additional (newly developed) scales and descriptors
- clearer presentations and explanations of the overall structure of the descriptive scheme
- expanded discussion on plurilingual and pluricultural competence
- more detailed description of mediation
- other elements such as a Pre-A1 level.

Although the CV's publication has spawned literature in research and practice for mediation and plurilingualism, resources for pluriculturalism are lacking in comparison. Moreover, pluriculturalism was not only found to be the least known component of the CEFR among a group of CEFR users (according to a survey presented in Appendix 2), it is also an area of language education upon which the CEFR has had the least influence (according to the bibliometric analysis in Appendix 1). These findings are in large part due to unique theoretical and applied challenges for PLE discussed in the next section.

ii. Challenges for PLE

Each of the following three sections discusses a commonly cited challenge for PLE and how this volume addresses them: conceptual and theoretical challenges for PLE in general, practical challenges for systems and stakeholders, and theoretical and practical challenges for using the CEFR/CV for PLE.

ii.i Conceptual and theoretical

This section discusses three challenges for PLE in general:

- the reconceptualisation associated with pluralistic approaches to language education
- a lack of conceptual clarity in new vocabulary and terminology
- a lack of examples for how various interpretations of pluralistic approaches to language education have been put into practice.

In PLE, the objective of language education is not simply to foster learners' linguistic or communicative competences. PLE intends to increase learners' awareness of their own linguistic and cultural repertoires and those of others. PLE mobilises learners for communication in diverse cultural and linguistic contexts by taking their linguistic and cultural trajectories into account. It also works towards the development of autonomous learning practices. This is important as teachers and learners, curriculum, materials or assessment developers, and directors or managers now often face a conceptual challenge of reconsidering the nature of language, culture, communication and learning, and the role of language education, its stakeholders and objectives. The role of the educator for instance, now extends well beyond that of a transmitter of linguistic knowledge or communicative capability; it also includes mediator and interpreter of languages, cultures, identities, perspectives, discourses, semiotic modes and world views (Kramsch 2004). A reconceptualisation of the role of the learner is also required, since traditional power relations within the learning context are significantly modified in PLE – the learner is encouraged, enabled and expected to take responsibility for their learning.

While working through internalising this reconceptualisation, stakeholders can then face the hurdle of a lack of clarity about new vocabulary and terminology. For example, the terms 'intercultural', 'cross-cultural', 'multicultural', 'transcultural' and 'pluricultural' have been used interchangeably, but are also argued to have substantial differences in meaning. Elsewhere the opposite has occurred, with the advent of a vast number of terms to describe pluralistic practices involving more than one language (in this volume referred to as plurilingual). The coined terms consist of adding adjectives or prefixes to the terms 'bilingualism/multilingualism' and 'linguaging'; for example, active, additive or holistic 'bilingualism/multilingualism', or cross-, poly-, metro- or trans- 'linguaging' (Vallejo and Dooly 2019). Understanding the conceptual differences between these terms is a challenge since the differences seem to be either ambiguous or negligible. In turn, the challenge of understanding the implications that each term makes on practice is exacerbated. To address these challenges, this volume clarifies

relevant terminology and reviews and analyses publicly available examples of PLE materials.

ii.ii Practical and logistic challenges

This section discusses some practical challenges for PLE for educators (including curriculum and materials developers), institutions (and/or managers or directors) and learners. Together, these render it difficult for educators to produce PLE materials, lesson plans and classroom instruction tailored to learners' needs.

Educators may lack previous training, experience with or knowledge about PLE, support from within their learning contexts and pedagogic examples for PLE. Together, these render it difficult for educators to produce PLE materials, lesson plans and classroom instruction tailored to learners' needs.

Educational institutions and decision-making stakeholders such as directors or managers play a key role for PLE, as it is they who provide opportunities for learners to develop pluriculturalism, and support for educators in promoting it. However, resistance to more pluralistic approaches in institutions is well documented. In turn, there is a lack of resources on the managerial or logistic side of pluricultural initiatives, including research on the constraints commonly faced and how resistance has been overcome.

In PLE, learners are mobilised to plan, structure and execute their own learning process. However, very few learning programmes provide the necessary support for learners to take the initiative in managing their learning and even if they do, very few learners are said to do so (Council of Europe 2001). A general lack of resources renders it difficult for learning programmes to innovate their instructional products in line with PLE learning practices.

To address these three areas of challenge, this volume contains three case studies from the perspectives of teachers, learners and managers, and how some of the encountered constraints and resistance to PLE in practice were overcome. One chapter is also dedicated to examining an array of examples of PLE learning materials.

ii.iii Using the CEFR for PLE

This section discusses two shortcomings for using the CEFR (inclusive of the CV) as a reference tool for PLE. These are a lack of clarity and an absence of content. For the former, the description of pluriculturalism, the relationships between pluricultural, plurilingual, general and communicative language competences and the role of mediation in PLE are unclear. In terms of the latter, although the CEFR states that language users need various competences and the ability to put them into action via strategies

to communicate effectively (Council of Europe 2001:131), strategies in relation to pluriculturalism and pluricultural competence are not discussed. There is also no support for how pluriculturalism can be incorporated into an autonomous language learning practice; no self-assessment statements for new descriptors are provided, and some of the new descriptors are vague, inconsistent, or contrary to the Framework's perspectives on pluriculturalism as a whole. Finally, the CEFR employs many terms relevant to the development of pluriculturalism that are either not defined at all, or their definitions lack clarity. These include, for instance, 'cultural identity', 'cultural sensitivity', 'interculturality', and 'sociocultural awareness'. Finally, a lack of examples for PLE in practice increases the challenge of using the CEFR for PLE. To address this, this volume clarifies relevant terminology, and fills the gaps created by missing content through a series of tools and procedures for CEFR-informed PLE practices and materials.

iii. Aims and organisation of the volume

This volume is divided into three main parts which roughly correspond to the past, present and future of CEFR-informed PLE. Each part aims to address the conceptual, theoretical, and practical and logistic challenges discussed in the previous section.

Part 1

To address the challenges for PLE in general, Chapters 1 to 3 in Part 1 explain the theory of CEFR-informed PLE and elucidate relevant concepts. Chapter 1 covers the nascent shift in language education towards pluralistic approaches. Chapter 2 clarifies the definitions of terminology, the relations between pluricultural competence and other competences, and the positioning and role of mediation in the CEFR and CV. In terms of practice, Chapter 2 also includes suggestions for alternate versions of descriptors, a CEFR-informed model for PLE and reviews supplementary tools for pluricultural autonomous learning. Addressing the practical challenges is further built upon in Chapter 3 through reviews and assessments of publicly available examples of pluricultural learning materials. The appendix to Part 1 contributes supplementary materials for reflecting on the diverse terminology and nature of individuals, and graphical representations of the CEFR's content to simplify aspects of the CEFR's action-oriented approach and its components for newer CEFR users. Novel research findings on the impact of the CEFR on various areas of language education via a bibliometric analysis, and a semantic content analysis of pluriculturalism in the CEFR are also presented in Appendix 1 (hereafter referred to as A1 with section numbers included, e.g. A1.1.1).

Part 2

To address the practical challenges of PLE, Chapters 4 to 6 in Part 2 each consist of an action research case study centring on the experiences of different stakeholder groups: teachers, managers or directors, and learners. In each case study, the CEFR, pluriculturalism or both were introduced as novel innovations into a learning context with a differing alignment to the CEFR so that the mutual influence of the CEFR on PLE could be observed. Chapter 4 presents the reactions of educators to a PLE initiative to reform conversation classes in a learning context with no explicit ties to the CEFR. Chapter 5 covers the challenges experienced in communication between teachers and management about a CEFR-informed PLE reform of ‘Integrated Skills’ classes. Chapter 6 presents a case study on pluricultural learning-oriented assessment for a Travel English course, part of a fully CEFR-aligned university programme for English language majors. Suggestions for how resistance to PLE might be resolved and constraints overcome are presented in the form of examples of good practice. The supporting appendix for Part 2 contains a set of introductory materials designed to increase stakeholders’ confidence dealing with culture in their language education practice. The materials cover culture, communication, contact and crossing borders from a cultural studies perspective and may be particularly relevant for CLIL-oriented (Content and Language Integrated Learning) approaches to PLE. Appendix 2 (hereafter referred to as A2 with section numbers added, e.g. A2.1) also contains a survey to determine stakeholder knowledge of the CEFR used in one of the case studies.

Part 3

Part 3, Chapters 7 and 8, delves into proposals for future CEFR-informed PLE practice. Chapter 7 presents three instruments for analysing classroom instruction and existing learning materials for pluriculturalism in general and for CEFR-informed PLE, and two instruments for exploring the cultural and linguistic repertoires and trajectories of stakeholders (namely learners) as part of a needs analysis. Chapter 8 guides readers through creating a pluricultural curriculum overview, identifying and selecting objectives, planning future learning materials or aligning existing materials with descriptors for PLE, and obtaining teacher and learner feedback to evaluate the instructional product and examine learner progress. Using the CEFR-informed PLE model from Part 1 as a guide, the procedures in Chapter 8 systematically draw on the CEFR’s reflective statements for users, the scales and the illustrative descriptors. Appendix 3 (hereafter referred to as A3 with section numbers added, e.g. A3.1) contains several supporting resources: worksheets for undertaking the processes in Chapter 8, self-assessment Can

Do statement batteries corresponding to the pluricultural scales of the CV, and some options for PLE-informed evaluation. Through the framework of Diffusion of Innovations theory (Rogers 2003), an investigation of the CEFR as an educational innovation examines factors which have fostered or hindered adoption and usage of the CEFR.

Each part is prefaced with a series of reflective questions in ‘question boxes’ (Council of Europe 2001:43), a feature carried over to this work from the CEFR, so that readers can continually consider and reflect on how the contents of the volume relate to their own practices and contexts. A ‘Bibliography/Further reading’ section at the end of Chapter 8 lists useful references if deeper exploration is desired.

The conclusion of the volume reflects on the lessons learned and the limitations of the volume, while looking forward to future adoption and diffusion of CEFR-informed PLE, and how the CEFR can continue to bring pluriculturalism to the forefront of language education.

Numerous calls for empirical support and examples of pedagogic proposals have been made both for developing pluriculturalism in language learners in general and specifically for using the CEFR for PLE. By centring the contents of this volume on learner outcomes stipulated in the CEFR, prioritising how educators can incorporate aspects of CEFR-informed pluriculturalism in a stepwise and straightforward manner, and providing adaptable supporting resources, this volume responds to these calls, offering a theoretical and practical contribution to an emergent body of literature on CEFR-informed PLE.

Part 1

PLE: Concepts and theory

This part of the volume serves to address the challenges for PLE in general and for using the CEFR for PLE (as outlined in Section ii: Challenges for PLE). Its three chapters:

- present nascent pluralistic approaches to language education, including intercultural language education, plurilingualism and pluriculturalism (Chapter 1)
- clarify the CEFR's descriptions of pluriculturalism, plurilingualism, mediation and other terminology, resolve issues in the descriptors, and present a model of CEFR-informed PLE (Chapter 2)
- review and assess publicly available examples of PLE learning materials (Chapter 3).

Readers may wish to consider the following questions while reading:

Chapter 1:

- *What are your views on (or understanding of) changes in approaches to language education as a global field in the 21st century?*
- *What do you know and think about pluralistic approaches to language education?*
- *What are your views on teaching and learning culture, cultural awareness and diversity in a language class?*
- *What do you know and think about pluriculturalism as part of language education?*

Chapter 2:

- *What are your views on (or understanding of) the CEFR's action-oriented approach to language use and learning, including learner autonomy?*
- *What are your views on (or understanding of) the CEFR's depiction of pluriculturalism?*
- *What are your views on (or understanding of) previous or potential usage of the CEFR for PLE in your context or practice?*

Chapter 3:

- *What similarities and differences can you observe between the examples in Chapter 3 and your existing practice?*

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- *Are any of the examples of practice contextualisable for your context? Why or why not?*
- *What aspects of your current practice can be considered pluralistic? What changes might you have to consider in order to 'pluralise' or 'pluriculturalise' your existing practice?*
- *How is a CLIL approach relevant to your context and practice?*

1 Introduction to pluralistic approaches to language education

This chapter aims to address the conceptual and theoretical challenges discussed in Section ii: Challenges for PLE. Following an introduction to pluralistic approaches to language education, this chapter works towards clarifying the conceptual perspectives and terminology underpinning this volume's interpretation of PLE. Special attention is paid to intercultural language education (ICLE) as it is foundational both to the CEFR and to the approach to PLE taken in this volume. The chapter discusses the criticisms of the depiction of the construct of culture in language education over the past 50 years, which enabled the rise of ICLE. More current models of ICLE are also critiqued for how they represent the constructs of culture and language, and how plurilingualism and pluriculturalism can address these critiques is discussed. The chapter concludes with presenting the interpretation of pluriculturalism used in this volume.

1.1 Introduction

Pluralistic approaches to language education are characterised by learning objectives which extend beyond obtaining linguistic or communicative competence. They intend to mobilise learners for communication in other languages and diverse cultural contexts, partly by increasing learners' awareness of their own linguistic and cultural repertoires and those of others. They entail the simultaneous use of and reflection on more than one variety of language and/or culture without any kind of exclusion (Grommes and Hu (Eds) 2014); the languages can be linguistic varieties which are not taught within the educational system, used by members of the social system within the classroom (or not) or can exist anywhere in the world (Council of Europe 2016). The cultures can be individual, societal and geographic (including the home, family, social group, neighbourhood, district, city, region, country, continent and so on) (Bernaus, Andrade, Kervran, Murkowska and Trujillo Sáez 2007).

Pluralistic approaches are in stark contrast to didactic approaches which aim to foster linguistic and communicative competences alone and take account of only one language or one particular culture (often national). They reject static and singularistic representations of how communication occurs such as in historically dominant methodologies for language learning including Communicative Language Teaching (CLT), where usage of and

reference to any other language beyond the target language has typically been discouraged (Candelier 2019). They also reject any practice of language learning geared towards:

- obtaining native-speaker-like abilities in a target language
- the compartmentalisation of the four language skills of listening, reading, writing and speaking
- the compartmentalisation of language and culture learning
- the conceptualisation of cultures being based on geographical borders or official languages.

Four main pluralistic approaches to language learning are commonly recognised: awakening to languages, intercomprehension, integrated didactics, and intercultural (Candelier et al 2010). Awakening to languages introduces learners, including at an early age, to the diversity of languages in their own community and beyond. It involves learning about languages, observation and critical analysis skills, and aims to stimulate curiosity and interest in languages and cultures. In an intercomprehension approach, a learner concurrently works on the development of two or more languages which are part of the same linguistic family. One of these can be the learner's mother tongue, the language of education or any other language that has been previously learned in addition to a new language – the knowledge of a related language is used to learn a new one. In integrated didactics, learners establish links between a number of languages, perhaps those which are taught within the school curriculum or those used at home, exploiting partial competences within each of them. In all three, relationships among the languages used and how to learn them are identified, recognised and then optimised for the learning process (Cavalli 2007). Of the four pluralistic approaches, the intercultural approach, discussed in the next section, 'has had a clear influence on the methodology of language teaching and, because of this, seems [already] fairly well known' in language education (Candelier et al 2012:6).

1.2 Intercultural language education

Gaining momentum in the 1990s, intercultural language education (ICLE) prepares language learners for intercultural encounters by fostering learners' cultural and intercultural competences alongside linguistic and communicative competence. ICLE is argued to better enable learners for meeting and communicating with people from different cultures and societies, including those attached to the language they are learning (Byram 1997). ICLE builds on skills and methods advocated by teaching methodologies such as CLT or task-based language teaching (TBLT) by adding intercultural skills and awareness. ICLE is neither based on a four-skills nor a native-speaker

model, replacing these concepts with that of an intercultural speaker and citizen – someone who can take an objective perspective to understanding their own cultural norms. Accordingly, individuals trained in ICLE can mediate and negotiate a variety of communicative situations and accept and manage culturally derived miscommunication and misunderstandings. ICLE arose as a response to criticisms on how culture was treated in language education in three paradigms discussed in the next section: culture studies, culture as societal norms and culture as practice.

1.2.1 ICLE's predecessors

In the 1970s, the aim of culture and language studies was for the language learner to develop knowledge of a country that used that language. Cultural learning was limited to transmissible information on the country's history, geography, customs, institutions, arts, and literature, sometimes referred to as the four Fs: foods, fairs, folklore and facts (Kramersch 1991:218). The approach was criticised for not encouraging learners to explore the connections between their own culture and language and those of others, for ignoring social aspects of culture, for emphasising differences rather than similarities and for exclusivity rather than inclusivity (Lo Bianco, Liddicoat and Crozet 1999, Svarstad 2016).

To address these criticisms, the culture as societal norms paradigm rooted in the 1980s viewed culture as the practices, values and behaviours of members of a given speech community (Kramersch 1993). Cultural facts were still seen as important but were acknowledged as being situated in time and space, variable across regions, classes and generations (Crawford and McLaren 2003). However, this view was also questioned since the learner observes and interprets the behaviour and language of others from another cultural paradigm. In turn, communities of others are implied as homogenous entities thus creating and reinforcing stereotypes (Lange and Paige (Eds) 2003).

Conversely, the culture as practice approach viewed culture as the result of shared history and traditions, constructed through the interactions between social groups and individuals. In this paradigm, the trend of keeping language and culture separate within educational systems was rejected. The goal was to develop intercultural competence – language learners' knowledge and understanding of their own culture and culturally shaped behaviours – and become sensitised to the linguistic and cultural differences and worldviews of others (Kramersch 2009, Risager 2007). ICLE (and by extension PLE) is based in this third paradigm.

1.2.2 Byram's ICC

Spitzberg and Changnon (2009) present an extensive review and classification of many models of intercultural competence. One of the most well-cited versions of ICLE is Byram's (1997) model of intercultural communicative competence (ICC), which also underpins the intercultural components of the CEFR. ICC pays respect and attention to both the target and learners' home languages and cultures. The model comprises 'five savoirs' as follows:

- Attitudes: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own (*savoir être*).
- Knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction (*savoirs*).
- Skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own (*savoir comprendre*).
- Skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction (*savoir apprendre/faire*).
- Critical cultural awareness: an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries (*savoir s'engager*).

1.2.3 Criticisms of ICLE representations of culture and languages

Some have argued that ICLE models do not encapsulate the spectrum of diversity and hybridity of languages and cultures of stakeholders in language education (and beyond) (Vallejo and Dooly 2019). ICLE models, including Byram's ICC, have also been criticised for having nationalist and overly holistic orientations in their representation of cultures and languages. They have tended to position a foreign target culture against a native culture (us vs. them), overlooking that learners can claim a wide range of cultural affiliations and identities (Risager 2007, Spitzberg and Changnon 2009, Svarstad 2016). For example, Byram (1997) has been criticised for focusing on the European context, namely European learners of English, and promoting classroom interaction between language learners and native English speakers, primarily British and sometimes American (Baker 2009). This has led to favouring of UK or US culture as the basis of cultural content of English language learning materials in some contexts, thus ignoring the

diversity of English speakers around the world. Not only is this unnecessary, as any culture of interest can form the basis of cultural content independent of the target language to be learned (English or otherwise), it also maintains the promotion of a native-speaker model of proficiency, a notion the CEFR also rejects (see Chapter 2).

In part, this may be due to the usage of the prefix *inter-*, meaning ‘between’, which inherently implies a between-ness of cultures. The compartmentalisation of cultures as being based on nationality of origin and as being separate from each other is continued in using this prefix, a reductionist perspective which, ironically, ICLE (and PLE) intends to combat. The conceptualisation of cultures as having identifiable boundaries which begin at a point and stop at another and that the values, beliefs, practices and languages associated with a given culture are therefore also distinctive, demarcated, and exclusive is neither mirrored by social science research nor a desired conceptualisation in language education (Blalock 1979, Budzyńska 2018, Piccardo 2019, Savski 2019). Cultural boundaries, even more so than linguistic, can overlap and blur at all individual, societal and geographic levels, including the individual home, family, social group, neighbourhood, district, city, region, country, continent and so on (Bernaus et al 2007).

The other criticism of ICLE is related to how other languages are represented. In general, ICLE models tend not to give any (substantial or explicit) consideration to the role of other languages in language learning. In doing so, they ignore both any extent of heteroglossia within individuals and the linguistic repertoires learners bring with them to their learning experiences. Overcoming these criticisms may be achieved with a plurilingual take on ICLE, a pedagogy discussed in the next section.

1.3 Plurilingualism

Plurilingualism refers to an individual’s abilities across all languages and knowledge of languages, including ‘the totality of linguistic, sociolinguistic, metalinguistic and (socio)cultural knowledge related to a number of languages (and their varieties and registers)’ (Chen and Hélot 2018:170), in other words, the plurilingual repertoire.

The plurilingual repertoire differs from (but encapsulates) the linguistic repertoire, i.e. the knowledge and use of languages and dialects individuals possess. It includes the languages and dialects learners have knowledge of and can use, but also entails those that they might avoid, or desire to learn. The plurilingual repertoire is said to be embedded in an individual’s historical, ideological, biographical and affective dimensions, their affiliation to groups, and their past, present and future identities (Beacco 2005, Busch 2012, Kramsch 2009). The following behaviours are all part of one’s plurilingual repertoire:

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- the ability to switch from one language or dialect to another
- expressing oneself in one language while understanding someone who expresses themselves in another
- calling upon the knowledge of a number of languages to make sense of a text
- mediating between individuals with no common language by bringing the whole of their linguistic equipment into play
- experimenting with alternative forms of expression in different languages or dialects
- exploiting paralinguistics (mime, gesture, facial expression, etc.) or radically simplifying use of language (Ortega 2018).

There are many claimed advantages in being plurilingual, including:

- enhanced metalinguistic awareness
- positive self-identity
- positive and inclusive classroom and learning atmospheres
- socio-economic benefits
- greater employability and mobility.

Plurilingualism as a social phenomenon has a rich history in both ancient civilisations and in modern societies, where it is presently and commonly found all over the world (Vallejo and Dooly 2019). In language education however, the term plurilingualism has only recently worked its way into common usage among both language education scholars and practitioners (Galante 2018a). This is purportedly due to the tendency of English-medium academic research to maintain the usage of the terms bi- and multilingual. This overlooks plurilingualism as a distinct phenomenon and in using the prefix bi-, inherently implies an additive view of languages: languages are inherently positioned side by side, viewed as separate entities without overlap or integration (Heugh, Prinsloo, Makgamatha, Diedericks and Winnaar 2017). In such a perspective, language learning becomes reduced to the acquisition of separate standardised named languages, with the ‘double monolingual as the ideal bilingual’ (García and Otheguy 2019:21). Instead, in plurilingualism, speakers of more than one language are not seen as monolinguals in two different languages and languages are seen as part of a connected network rather than as separate, distinct entities. The next section discusses how these perspectives are incorporated into language learning.

1.3.1 Plurilingual language learning

Plurilingual language learning approaches generally have the common intention of overcoming the three ideologies of:

1. The native speaker as the ideal model of proficiency.
2. The ideal bilingual or multilingual speaker as one that is fluent in one or more other languages.
3. The notion that partial competences in different languages, varieties or dialects are a deficiency. (These are also all perspectives shared by the CEFR; see Chapter 2).

Compared to monolingual approaches, whereby reference to any language other than the target language is typically disallowed, or at least discouraged, learners' knowledge and experience with other languages are viewed as potential resources for language learning. Learning can be accelerated by generally taking advantage of pre-existing sociolinguistic and pragmatic skills in addition to metalinguistic and interlingual awareness (i.e. the perception of linguistic organisation of different languages) (Coste and Simon 2009). This means that even if a learner is an absolute beginner in a given language, their abilities for communication in other linguistic contexts are recognised, valued and drawn upon rather than ignored or rejected. Plurilingual instruction (in alignment with the CEFR and Section 2.6: A model for CEFR-informed PLE) is based on heterogeneity, collaboration, learner-centredness, language and content integration, language use from the bottom up, experiential learning and local autonomy and responsibility (García 2008). In taking such an approach (and particularly in conjunction with other pluralistic approaches such as pluriculturalism, discussed in the next section), there is greater potential to address the communicative needs of mobile individuals in diverse contexts through acknowledging and incorporating the perspectives, repertoires and trajectories of learners and other stakeholders.

1.4 Pluriculturalism

Pluriculturalism has been presented as a concept to characterise the coexistence of all cultures, 'without entering into distinctions and differences', such as in the Olympic Games, where many different nationalities compete, but no distinction of nationality is made beyond the competition (Capiro 2015). Within language education, pluriculturalism has been used to refer to a personal trait which underpins thinking and behaviour (Bernaus et al 2007) or as the 'ability to participate in different cultures' (Beacco et al 2016:18). It involves a deepening of one's understanding of and experience with languages and cultures, and 'an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences' (Council of Europe 2001:43). As with plurilingualism, there are numerous claimed benefits associated with pluriculturalism, including:

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- enhanced cognitive flexibility, creativity and innovative thinking, communicative sensitivity, cultural awareness
- increased tolerance and openness towards cultures, social structures and values of others
- transferable learning to learn abilities.

At the outset of the production of this volume, obtaining definitions for the term ‘pluricultural’ was quite challenging: definitions were sparse or unstable (including the definition in the CEFR). This is thought to be due in part to the continuation and uncritical acceptance of using the term ‘intercultural’ (see Section 1.2.3: Criticisms of ICLE representations of culture and languages). Indeed, pluriculturalism is often contrasted with interculturality, which:

- ‘concerns how different cultures relate to one another’ (Captio 2015) or
- ‘consists of the ability to experience otherness and diversity, analyse that experience and derive benefit from it’ (Beacco et al 2016:20)
- entails being open to, interested in, curious about and empathetic towards other cultures (Byram 2009b)
- refers to conditions or characteristics of a communicative situation (Bernaus et al 2007), or
- ‘does not involve identifying with another cultural group or adopting the cultural practices of the other group’ (Byram 2009a:326)
- concerns coping with cultural differences (Candelier 2019).

Conversely, individuals who do adopt and identify with traits or practices of another cultural group are described as pluricultural by Byram (2009a), who names three types of ‘pluricultural’ people:

1. Those who engage with aspects of a dominant majority national culture in which they live, having come from elsewhere, such as children of mixed parentage, or those of a minority whose ethnic culture is distinct from national peer culture (longer-term expatriates, migrants or immigrants could also be included in this group).
2. Individuals of said ethnically homogenous areas who grow into pluriculturalism through ‘noticing the multiculturalism of their own society and others’, eventually ‘identifying with at least some of the values, beliefs and/or practices of two or more cultures’, or
3. ‘through hybridity, that is, through the eclectic fusion of resources and elements drawn from multiple cultures to create a novel cultural synthesis’ (Byram 2009a:326).

None of these perspectives are adopted in this volume. This is due to their maintenance of the distinction between what is one’s own versus what is not,

the implied delineation of cultural borders, their referral to pluriculturalism as something based on or related to nationality or national culture, and the implication that pluriculturalism is a quantifiable trait identifiable from a living situation. Pluriculturalism in this volume, discussed in the next section, is not considered a trait that some individuals have, and others do not, or one that is obtainable through having parents from elsewhere, having moved somewhere from one's birthplace or living in either an ethnically homogenous or heterogeneous area.

1.4.1 Pluriculturalism in this volume

The perspective adopted in this volume is that pluriculturalism entails the recognition and understanding of the diversity and perspectives of individuals. A pluricultural repertoire is therefore linked to one's own life experience with the caveat that individuals can develop very different repertoires (both plurilingual and pluricultural) even though they were born in the same place, live in the same neighbourhood, speak the same languages, have the same interests and experienced the same type of (formal or informal) education. Each individual's repertoire may depend on or be influenced in different ways by:

- life trajectory
- job or occupational paths
- geographic space
- family mobility
- travel
- expatriation, emigration
- family experience and history
- changing personal interests
- reading and through the media (Coste and Simon 2009, Council of Europe 2001:174).

In other words, there is no straightforward way to classify someone as a 'pluricultural person' and neither is there any advantage in doing so. Instead, all humans have the potential for pluricultural development, through a mix of knowing of and participating in the different cultures and cultural contexts from their own day-to-day lives, and through having the capability to expand their knowledge, experiences and understanding to the lives of others. For further reflections on this, readers are invited to consult Section A1.1.1: Pluricultural traits? which provides two exercises in defining pluriculturalism and the complications and dangers involved when certain cultural constructs (such as the usage of eating utensils as an example of an easily identifiable cultural practice) are treated as something that can be identified,

compartmentalised, or are associated with a certain group of individuals (very rarely are cultural concepts as easily observable or as simple to define as choice of eating utensil). It also raises awareness of issues surrounding seeing cultures as co-existing side by side rather than blurring and overlapping, or cultural concepts as uniform across and within individuals or groups over time.

Altogether, preference in this volume is given to the prefix *pluri-* over *inter-* as it is thought to better reflect the complexity and hybridity of the constructs of culture and language, the dynamism and plurality of the contexts and individuals in language education specifically, and modern communicative situations in general. Moreover, usage of the prefix *pluri-* allows for consistency in nomenclature when extending on existing theory, research and practice from plurilingualism in a ‘conceptual transfer’ (Coste, Moore and Zarate 2009:20), which can be observed elsewhere including in the CEFR¹. The usage of *pluri-* is not necessarily an approach which has consensus in the literature, but it is believed by the author (and others²) that the CEFR implies pluriculturalism as a higher-order construct inclusive of the notion of intercultural competence, rather than the other way round. This is also supported by the results of the semantic content analysis of the term pluricultural in the CEFR presented in Section A1.5: Semantic content analysis of the CEFR.

Altogether, pluriculturalism in this volume is seen as an over-arching ideal for self-development which intends to avoid:

- equating culture with nationality or ethnic heritage (aspects of culture can differ within groups of individuals of the same nationality or ethnic heritage, and nationality and ethnic heritage can contain huge cultural diversity; cultural boundaries are malleable)
- assuming that various beliefs, values and practices are limited to given cultures and can be associated with certain cultures (values, beliefs or practices of groups can be shared across and within groups and individuals at different levels of society)
- conflating adoption of beliefs with values and with practices
- implying pluriculturalism as a trait which one has or does not have (primarily based on where one lives and the ethnic heritage of one’s family)
- defining pluriculturalism as an unchanging construct over time (it may

1 The CEFR (2001:6) often extends plurilingual phenomena to apply equally to pluricultural phenomena, which assumes that plurilingual constructs as components of pluricultural constructs behave in the same way. This is done without explanation or supporting evidence (further discussed in Chapter 2 of this volume).

2 Chen and Hélot (2018) and Kalnbērziņa (2020).

be enacted at any time, over the course of a lifetime or the course of a day (Collier 1994))

- viewing interculturality and pluriculturalism as mutually exclusive of each other (rather they are seen as highly inter-related, with interculturality representing one of many aspects of an overall pluricultural repertoire).

1.5 Summary

This chapter has focused on the nascent paradigmatic shift in language education towards pluralistic approaches including ICLE, plurilingualism and pluriculturalism. This shift is occurring in response to pressures on language education from the outside-in and the inside-out – the former due to globalisation and technological advances which have changed how communication between humans occurs, and the latter due to progression and maturation of the language education beyond four-skills and native-speaker models, specific teaching methodologies such as CLT, and compartmentalised views of languages and cultures. In this volume, pluriculturalism is associated with complex and diverse contexts of communication, unique, imbalanced and partial competences, and the development of learners' individual repertoires according to their trajectories. This can be achieved through PLE, an approach to language education which builds on ICLE and plurilingualism using the CEFR as guide, the focus of the next chapter.

2 The CEFR and pluriculturalism

This chapter addresses the two challenges associated with the usage of the CEFR for PLE: a lack of clarity in definitions of key terminology and their inter-relationships, and the absence of content on pluricultural autonomous learning, pluricultural strategies and some other terms in the CEFR. The following topics are covered:

- pluriculturalism, pluricultural competence and the pluricultural repertoire
- the relationships between pluricultural, plurilingual, general and communicative language competences in the CEFR
- mediation
- an introduction to three CoE-developed autonomous learning tools
- updated descriptors incorporated into a self-assessment instrument for pluricultural autonomous learning
- cultural identity, sensitivity and other unexplained terminology related to PLE
- confusing or vague descriptors and suggested changes
- a curated version of the Framework for PLE to be applied to practice, presented in the form of a general description and model for CEFR-informed PLE. The model includes a breakdown of the features of PLE as gleaned from the CEFR (including some options for autonomous learning) and a series of scales (including strategies) for PLE.

Note: Readers not already familiar with the CEFR's background, its reference levels, illustrative descriptors and action-oriented approach may feel it appropriate to begin by reading Section A1.2: Background to the CEFR. Readers who are familiar with the Framework but require further clarification about the context of language use, language activities, language strategies and general competences may benefit from reading Section A1.3: Summaries of the CEFR's Chapters 4 and 5 before proceeding. Section A1.6: CEFR-informed autonomous learning describes the CEFR's perspectives on this practice and includes brief explanations of examples. These may be of interest before reading the pluricultural autonomous learning section in this chapter.

2.1 Introduction

Following the publication of the CEFR in 2001, several of its elements, its reference levels and illustrative descriptors in particular, were adopted relatively quickly by stakeholders in language education (see Section A1.2: Background to the CEFR). The CEFR was also influential in raising awareness about the importance of autonomy in language learning. In turn, however, this means the CEFR has not been fully realised as a reference tool for pluriculturalism and plurilingualism (a finding supported by the bibliometric analysis presented in Section A1.4: Influence of the CEFR). This has previously been attributed to the lack of descriptor scales for mediation, plurilingualism and pluriculturalism in the original publication, but it is also because some aspects of the CEFR were considered too innovative and ‘had to wait until the field would be ready for them’ (North 2020a). However, the current landscape in language education differs significantly from that which existed during the CEFR’s period of development 30 years ago and even at its publication 20 years ago. It seems that the field of language education is now ripe and ready for the innovation of the CEFR and its statements on plurilingualism and pluriculturalism. However, as discussed in Section ii: Challenges for PLE, there are some shortcomings to using the CEFR as a reference tool for PLE. The next section discusses how pluriculturalism is presented and discussed in the CEFR.

2.2 Pluriculturalism in the CEFR

There are two main issues with how the CEFR presents and explains pluriculturalism. The first issue is that the definition of the concept is unclear. Following an entire section in the Framework entitled ‘What is plurilingualism?’, only a brief mention of pluriculturalism is given: ‘much of what is said above applies equally in the more general field: in a person’s cultural competence’ (Council of Europe 2001:4–6). A definition given for pluricultural competence in Chapter 7 of the Framework is also circular¹:

plurilingual and pluricultural competence tends to: . . . consider that a given individual does not have a collection of distinct and separate competences to communicate depending on the languages he/she knows, but rather a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her; . . . stress the pluricultural dimensions of this multiple competence (Council of Europe 2001:168).

1 In a simplified form, this quotation arguably reads as: the concept of plurilingual and pluricultural competence tends to consider that an individual [has] a plurilingual and pluricultural competence encompassing the full range of languages available to him/her.

The second issue is that pluriculturalism is suggested as enveloping the concept of plurilingualism (such as in the aforementioned quotations) but elsewhere a different implication for how the two relate to each other is made. ‘Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures’ (Council of Europe 2001:168). They are always referred to together. The only occasion where pluricultural competence is discussed independently is in Chapter 6 of the Framework, where it still is not explained, just reiterated as a primary objective for language learning: ‘A balance has to be struck in the light of the over-arching educational goal of developing the learners’ pluricultural competence’ (Council of Europe 2001:148). Since the relationships between and aspects of plurilingual and pluricultural competences are not delineated clearly enough, they may not be useful for pedagogical practice². The next sections therefore intend to clarify the CEFR’s perspectives and definitions on pluricultural competence, and its inter-relationships with plurilingual and other competences named in the CEFR.

2.2.1 Pluricultural competence

The CEFR’s first page states that the Framework’s primary concern in language education is ‘the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture’ (Council of Europe 2001:1). This is achieved through the development of plurilingualism and pluriculturalism or more specifically, the enhancement of a learner’s plurilingual and pluricultural competence and overall repertoire.

In the CEFR, plurilingual competence is presented as follows (2001:4):

[A]s an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor.

² This critique is also given by Baldwin and Apelgren (2018) and Strugielska and Piątkowska (2018).

The CV adds that it is ‘an uneven and changing competence, in which the user/learner’s resources in one language or variety may be very different in nature to those in another’ (Council of Europe 2018:28).

Although it is not stated as explicitly for culture as it is for language in the CEFR, this volume proposes that the same definition be used for pluricultural competence, with culture substituting for language:

As an individual’s experience of cultural contexts expands, from the culture of the home to that of society at large and then to the cultures of other peoples (whether experienced in the neighbourhood, school, through travel, work or elsewhere), he or she does not keep these cultures in strictly separated mental compartments, but rather builds up a pluricultural competence to which all knowledge and experience of cultural diversity interrelate and interact in communicative situations. Pluricultural competence (like plurilingual competence) is also considered an uneven and changing ability to call upon the knowledge of a number of cultures to make sense of a situation, to express oneself appropriately in various cultural contexts, to understand others who do the same or who may lack the ability to do so, and to mediate between individuals with differing backgrounds.

With this definition, the following section explains the interpretation of the inter-relationship of the twin concepts of plurilingualism and pluriculturalism in this volume.

2.2.2 Plurilingual versus pluricultural in this volume

In Chapter 6 of the CEFR, the following statement is made: ‘The concept of plurilingual and pluricultural competence tends to . . . stress the pluricultural dimensions of this multiple competence but *without necessarily suggesting links between the development of abilities concerned with relating to other cultures and the development of linguistic communicative proficiency*’ (2001:168; italics added).

In keeping with its philosophy of description not prescription, the CEFR may be deliberately vague on the relationship between plurilingualism and pluriculturalism, leaving it to stakeholders to decide how they want to approach the inter-relationship. This means that plurilingualism can be seen as either being linked to, fully encapsulated by, or mutually exclusive of pluriculturalism. Nonetheless, there are three instances where the CEFR implies otherwise:

1. Despite the CEFR’s tendency to define pluricultural competence as dependent on plurilingual competence, it states that ‘the pluricultural profile differs from the plurilingual profile’ (Council of Europe 2001:133).

2. The CV likewise separates the constructs of plurilingualism and pluriculturalism in its provision of scales of descriptors for either plurilingualism (Building on plurilingual repertoire and Plurilingual comprehension) or pluriculturalism (Building on pluricultural repertoire and Facilitating pluricultural space).
3. The pluricultural repertoire is described without any or very little reference to language (even though it is linked to language proficiency):

[A]t the A levels the user/learner is capable of recognising potential causes of culturally based complications in communication and of acting appropriately in simple everyday exchanges. At B1 he/she can generally respond to the most commonly used cultural cues, act according to socio-pragmatic conventions and explain or discuss features of his/her own and other cultures. At B2, the user/learner can engage effectively in communication, coping with most difficulties that occur, usually able to recognise and repair misunderstandings. At the C levels, this develops into an ability to explain sensitively the background to cultural beliefs, values and practices, interpret and discuss aspects of them, cope with sociolinguistic and pragmatic ambiguity and express reactions constructively with cultural appropriateness (Council of Europe 2018:158).

Taking this into consideration, the approach taken in this volume is that plurilingualism and pluriculturalism are linked in theory but are separable in practice. Such an approach is supported by the results of the semantic content analysis of the word ‘pluricultural’ in the CEFR (Section A1.5: Semantic content analysis of the CEFR). As such, this volume does not mobilise its readers in the development or enactment of plurilingual language learning practice as part of PLE³, but this is discussed in the conclusion to the volume.

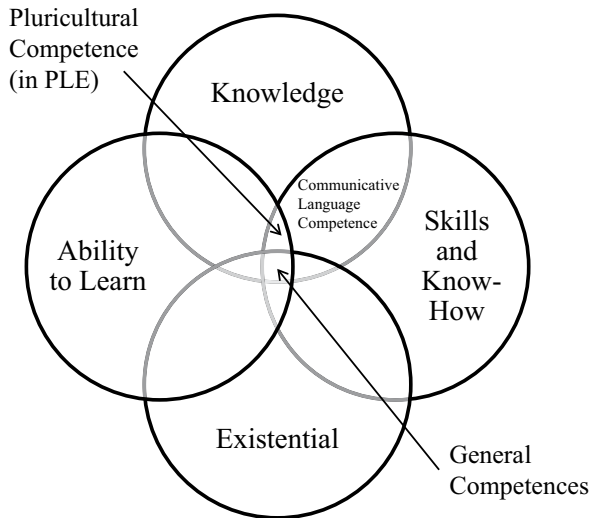
2.2.3 Pluricultural versus other competences

Regarding the critique that the CEFR is not explicit about how pluricultural competence relates to other competences, this volume takes the position that the CEFR is clear that communicative language competence (see also Section A1.2: Background to the CEFR) is a component of the higher-order pluricultural competence: ‘Communicative language competence

3 This approach is also taken elsewhere: pluriculturalism does not inherently require linguistic development – expansion of awareness and exploration of or identification with cultures can occur even when operating within one’s existing linguistic repertoire (Chen and Hélot 2018). Likewise can plurilingualism develop independently of the advancement of pluriculturalism if no regard for expansion of cultural repertoire is included (Abi and Üstünel 2017)? Nonetheless, it is seen to be a limitation to a volume which intends to promote a pluralistic approach to language education and is further discussed in the section ‘Limitations and future considerations’.

[is] considered as a plurilingual and pluricultural competence' (Council of Europe 2001:136). Therefore, communicative language competence (as part of the linguistic repertoire) is considered a component of plurilingual competence (and the plurilingual repertoire) and as discussed in the previous section, the plurilingual repertoire is theoretically linked to the pluricultural repertoire but separated in practice. Regarding the relationship with general competences, Figure 1 demonstrates the position taken in this volume, thought to best reflect what is implied in the CEFR. However, the lack of clarity on the organisation of the competences in the CEFR means that the inter-relationships between the competences can be defined in a way that suits practitioners' needs and contexts – if doing so is even required. Figure 1 shows the four categories of the CEFR's general competences (see also Section A1.3.5: General competences), three of which (knowledge, skills and know-how, and ability to learn) are components of this volume's interpretation of pluricultural competence. The components of pluricultural competence are discussed in more detail in Section A3.4: Instruments to explore pluricultural repertoires, in the explanation of how the description and model for CEFR-informed PLE was created.

Figure 1: The CEFR's suggested relationship between competences



2.3 Pluricultural autonomous language learning and the CEFR

Since the development of pluricultural competence can be relatively independent of education and is often deployed outside of educational

contexts (Coste et al 2009), autonomous learning has an important role for PLE in this volume. The CEFR itself, however, provides little in the way of how pluricultural autonomous learning should be developed – it was not until the publication of the CV and the provision of descriptor scales for plurilingual and pluricultural competence that more direct support was offered. Based on these scales, a self-assessment battery for PLE was created (Section A3.4.1: Pluricultural repertoire self-assessment instrument) and is discussed in Section 2.5: Issues with terminology and descriptors. In the next section, some other CoE-produced complementary tools for autonomous learning, adaptable for PLE, are introduced.

2.3.1 Autobiography of Intercultural Encounters (AIE)

The Autobiography of Intercultural Encounters (Council of Europe 2009, see also Section A1.6.2: The Autobiography of Intercultural Encounters), along with the European Language Portfolio (ELP, see Section A1.6.1: The European Language Portfolio) promotes and supports the lifelong process of developing plurilingualism and pluriculturalism autonomously by giving value to language and cultural competences and experiences. It aims ‘to help learners to achieve a fuller awareness of their developing linguistic and cultural identity . . . of themselves as language learners and to develop language learning skills that they can deploy to meet individual needs that arise outside as well as inside formal educational contexts’ (Council of Europe 2011:4). It was developed by experts in language education, citizenship education and inter-religious dialogue to ‘contribute to the development of intercultural competence and . . . facilitate the emergence of intercultural citizenship amongst those who use it’ (Council of Europe 2009:6).

Divided into two separate tools, it encourages its users to analyse and reflect on encounters they have had either face to face or through visual media. Section A1.4.2: Instruments and procedures provides additional information on the two versions of the AIE and how it can be adapted for users’ own learning contexts.

2.3.2 The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)

Another complementary tool for autonomous pluricultural learning is FREPA, the Framework of Reference for Pluralistic Approaches to Languages and Cultures (Candelier et al 2010). FREPA consists of: a series of teaching and learning materials for pluralistic approaches, teacher training materials, some user guides and a bank of descriptors for pluralistic approaches to languages and cultures. In the bank, over 450 descriptors are divided into the three categories of Awareness, Knowledge and Skills. Each

category is further broken down into sub-categories of aspects of pluralistic competence. For instance, Knowledge contains 15 sub-categories, seven for language (for instance, language and society, verbal and non-verbal communication, language and acquisition/learning), and eight for culture (for instance, cultures: general characteristics, cultures and intercultural relations, the diversity of cultures, culture, language and identity and culture and acquisition/learning). Each category consists of a global descriptor and a series of sub-descriptors – the descriptors are neither written in the style of the CEFR in terms of what the learner can do nor calibrated for language proficiency. Each descriptor is also rated according to whether they are useful, important or essential for pluralistic approaches. For instance, within the category Knowledge, culture and acquisition/learning, the higher-order descriptor is ‘knows how one acquires or learns a culture’ and the sub-descriptors are:

- knows that acculturation or belonging to a culture is the result of a long (largely implicit and subconscious) process of learning (important)
- knows that one can apprehend a new culture as long as one wants to and one accepts the values linked to that culture (important)
- knows that one is never obliged to adopt behaviours or values of another culture (essential)
- knows that it is normal to commit ‘errors’ of behaviour or interpretation of behaviours when one does not sufficiently know a culture and that being aware of this opens the way to learning (important).

FREPA also includes a curated database of pluralistic language learning and teaching materials which can be filtered according to pluralistic approach (awakening to language, intercultural, integrated didactics, and intercomprehension), thematic domain, level, and language of instruction. FREPA’s learning materials are further discussed in Section 3.5.3: The FREPA database (CLIL), and its descriptors were used to develop a needs analysis instrument for exploring learners’ cultural and linguistic repertoires in A3.4.2: Instrument to explore learners’ experiences, needs and interests.

2.3.3 The Reference Framework of Competences for Democratic Culture (RFCDC)

A final tool for pluricultural autonomous learning is the Reference Framework of Competences for Democratic Culture (RFCDC, Council of Europe 2020). The RFCDC is a set of materials designed to equip young people with competences surrounding human rights, democratic culture and the rule of law. It consists of three components: context, concepts and model; descriptors of competences; and supporting guidance for how it can be

implemented. The model consists of 20 competences sub-divided into values, attitudes, skills and knowledge, and critical understanding, each of which is associated with a series of key descriptors and a full bank. The skills module contains a series of descriptors for autonomous learning skills. The RFCDC descriptors for autonomous learning skills are drawn on in the creation of the CEFR-informed model for PLE presented at the end of this chapter (Section 2.6: A model for CEFR-informed PLE).

2.4 Mediation in the CV

Deygers (2021) has critiqued a number of aspects of the CV's contents on mediation:

- the positioning of mediation as a separate communicative mode
- the structure of the scales (as uni-directional and speaker-centred)
- the claim that mediation mirrors real-life language use and communicative situations
- the diagram which explains the relationship between reception, production, mediation and interaction.

As discussed in Section ii: Challenges for PLE, this volume adds to this list the lack of strategies for mediating communication. Following an introduction to mediation in the CV, the next sections discuss these critiques.

2.4.1 Introduction to mediation in the CV

Mediation is increasingly perceived as an essential part of language learning and beyond: it extends from cross-linguistic (i.e. translation or interpretation) interactions, and includes communication, learning, social and cultural mediation (Council of Europe 2018:34). Elaborated on in the CV, mediation has an important role in PLE, as it is a component of pluricultural competence. Mediation allows individuals with differing cultural backgrounds to understand each other, and ultimately communicate more effectively. The CV explains the broad range of activities discussed under mediation for 'creating a shared space between and among linguistically and culturally different interlocutors' (Council of Europe 2018:122): translating (or summarising) a second foreign language into a first foreign language, or participating in an oral discussion involving several languages, are some examples of linguistic mediation. The CV provides scales of descriptors for mediating a text: Relaying specific information, Explaining data, Processing text, Translating a written text in speech and in writing, Note-taking, Expressing a personal response to a creative text, and Analysis and criticism of creative texts. Interpreting a cultural phenomenon in relation to another

culture is an example of a cultural mediation. The CV provides scales for mediating concepts and mediation communication. The scales for mediating concepts are: Facilitating collaborative interaction with peers, Collaborating to construct meaning, Managing interaction and Encouraging conceptual talk. Mediating communication refers to a situation where speakers play the role of intermediary between different participants to facilitate understanding and to navigate different perspectives, tensions and disagreements. The three scales for mediating communication are Facilitating pluricultural space, Acting as intermediary in informal situations (with friends and colleagues) and Facilitating mediation in delicate situations and disagreements. Of all the mediating concepts and communication scales, it is Facilitating pluricultural space which is seen to have the most relevance to PLE. This scale means being a cultural mediator:

... creating a shared space between and among linguistically and culturally different interlocutors, i.e. the capacity of dealing with “otherness” to identify similarities and differences to build on known and unknown cultural features, etc. in order to enable communication and collaboration. The user/learner aims to facilitate a positive interactive environment for successful communication between participants of different cultural backgrounds, including in multicultural contexts. He/she aims to expand and deepen intercultural understanding between participants in order to avoid and/or overcome any potential communication difficulties arising from contrasting cultural viewpoints (Council of Europe 2018:22).

2.4.2 Critiques of mediation in the CV

Deygers’ (2021:188) first critique is that: ‘Mediation was already discussed in the CEFR, but in the CV it has become such a central concept that it is listed as one of the four primary communicative language activities and strategies. Considering mediation as a separate language activity should perhaps be seen as a value statement rather than as a real theoretical–conceptual innovation’. He goes on to note that positioning mediation as a separate communicative mode is ‘conceptually superfluous’ since ‘mediation must logically include at least two other communicative activities to take place’.

Although neither the CEFR nor the CV claim its division of language activities to be a theoretical–conceptual innovation, it seems that the CEFR’s earliest description of the four language activities (including mediation) and many instances thereafter (Council of Europe 2001:15, 57, 87, 95, 96, 97, 99, 136 and 157) have been overlooked. In each case, the CEFR very clearly positions mediation alongside reception, production and interaction as a communicative mode, a communicative language activity and a strategy. Furthermore, the criticism is somewhat moot since in an action-oriented

approach to language, there is no communicative mode which can exist on its own: reception is only possible if it follows production or vice-versa. Interaction, to use his words, must also logically consist of at least two other communicative activities. At best, the critique of the positioning of mediation as a separate communicative mode is perhaps not a constructive criticism.

Deygers (2021) also takes issue with the CV's new scales stating that they should not be presented as 'speaker-centred unidirectional can-do statements'. This critique may be valid for the A1 levels such as 'Can use simple words and non-verbal signals to show interest in an idea . . . Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes' (Council of Europe 2018:105) but higher-level statements such as the following from B2 Overall mediation neither appear to be speaker-centred nor unidirectional (Council of Europe 2018:105):

Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.

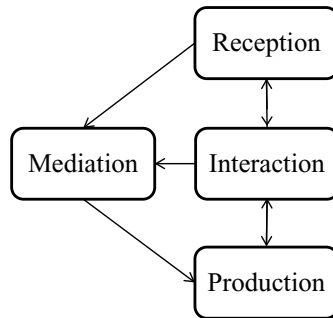
Unfortunately, he does not suggest any alternatives and neither is he entirely clear about why he has taken issue with them being speaker-centred, which is a feature of many CEFR descriptors.

He also states the CV is dubious in its claim that mediation is 'closer to real-life language use, which is grounded in interaction in which meaning is co-constructed' (Deygers 2021), since the statement is unsupported by data, and not argued thoroughly. Providing more examples or hypothetical situations of mediation in action would perhaps address the loose definition or vague demarcation of mediation to which Deygers (2021) refers (see Section 3.4: Mediation examples). He also takes issue with 'the rather puzzling diagram on pg. 32 [which] does little to convince the reader of the conceptual necessity of mediation'. Although his critique is, once again, about the separation of mediation as its own communication mode, the author agrees the diagram does not explain where or what the arrows are pointing at, why they are pointing the direction they are or what is represented on the x axis. The given explanation is: 'Reception and production, divided into spoken and written give the traditional four skills. Interaction involves both reception and production, but is more than the sum of those parts,

and mediation involves both reception and production plus, frequently, interaction’ (Council of Europe 2018:32). However, the direction of the arrows does not seem to follow this explanation since mediation is not shown as being linked to interaction.

By using bi-directional arrows and repositioning the activities, Figure 2 may better reflect the described relationship between communicative modes in the CEFR. It shows that a (spoken or written) message is received, mediated (internally) and then communicated to others (via spoken or written production). It shows that interaction involves reception and production bi-directionally (meaning from the participants in the interaction). It also shows that mediation involves interaction. For instance, a mediator can observe an interaction between two people, and then produce a message.

Figure 2: The relationship between communication modes implied by the CEFR



The CV also states that: ‘For mediation, a decision was taken to only develop descriptors for execution strategies’, meaning that there are no strategies for mediating communication (versus mediation of a concept and mediating a text). Even though this is not explained, and whether these will be the focus of further projects is not touched upon, some of the existing strategies from the CEFR and the CV are of relevance to PLE. These are incorporated into the CEFR-informed model for PLE presented at the end of this chapter (Section 2.6.2: Creating the CEFR-informed model for PLE).

2.5 Issues with terminology and descriptors

This section addresses two of the challenges mentioned in Section ii.iii: Using the CEFR for PLE: that the CEFR uses terms which are either not defined at all, or defined unclearly, and some of the new descriptors are problematic, being either vague, inconsistent, or contrary to the Framework’s perspectives on pluriculturalism.

2.5.1 Useful terminology

There are several terms that the CEFR uses in its discussions about pluriculturalism which are either not defined at all, or their definitions are unclear. These include ‘cultural identity’, ‘cultural sensitivity’, ‘interculturality’, ‘sociocultural awareness’ and ‘intercultural competence’. Indeed, many of these terms appear in some of the examples of practice reviewed in Chapter 3, so a clearer explanation of them may help users understand how they can be put into practice. Chapter 1 already covered basic differences between pluriculturalism and interculturality in this volume. A semantic content analysis of the term pluricultural in the CEFR (Section A1.5: Semantic content analysis of the CEFR) and Budzyńska’s (2018) study upon which it was based, further bring to light the differences between intercultural and pluricultural competence. The others are discussed here.

The CEFR does in fact contain some information about ‘identity’, albeit only briefly (‘widening cluster of overlapping social groups’, Council of Europe 2001:1) with limited elaboration (factors which may contribute to one’s identity may include knowledge, understanding and skill, but also ‘selfhood factors connected with their individual personalities, characterised by the attitudes, motivations, values, beliefs, cognitive styles and personality types’, Council of Europe 2001:105). Cultural identity is simply described as something that should be integrated into ‘a diversified experience of otherness’ (Council of Europe 2001:134). This explanation is considered underdeveloped, so Section A1.7: Some terms in the CEFR provides some definitions for cultural identity and awareness for interested readers.

2.5.2 Changes to descriptors

Some of the new descriptors from Building on pluricultural repertoire and Facilitating pluricultural space are vague, referring to commonly used cultural cues, without providing examples of what these might be. Others are inconsistent, using a variety of terms to describe others, some of which do not align with the CEFR’s perspectives of pluriculturalism. Finally, some of the descriptors are confusing, such as the following: ‘Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar document or event from another culture with’ (Council of Europe 2018:159). This section highlights these issues and makes suggestions for changes. The changes are incorporated into a self-assessment instrument presented in Section A3.4.1: Pluricultural repertoire self-assessment instrument, thus addressing the lack of self-assessment statements in the CV.

The aforementioned example is thought to be a proofreading oversight which should read as something akin to: ‘Can interpret and explain a

document or event from another culture and relate it to documents or events from my own culture(s) and/or documents or events I am familiar with from other culture(s)'.

Regarding the critique of inconsistency, the descriptors use a range of terms to refer to 'others' including people of or members of other cultures, other communities, other social groups, with other worldviews, other cultural backgrounds, other cultural orientations, etc. The term 'people of other cultures', for one, does not align with this volume's (and neither the CEFR's) view of culture, which does not equate culture with nationality or heritage, and neither with identifiable boundaries. Any reference to people of 'other cultures' is replaced with 'different' or 'other' communities throughout the descriptors.

Related to this, the term 'intercultural encounter' is frequently employed to describe communicative situations entailing interaction with the aforementioned others (intercultural exchange is also used). For instance:

- Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately (B2, 2018:159).
- Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context (B2, 2018:123).
- Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group (B1, 2018:123).
- Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc. (A2, 2018:123).

Implying that these behaviours should or can only be demonstrated in 'intercultural' situations seems counter-productive since the behaviours can be operationalised in any kind of exchange or encounter, and not necessarily those that involve people with different passports (assuming that's what 'intercultural' refers to in these cases).

Perhaps the descriptor authors wanted to emphasise that the interactions involved people of differing nationalities, but this is (again) the type of categorisation of culture that this volume intends to avoid (Section 1.4.1: Pluriculturalism in this volume). It is possible the descriptor intended to emphasise that consideration of perspective may be particularly pertinent in an intercultural encounter, but since perspective is an integral part of PLE in general (see Section 1.2.3: Criticisms of ICLE representations of culture

and languages) any reference to ‘intercultural’ as it relates to exchange or encounter is thus removed from the descriptors in the instrument in Section A3.4.1: Pluricultural repertoire self-assessment instrument.

A similar replacement is made for the term ‘cross-cultural communication’ (‘Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity’; C1, Council of Europe 2018:159), a term in common usage 30 years ago which itself was replaced with the term ‘intercultural’ (Piccardo 2019).

The C2 descriptor (Council of Europe 2018:159) refers to ‘cultural incidents’ without explaining what that means: ‘Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.’

In the field of intercultural communication, ‘critical incidents’ are interactions that challenge existing behaviour or assumptions; a certain event is described, and then analysed to understand why it was confusing, why it caused misunderstanding, and then reflected upon to help develop awareness and ways to navigate similar situations in the future (see Sections A1.7.1: Culture awareness and identity and A2.1.2: Communication). It is an approach also taken in the AIE. However, critical incidents are typically seen as an opportunity for development whereas this descriptor states that avoiding ‘cultural incidents’ is desirable. It might mean conflicts which are seen to have occurred due to a misunderstanding that is cultural in its nature. If that is the case, it is redundant. Due to a lack of clarity on what is meant by ‘cultural incidents’ the term has therefore been removed.

Usage of the term ‘cultural cues’ is also a vague aspect of some descriptors, such as in ‘Can generally interpret cultural cues appropriately in the culture concerned’ (B2, Council of Europe 2018:159), without providing examples of what cultural cues might be. Outside of the descriptors, the CV refers to sociocultural cues (2018:137), socio-pragmatic and sociolinguistic cues (2018:158). ‘Culturally-determined behaviour patterns (e.g. gestures and speech volume)’ (2018:159) are thought to be an example of such cues, and searches outside of the Framework tended to refer to cultural cues as being non-verbal communication behaviours including practical actions and gestures, body language, touch, physical space, facial expressions, posture and paralinguistics (elaborated in the CEFR, 2001:88–89). These explanations can be kept in mind for any of the descriptors which refer to ‘cultural cues’.

Another descriptor which is thought to lack in clarity (‘Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities’, C1, Council of Europe 2018:159) is rephrased in the instrument in Section A3.4.1: ‘the balance of information and objectivity of the opinions expressed in the media’. In Section A3.6.1:

Descriptors categorised according to construct, a division of the descriptors according to whether they relate to culture, language, communication or learning may help readers conceptualise and operationalise the constructs.

2.6 A model for CEFR-informed PLE

The CEFR states that it must be comprehensive, transparent and cohesive in order to fulfil its functions as a reference tool for the planning of language learning programmes. Its users should ‘find represented . . . all the major aspects of language use and competence they need to take into consideration’ (Council of Europe 2001:44). Hand-in-hand with comprehensiveness, however, goes length, a critique of the CEFR that, since its publication, has been (and still is) frequently repeated. However, it is also a critique that can be overcome, since the breadth of the CEFR’s contents are independent of each other, which means that aspects that are seen as being relevant for a particular learning context can be curated for usage. ‘Using the CEFR means relating particular features of [one’s] own context of learning (the learners, the learning objectives, etc.) to the CEFR . . . Not everything in the CEFR will be relevant . . . and there may be features of [the] context which are important but are not addressed by the CEFR’ (Cambridge ESOL 2011). It is the intent of this section to aid with the curation process for PLE, adding further precision to the definition of pluricultural competence presented in Section 2.2: Pluriculturalism in the CEFR and Section 1.4: Pluriculturalism.

This section presents a model for PLE informed by the CEFR. The model is not designed to be universally accepted or applied – it represents this volume’s interpretation of CEFR-informed PLE, and should be taken as a reference tool to be contextualised according to the needs and features of local learning contexts.

The next section explains outcomes of two stages in the creation of the model (full explanations of the process are in A1.8: Development of the model for PLE). In the first stage, the CEFR and CV’s contents were pared down to a streamlined description of pluricultural competence. In the second stage, this description was elaborated with scales of descriptors, and for when no scales existed, descriptive content from the CEFR. This resulted in what is referred to hereafter as the CEFR-informed model for PLE. In Chapter 4, the model is used to evaluate examples of publicly available PLE materials.

2.6.1 A description of pluricultural competence

The CEFR’s general competences (see Section A1.2.2: The action-oriented approach in graphic form) were used as the point of departure in creating the model for CEFR-informed PLE. A three-step process was undertaken to move aside aspects of the general competences considered to extend beyond

PLE (Section A1.8: Development of the model for PLE). The remaining content was compiled, modified for readability and comprehensibility and cross-checked with the CV. The result is a general description of pluricultural awareness and abilities, shown in Figure 3. Despite being developed independently, the description matches the results of the semantic content analysis of the term ‘pluricultural’ (Section A1.5: Semantic content analysis of the CEFR). It also aligns with FREPA (Section 2.3.2: The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)). According to the CEFR, pluricultural competence consists of:

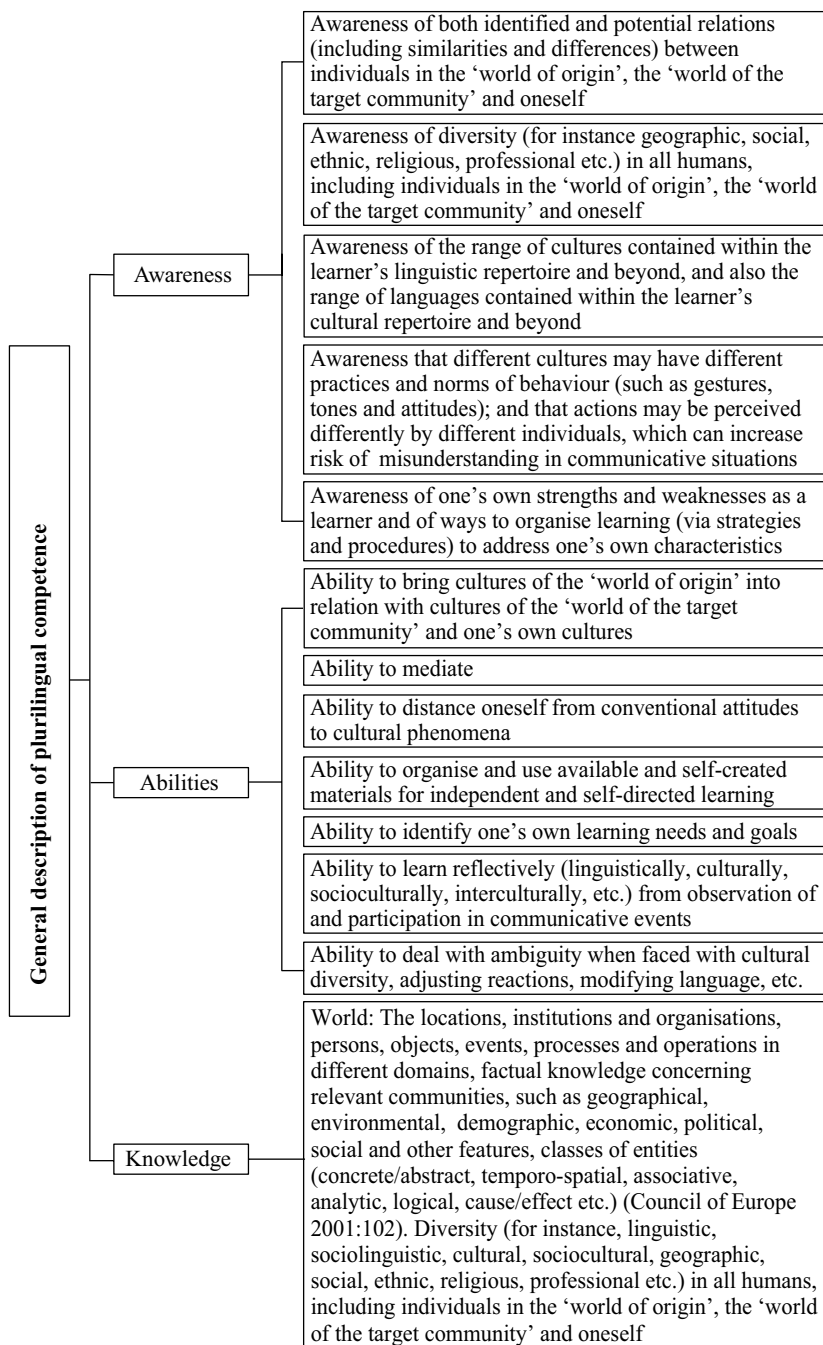
- an awareness of diversity (including of similarities and differences in practices and norms, between and across cultures and languages) within and between all humans as social actors (including the identities of those in the ‘world of origin’, the ‘world of the target community’ and oneself)
- an awareness that perspective, actions and communicative messages may be interpreted differently by different individuals, which can increase risk of misunderstanding
- an awareness of one’s own strengths and weaknesses as a learner and ways to engage in further independent and autonomous learning to enhance strengths and work on weaknesses (whether that learning be linguistic, cultural, sociocultural, intercultural etc.)
- an ability to put diversity of individuals into relation with each other, which may mean distancing oneself from conventional attitudes from or about the ‘world of origin’, the ‘world of the target community’ or oneself
- An ability to mediate and deal with ambiguity when faced with diversity or differing perspectives in communicative situations
- an ability to identify one’s own learning needs and goals and organise, develop, and use materials to meet those goals (whether that learning be linguistic, cultural, sociocultural, intercultural etc.)
- knowledge of the world and of diversity (for instance, linguistic, cultural, sociocultural, geographic, social, ethnic, religious, professional etc.) in all humans, including individuals in the ‘world of origin’, the ‘world of the target community’ and oneself.

In the next section, the description is elaborated with CEFR scales.

2.6.2 Creating the CEFR-informed model for PLE

In order to convert the general description of CEFR-informed pluriculturalism (Figure 3) into a model, the CEFR’s scales were curated for PLE (see Section A1.8.2: Stage 2: Cultural and intercultural elements, for the

Figure 3: A description of pluricultural competence in the CEFR



Box 1: Curated scales for CEFR-informed PLE

Turntaking (discourse competence)
Flexibility (discourse competence)
Planning (production strategy)
Compensating (production strategy)
Monitoring and repair (production strategy)
Strategies to explain a concept – linking to previous knowledge, adapting language, breaking down complicated information (mediation strategies)
Taking the floor (interaction strategy)
Co-operating (interaction strategy)
Asking for clarification (interaction strategy)
Identifying cues and inferring (reception strategy)
Sociolinguistic appropriateness (sociolinguistic competence)
Facilitating pluricultural space (mediating communication)
Building on pluricultural repertoire (plurilingual and pluricultural competence)

selection process). Box 1 shows the selected scales and their provenance in brackets. The curated scales replaced the descriptive content from Figure 3 when appropriate.

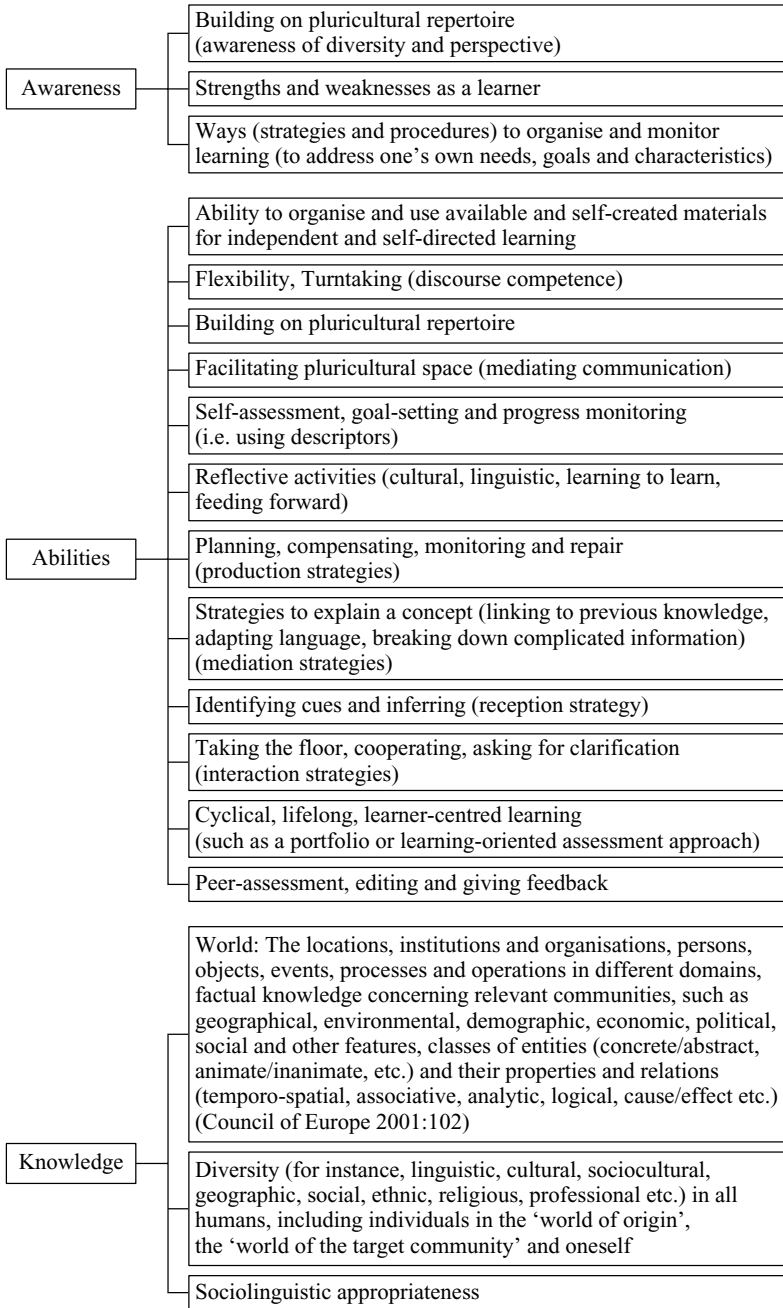
Due to a lack of scales and descriptors for ability to learn, other aspects of the CEFR’s contents on ability to learn were incorporated instead⁴. The result is hereafter referred to as the CEFR-informed model for PLE (Figure 4).

Three points from the model were unable to be elaborated with CEFR content (scales or otherwise). These are:

1. Awareness of one’s own strengths and weaknesses as a learner.
2. Ways to organise learning (via strategies and procedures) to address one’s own characteristics.
3. Ability to organise and use available and self-created materials for independent and self-directed learning.

4 When a general search for ‘learning to learn’ descriptors was conducted to see if they could be incorporated from elsewhere, a series of ‘learning to learn’ resources which refer to the use of descriptors were found (Keevy, Chakroun and Dejj 2011, Sala, Punie, Garkov and Cabrera Giraldez 2020, UNESCO 2015). However, the descriptors mirrored the description’s existing content. Since they were not calibrated for language proficiency nor met the CEFR’s criteria for descriptors (see for instance, Sala et al 2020), they were not included.

Figure 4: A CEFR-informed model for PLE



To work towards filling these gaps, descriptors from autonomous learning skills in the RFCDC were used (Section 2.3.3: The Reference Framework of Competences for Democratic Culture (RFCDC)). Since the descriptors are not calibrated for language proficiency, they were not included in the model in Figure 4. However, they are divided into three levels of basic, intermediate and advanced. Box 2 positions the three points alongside complementary RFCDC descriptors which have been modified to match the Can Do format of the CEFR’s descriptors; for instance, ‘Demonstrates the ability to seek out information independently’ has been modified to ‘Can seek out information independently’.

The descriptors which correspond to ‘Awareness of strengths and weaknesses as a learner’, are actually abilities or qualities of good learners

Box 2: Ability to learn content from the CEFR-informed model for PLE aligned with descriptors from RFCDC for autonomous learning skills

CEFR-informed model for PLE content	RFCDC descriptors for autonomous learning skills
Strengths and weaknesses as a learner	Develops own ideas by gathering information (Basic) Can gather information effectively using a variety of techniques and sources (Basic) Can look for information in a variety of sources (Basic) Can seek out information independently (Basic) Can use appropriate tools and information technologies effectively to discover new information (Basic) Can use information technology effectively to access, research, organise and integrate information (Intermediate) Can integrate learning from various subjects/areas of learning (Intermediate) Can evaluate the credibility of sources of information or advice independently (Advanced) Manages own time effectively to achieve his/her own learning goals (Advanced)
Ways (strategies and procedures) to organise and monitor learning (to address one’s own needs, goals and characteristics)	Can seek clarification of new information from other people when needed (Key Basic) Can monitor, define, prioritise and complete tasks without direct oversight (Key Advanced) Rereads new material after an initial reading to make sure that he/she has understood it properly (Intermediate)

<p>Ability to organise and use available and self-created materials for independent and self-directed learning</p>	<p>Shows ability to identify resources for learning (e.g. people, books, internet) (Key Basic)</p> <p>Can identify relevant sources of information to accomplish a learning task (Basic)</p> <p>Can learn about new topics with minimal supervision (Key Intermediate)</p> <p>Can select the most reliable sources of information or advice from the range available (Key Advanced)</p> <p>Can select learning materials, resources and activities independently (Intermediate)</p> <p>Can locate information relevant to his/her own personal and academic needs and interests (Intermediate)</p> <p>Can accomplish learning tasks independently (Basic)</p>
<p>Self-assessment, goal-setting and progress monitoring (i.e. using descriptors)</p>	<p>Can assess the quality of his/her own work (Key Intermediate)</p> <p>Can identify what he/she knows already and what he/she doesn't know (Basic)</p> <p>Can identify gaps in his/her own knowledge independently (Basic)</p> <p>Can monitor own progress in learning new information (Advanced)</p> <p>Can monitor own progress towards reaching his/her own learning goals (Intermediate)</p>
<p>Reflective activities (cultural, linguistic, learning to learn, feeding forward)</p>	
<p>Cyclical, lifelong, learner-centred learning (such as a portfolio approach or learning-oriented assessment)</p>	
<p>Peer-assessment, editing and giving feedback</p>	
<p>Other descriptors not included in the model</p>	<p>Expresses willingness to learn new things independently (Basic)</p> <p>Seeks out new opportunities for learning (Intermediate)</p>

according to the RFCDC. They are thought to reflect some aspects of learning that can be considered a strength or a weakness and have therefore been included in Box 2. A blank cell in the right column means that none of the RFCDC descriptors were seen to match the content of the CEFR-informed model for PLE. The content in Box 2 is thought to fill in the ability to learn gaps of the model with descriptors.

2.7 Summary

In this chapter, the inter-relationships between pluricultural, plurilingual, general and communicative language competences were elucidated and an explanation was given for why this volume separates pluricultural and plurilingual competence. Readers are nonetheless invited to define the relationships as required for their purposes. This chapter also presented several tools for autonomous pluricultural learning (AIE, FREPA and RFCDC), which are supported by a self-assessment instrument based on modified versions of the CV's descriptors from the two scales of Building on pluricultural repertoire and Facilitating pluricultural space (Section A3.4.1: Pluricultural repertoire self-assessment instrument). Critiques of mediation were presented and resolved. Relevant terminology not explained in the CEFR was elucidated and is further supported by extended definitions in Appendix 1. The chapter concluded with a curation of the CEFR's content in the production of a description and model for CEFR-informed PLE. The description was elaborated using scales and descriptive content of the CEFR. The CEFR-informed model for PLE consists of 13 scales, descriptions for the modules of declarative knowledge development (knowledge of the world, knowledge of diversity at various levels of human society, and sociolinguistic appropriateness knowledge) and some options for ability to learn such as self-assessment, goal-setting and progress monitoring using descriptors, a portfolio approach and reflective activities (cultural, linguistic, learning to learn, feeding forward). Not all aspects of ability to learn were addressed, even when descriptors from RFCDC were brought in. The model highlights features of PLE and guides the assessment of examples of learning materials for PLE in Chapter 4.

3 PLE learning materials

To address the lack of examples for PLE pedagogy cited in Section ii: Challenges for PLE over 20 examples of sample learning materials of pluralistic approaches to language education are reviewed in this chapter. The materials, both internal and external to the CoE, cover a range of topics, and were developed for a range of target audiences and contexts. Corresponding to the pluralistic approaches discussed in Chapters 1 and 2, they are deemed by their authors or the project's developers to be from the following areas:

- intercultural language education (ICLE)
- plurilingual language learning
- mediation in language education
- pluriculturalism in language education
- Content and Language Integrated Learning (CLIL).

Each example is described and then assessed for the PLE features it exhibits according to the CEFR-informed model for PLE (see Section 2.6: A model for CEFR-informed PLE). Similarities and differences across the range of examples are highlighted, and potential changes to enhance PLE features are suggested. Since at least one of the examples for each area but mediation is an example of a CLIL lesson, the role of CLIL in PLE is discussed at the end of the chapter (readers are also invited to consult Section A1.9: Introduction to Content and Language Integrated Learning (CLIL)).

3.1 Learning materials for pluralistic approaches

In general, examples of language learning materials categorised specifically for pluriculturalism in language education are sparse. This is particularly the case for materials for adult learners (there appear to be more publicly accessible examples for learners under 16 years old). In this chapter, learning materials for across the entire school curricula, for young learners, or for outside of the classroom (such as in student exchanges) were generally avoided, unless they were considered appropriate or contextualisable for adult learners, in the case of some lessons designed for upper secondary for instance. In the next sections, the sub-headings indicate the author of the lessons with a note in brackets for any materials that are CLIL or CEFR-informed. In

all cases, modified versions of the original lesson contents are presented and readers are invited to consult the original sources as required. The following sections are limited to presentations of the learning materials. The analyses are presented in Section 3.6: Assessing the PLE features of learning materials and Section 3.7: Reflections on the examples.

3.2 ICLE examples

This section describes six examples of lessons for ICLE.

3.2.1 Conway et al

Liddicoat's (2004) approach to ICLE proposes that classroom activities focus on four inter-related processes: noticing of cultural input, comparing cultural similarities and differences against existing knowledge, reflection on this process, and interaction with others to explore and reshape perspectives in response. Conway, Richards, Harvey and Roskvist (2010) provide a fictionalised example for a Spanish language lesson about picnics using Liddicoat's principles:

1. Teacher personalises learning and provides opportunities for learners to gain an understanding of their own environment using questions such as: Who's been on a picnic? Where? What food did you eat? Here's a picture of Carlos Moreno on a picnic. What food do you see? How do you say 'sausages' in Spanish?
2. Teacher provides opportunities for learners to explicitly notice similarities and differences: Which are the same and which are different to the foods you eat at a picnic? Teacher provides opportunities for learners to explicitly link and explore language and culture. Carlos says *bueno apetito*. When does he say this? Why? How might you say this in English? What do you say?
3. Teacher provides opportunities for learners to explicitly understand more about their own culture. Carlos is coming to stay with you; what would he think about your picnic?
4. Teacher provides opportunities for learners to cross cultural boundaries and interact in the target language. We are going to contact Carlos's class to find out about their school lunch time and food.

3.2.2 Koro (CLIL)

In Koro's (2017) detailed description of her series of 15 history lessons for ICLE using the 4Cs CLIL model (see Section A1.9: Introduction to Content and Language Integrated Learning (CLIL)), through a case study of a village

in France during the Second World War; she aimed ‘to develop learners’ sense of empathy, their knowledge about cultural and historical facts, their ability to take a different standpoint by viewing global historical events from a different perspective, their cognitive skills, and their affective motivation through their ability to demonstrate more expert knowledge within the language lessons, by sharing what they already knew about the events’. For instance, the first lesson introduced the village using a slide presentation of previously studied vocabulary on the thematic topic of local areas. The third and fourth lessons gauged and developed learners’ existing knowledge through the presentation of facts about France and the village. Throughout the series, the learners read diary entries, watched videos and a film, and analysed poems and songs. The main assessed task was a written paragraph about a historical event in the village. Each lesson focuses on both linguistic development and historical events and information.

3.2.3 ICOPROMO

The ICOPROMO (short for Intercultural competence for professional mobility) project consists of a set of professional development materials for educators working with graduate students, foreign language teachers in higher education, young professionals or university students (Glaser, Guilherme, del Carmen Méndez García and Mughan 2007). Although the ICOPROMO lessons are not stated examples of CLIL, the subject of interest comes from intercultural communication (and mirrors some of the content of the materials presented in A2.1: A brief introduction to culture and intercultural studies). They do not contain language learning elements but are targeted at B2 level learners or higher. The ICOPROMO materials differ from other examples of ICLE presented in this chapter by being concerned with stimulating motivation for life-long learning. In the lessons, learners continually reflect on similarities and differences between groups, and their own experiences in intercultural communication. The classroom-based activities cover each aspect of the ICOPROMO transformational model, developed as part of the project: awareness of the self and the other, communicating across cultures, cultural knowledge, sense-making, perspective-taking, relationship-building and assuming social responsibility.

3.2.4 Jones

Jones (1995) presents an example of a project to develop cultural awareness (see also Section A1.7: Some terms in the CEFR). His report describes how language learners were tasked with filling a shoebox with items that they felt represented their country and exchanged boxes with someone the same age in another country. The contents were examined and the learners reflected on the

significance of what was included, as well as the absence of objects they had expected to see. In doing so, ‘understandings become refined, generalisations are modified. The complexity of a person’s cultural identity begins to emerge’ (1995:28). Although it was carried out between classrooms at a distance from each other (i.e. between countries), it is thought to be replicable within a single classroom, substituting country with community, family or any other group.

3.2.5 Georgiou

A series of learning materials from Georgiou (2011) supplemented mandated EFL writing materials for Cypriot high school students in Greece. They covered:

- descriptions of local ethnic cultures
- stereotypes and migration
- comparison and contrast of one’s life with an immigrant’s life from the same area
- cross-cultural marriages
- international students around the world
- the results of a pan-European survey (including descriptions of Cypriots and Greeks).

In each case, learners were required to reflect on differences and similarities between the individuals in the texts and their own situation, and produce a written output which exercised the content of the mandated writing skills textbook. Each unit ended with reflective discussion on groups and identity using some of the following questions:

- Which group do you feel that you know best?
- Where does your knowledge about these populations come from?
- Do you consider any of your ideas to be correct or wrong about a specific group?
- Which group gathered the most comments, the least comments, the most positive comments and the most negative ones?
- Which mentality do you consider closest to yours and which one most distant from your way of living or thinking? Why?

In Georgiou (2011), learners are constantly encouraged to reflect on their own cultural beliefs from an outside perspective, and may engage in the identification of stereotypes, comparison and reflection on different cultural values, and discussions about observed or experienced cultural misunderstandings.

3.2.6 Minoia, and Castiglione and Placenti (CEFR)

In Minoia's (2019) CV-informed activities, Chinese international students studying Italian in the UK are asked to prepare a guidebook entry, poster, presentation or website in Italian for visitors to their own hometown (or a location of their choice), with focus on the 'dos and don'ts' of a behaviour of their choice. In a follow-up task, the learners were provided with articles and extracts of articles from books, magazines and websites written by Italian people who had visited China and were asked to choose one and discuss and reflect on the perspectives of the author. The articles frequently referred to films, newscasts, podcasts, TV, and learners were invited to access the media and include it in their reflections and discussions. A linked task was to show and tell pictures that learners thought were culturally significant (either taken on a trip to Italy, or found on the internet) and the final assignment was to create reflective video interviews.

In Castiglione and Placenti's (2020) CV-informed speaking activities for British exchange students to Italy, learners were tasked with brainstorming situations they had encountered in Italy where they felt they had experienced a cultural difference. In class, they gave presentations about the situations, discussing why the cultural differences were notable. The remainder of the unit was spent reflecting on why they occurred, how learners reacted, and how they would react if faced with a similar situation in the future. The tutor drew from strategies stated in the CV to guide the reflection (i.e. Linking to existing knowledge, and Breaking down complicated information).

3.2.7 Other

Byram and Fleming (1998) and Kramsch and Widdowson's (1998) versions of ICLE include readings, videos and scenarios, ethnographies, discussions and role plays. Other suggestions to develop interculturality in the classroom are to have learners:

- produce media for hypothetical visitors to their area (neighbourhood, town, city, region or country) including tips or advice for cultural features they might observe or known sites or places to eat or stay
- read media written by those who have visited their area and reflect on the observations
- familiarise themselves with pop culture media depicting target cultural features of interest
- recount or predict interactive experiences with others, monitoring their attitudes and perceptions (Rose 2020).

Other suggested ICLE activities include topical tasks such as dealing with attitudes to languages and dialects, moments of embarrassment, preparation

for a visit somewhere, historical relations, or explaining cultural differences (Neuner 2003). Doyé (1996) suggests collecting information on stereotypes, presenting opposite information to create cognitive dissonance, confronting the two contradictory units of information, breaking down the differences and replacing homogeneity with diversity and variety.

3.3 Plurilingual language learning examples

This section presents five examples of learning materials for plurilingualism and in the final section, four projects designed for younger learners, whose plurilingual materials may be adaptable for adults.

3.3.1 Galante (CEFR)

Galante's (2018a, 2018b) doctoral dissertation contains a series of lessons used to promote plurilingualism in English for Academic Purposes (EAP) courses at a Canadian university. Each of the lessons or tasks begins with an awareness-raising component and focuses on the following topics:

- reflection on plurilingual identity
- translanguaging and 'Comparons nos Langues' (Auger 2004)
- cross-cultural comparisons
- intercomprehension.

They are purportedly informed by the CEFR, the CV, and other CoE resources including the ELP and the AIE, but none of the contents of these resources appear to feature directly.

Task 1 is a quiz to activate prior knowledge about linguistic and cultural diversity in learners' contexts. Learners respond to questions such as:

- What and how many languages are used in Canada?
- What languages can you observe in use in your community?
- Think about diversity in your own social context – do you have any examples of social or cultural diversity?

The quiz is followed by an activity where learners reflect on influences on linguistic and cultural identity such as: place of birth, spoken or known languages and dialects, heritage, travel, education, music, TV and cinema, games and sports, food, values, beliefs, jobs, other etc.

Task 2 explores learners' plurilingual identities, beginning with warm-ups about defining identity, and whether learners are monolingual/cultural or plurilingual/pluricultural. Learners hand-draw a self-portrait and label body parts with the names of the languages/dialects and cultures they are familiar

with and would like to learn more about, sharing their drawings with others. Portraits and other hand-drawn images as metaphors to illustrate linguistic connections have also been used by Prasad (2014), Bernaus et al (2007) and Bernaus, Furlong, Jonckheere and Kervran (2011).

The remaining tasks (3 through 10) are entitled:

3. Code-switching.
4. Local and global communities.
5. Idioms in other languages.
6. High and low communication styles.
7. Pluricultural communication (discussed in more detail in Section 3.5.2: Galante).
8. Intercultural encounters.
9. Intercomprehension.
10. Final reflection.

The overall project and each of the tasks treat plurilingualism and pluriculturalism as a single construct: pluriculturalism is implied as being achieved indirectly through plurilingual development, although the learners are not asked to consider the relationship between languages to cultures and vice-versa (a potential starting point alongside the existing materials about diversity in Tasks 1 and 2). The tasks frequently include sharing and comparing activities with the heterogeneous group of learners to highlight and focus on diversity within the self, others, the community and beyond. Reflective activities feature throughout although there is no self-assessment or links to other dimensions of studies or lives outside of their classroom.

3.3.2 Beacco et al

For writing, and in particular the analysis of textual genres, Beacco et al (2016) discuss how texts are predictable and similarities in texts are visible across cultural contexts. The given example is that of a joke, although poetry, song lyrics, nursery rhymes, folk or fairy tales and other fiction and non-fiction writing can be used. Learners are asked to identify the parts of the text (in the case of the jokes, the situation, the dialogue and the punchline), which they can do even if they do not know the language of writing. Some previous knowledge might then allow them to interpret the joke and rewrite it in their own language.

3.3.3 González-Davies (CLIL)

González-Davies (2016) presents a sample lesson plan for a CLIL lesson in Literature. Learners form small groups and compare versions of a folk or fairy tale from different languages. The lesson consists of the following stages:

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1. Orientation and decision-making. Learners form small groups and choose two to three versions of the tale (in English and other languages of relevance).
2. Analysis of stories. Learners compare and contrast the versions according to:
 - a. physical and psychological description of the main characters
 - b. the evolution of the protagonist: motivations, transgressions, consequences etc.
 - c. the role played by each of the previously selected characters: the villain, the hero, etc.
 - d. symbolic or magical elements and actions that appear in each version (weather, forest, flora, animals . . .)
 - e. the end of each story.
3. Contrast to understand and translate. Learners translate one of the stories into English, noting any translation problems encountered, solutions considered and justifications for the chosen solution.
4. Conclusions. Learners reflect on the messaging of each story, the linguistic and cultural similarities and differences and surprising (or predictable) elements of each. What is the psychological and social message of each story? Which linguistic and cultural similarities and differences have you observed? Were you surprised by any aspects?

Other forms of literature or writing (such as bus timetables, online shopping websites), images or media could replace the folk or fairy tale in a similarly structured lesson.

3.3.4 Eurom5

Based on an intercomprehension approach (see Section 2.2: Pluriculturalism in the CEFR), Eurom5 is an example of a multilingual programme to develop reading comprehension in the five romance languages of Spanish, Catalan, Portuguese, Italian and French (Eurom5 2010). The intention is to mobilise learners to increase reading comprehension in other languages and be able to do so autonomously. By the end of the course, learners are said to be capable of making general sense of newspaper articles (with the help of dictionaries) in two or more of the five languages.

The manual contains 20 texts of modified newspaper articles, each limited to about 20 lines of numbered text of around 100 words. Each article is supported by headlines in all five languages. The articles are annotated with comprehension strategies, translations of certain words and grammar references, all designed towards establishing links between languages, such as those in the following example (roughly reproduced from Catalan into English for this volume):

The sons of the designer of the “Pringles” chips tube have decided to fulfill their father’s last wishes. By an express order from Frederic J. Baur, born in Cincinnati, 89 years ago, his own ashes have been buried in a Pringles tube in Springfield Cemetery, USA. The rest of the ashes will be kept by his eldest son. Baur was an organic chemist and technician in the food industry, specialising in research and development of the quality control of the Procter and Gamble Co. According to company sources, he obtained the patent for the tube in 1966, and retired in 1980.

Translations for the words ‘his’ plural and ‘89 years’ for all five languages are provided. The provision of lexical equivalencies is said to aid comprehension, and highlight the regularity of forms and frequent variations of words between home and other languages. Grammar exercises and other online resources (such as soundfiles of each text being read by a native speaker) supplement the main reading activity.

3.3.5 Melista

In Melista (2011), learners bring newspaper articles in a language of interest with them to class, all on a similar topic. They work in groups to select an article to examine among those in the group, developing questions on content and text form for other learners to answer in a worksheet style. Articles and worksheets are exchanged and completed, and answers checked. Similarities, differences, and problems faced when creating and answering the comprehension questions are discussed as a class. The articles are then rewritten in English or another language, and then evaluated. Anderson (2017) shares similar ideas for plurilingual classroom activities with song lyrics, for instance.

3.3.6 ECML

The European Centre for Modern Languages (ECML) of the CoE, an organisation concerned with the promotion of quality lifelong language education, co-ordinates programmes of international projects in language education, often in four-year cycles. The outcomes of many of these projects are publicly accessible pluralistic language learning materials. Some of the older projects propose methodologies and resources for developing plurilingual and intercultural competences. For example, Plurimobil (Plurilingual and intercultural learning through mobility, ECML 2015) and Maledive (ECML 2012) both contain examples of plurilingual lessons.

The Plurimobil website contains a range of ready-made lessons plans and materials to support plurilingual and intercultural learning for before, during and after mobility activities across all primary and secondary education levels

– it is thought that the upper secondary lessons (on topics such as culture, identity, interests, culture through objects, intercultural encounters and anecdotes, the ELP, non-verbal communication, raising critical awareness) might be appropriate for certain adult learners in spite of the lack of focus on linguistic development.

The Maledive project (ECML 2012) ‘aims to provide access to plurilingual approaches so that teachers [and not necessarily just language teachers] can address and build on linguistic and cultural diversity in classrooms.’ It suggests activities such as plurilingual analysis of websites that have been adapted to localised needs and contexts (such as McDonald’s, Lancôme, Mercedes, Dior etc.) and a contrastive analysis of the websites to consider communicative strategies for each country; reveal cultural, social and religious characteristics and stereotypes of different cultures; and examine how one can understand and guess the meaning in a language one does not know just through context and previous knowledge. Another example is on cultural expressions and idioms, intending to raise awareness of how stereotypes of other countries or cultures are inherently present in some idioms. The entire project is devoted to helping educators consider how they can plurilingualise existing practices, rather than the redesign of entire courses or lessons.

Ortega’s (2018) intervention, though not one of ECML, is similar, and uses multinational company websites for Apple or Renault. The learners are prompted to compare appearance, offerings, videos or music, and what these might suggest about values or sales tactics and build a small vocabulary list with the website. They then consider the ease or difficulty with which they were able to navigate a website of a different language or writing system, and how they were able to make guesses about content.

3.4 Mediation examples

This section presents four examples of learning materials or activities for mediation.

3.4.1 Beacco et al

Beacco et al (2016) do not contain any materials for use with learners directly, but they do describe what mediation can look like for designing classroom activities such as role-playing:

- A tourist sees that the headline of the newspaper that you are reading refers to his country and asks you what the article is about.
- You encounter someone at the grocery store who needs help finding a particular product and staff at the store cannot help.
- You struggle to understand a webinar on a topic of interest to you but

can understand it much better when you read a summary prepared by one of the webinar’s participants in another language.

- You attend a staff meeting and a colleague translates the meeting so you understand what is being discussed.
- While travelling, you are unable to communicate to the ticket vendor, and someone steps in to help.
- You go to a restaurant and one of your fellow diners helps you choose the dish you would like to eat since you can’t read the menu.

3.4.2 Hutanu and Jieanu (CEFR)

Hutanu and Jieanu (2019) suggest that scenarios (such as those in Beacco et al 2016 above) can be used as the basis for lesson materials, with learners considering how they might behave and what they might do to solve the problems presented in each scenario. In their lessons, the mediation tasks deemed most successful were based on the CV’s mediation scales. For instance, for the scale of Relaying specific information in speech and in writing their two suggested activities are:

- Imagine a Romanian friend visits you in your country and you go for a pizza/for some traditional food. Help them order.
- Your Romanian friend wants to start learning Serbian while in Serbia. She sends you a set of questions to answer.

Learners work in pairs and small groups and are encouraged to use L1 if required to complete the task. The authors suggest that similar activities can be done with: ‘supermarket leaflets, product catalogues, patient information leaflets, touristic leaflets . . . different types of ads or announcements, etc.’ (2019:177).

For the CV scale Processing text in speech and in writing, suggested activities are to:

- obtain newspaper articles from home and summarise them in the target language
- provide information on websites about upcoming local events in a home language, and instruct a friend on how they can register or attend the events (such as local festivals or concerts)
- summarise the content of a language class you attended in another language for a friend who was absent
- prepare a wikitravel page in the language of study for your hometown.

For translating a written text in speech and in writing, suggested scenarios are to:

- translate an email to a co-worker
- help someone find an apartment in your neighbourhood using real estate ads
- translate an article on superstitions, marriage customs, traditional food, recent politics etc., interpreting any cultural references
- explain stereotypes of your home nation culture as you think they are seen by other nations
- evaluate translated texts through contrastive analysis and the strategies employed, or how register, tone, idioms and grammatical issues were addressed, discussing whether translating from home language to target language or the other way round was easier and why.

3.4.3 López-Barrios and Altamirano

López-Barrios and Altamirano (2019) discuss a materials design project to supplement the mandatory reading text of an Argentinian secondary school languages programme. The novel's main character lives in a bilingual environment and one of the characters works as a professional translator. Assessing and discussing the effectiveness of automated online translations and both the limitations and affordances of similar technology prefaces an awareness-raising task. One of the activities is to have learners compare their own translations to those of the character in the novel. In the second task, learners conduct a role play between characters in the novel where one character takes on the role of a mediator. The challenge is to adjust both Spanish and English usage according to the respective proficiencies of the participants in the role play.

3.4.4 Cinganotto (CEFR)

Cinganotto (2019) describes a pilot eTwinning project based in an Italian upper secondary class whereby descriptors from the CV were used to frame the production of an online English magazine celebrating cultural heritage. German and Spanish language learners had to collaborate with learners from Spain and Germany using email and messaging apps. Feedback from participants and teachers was extremely positive: learners enjoyed the project immensely and teachers commented on its effectiveness and efficacy in fostering creativity, cooperation, problem-solving abilities, online communication skills and mediation.

3.4.5 Other (forthcoming)

In all cases described in this section, examples of mediation-based learning materials are forthcoming. In ECML's 2020–2023 programme entitled

‘Inspiring innovation in language education: changing contexts, evolving competences’, two of the nine projects will provide a series of exemplary learning materials for mediation: *CEFR Companion Volume Implementation Toolbox* (Fischer 2020) and *Mediation in teaching, learning and assessment* (Stathopoulou 2020). MiLLaT (Mediation in Language Learning and Teaching), an Erasmus+ (2019) project, pursues the dissemination of materials for blended and online learning in the area of the development of language and intercultural skills through mediation. Santamaria and Strotmann (2019) advocate for plurilingual and pluricultural mediation in an academic environment through co-teaching, possibly by plurilingual teaching professionals. They describe the planning and logistics of a project and the system used to implement it rather than the approaches they took within the class taught in the 2018/19 academic year. They plan on documenting their classroom content in an upcoming report.

3.5 Pluricultural examples

At the time of writing, very few publicly accessible language learning materials explicitly named for pluriculturalism were found. Most examples had language educators, rather than learners, as their target audience (including two of the four examples reviewed here).

3.5.1 Bernaus et al (2007)

In *Plurilingual and pluricultural awareness in language teacher education: a training kit* (Bernaus et al 2007), four itineraries of learning activities cover identity, learning about languages and cultures, dealing with intercultural and plurilingual communication, and exploring attitudes towards languages and cultures. They generally involve raising awareness about diversity in society and how cultures are created, used and managed by social groups and social contact. In the identity itinerary for instance, users are tasked with constructing their own linguistic and educational biography.

3.5.2 Galante

Among Galante’s (2018b) series of lessons (see Section 3.3.1: Galante (CEFR)) is one entitled ‘Pluricultural Communication’. The lesson begins with a review of high- and low-context communication styles, and asks learners to think of a miscommunication they experienced and attributed to cultural differences. The lesson focuses on discourse markers, and learners are asked to reflect on their usage of discourse markers in their languages. A vocabulary exercise ensures understanding of English discourse markers: ‘unfortunately’, ‘by the way’, ‘at the end of the day’, ‘here’s the thing’, ‘in

fact/actually’, ‘similarly’, ‘anyway’, ‘however’. The learners watch a video and make notes about tips for pluricultural communication and the discourse markers used. The four tips for pluricultural communication in the video are:

1. Observe and mirror the behaviour.
2. Appreciate differences.
3. Don't assume that because a person represents a certain country that they will behave like everybody else.
4. Have patience.

Learners prepare a short speech, using the discourse markers, on a subject of their choosing.

3.5.3 The FREPA database (CLIL)

The FREPA database (Section 2.3.2: The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)) provides access to materials designed for each of the four pluralistic approaches discussed in Section 2.3: Pluricultural autonomous language learning and the CEFR, each associated with descriptors for the three competences Awareness, Knowledge and Skills (Candelier 2019). When accessing the database, the user can filter for materials by the three competences, by pluralistic approach, and by language of teaching instruction, thematic domain and level of instruction. In total there are 70 thematic domains listed. However, the database does not contain any lessons for adult learners with intercultural as the pluralistic approach and English as the language of instruction. There are eight lessons for the age range ‘Secondary 2 and beyond’ across all pluralistic approaches in the following thematic domains: social discrimination, iconic documents, social values and rights, bilingual/plurilingual competence, Geography, History, cultural contacts, language variation/diversity. However, selecting one of the lesson plans (for instance ‘Science and Scientists’, a lesson for 15-year-olds and up) then transfers the user over to the ECML project *Combat+*, a project for content-based language teaching plus plurilingual/cultural awareness (combat.ecml.at/DidacticUnits/tabid/2670/language/en-GB/Default.aspx) for school-aged learners for different school subjects, where the teacher's lesson plan and learner materials are available. In other words, the database might be useful for some ideas generation, but there are not many useable examples of learning materials.

In the case of the aforementioned Science lesson, orientation tasks ask the learner to brainstorm and produce of a list of related vocabulary (nouns, adjectives and verbs) on the topics of science and scientist (‘Brainstorm the idea of science. What's a scientist? What is the job of a scientist?’). The lesson continues with a focus on scientific language. Learners complete the following

tasks: converting a list of body parts into scientific language, comparing words for items across languages (such as the word ‘science’ itself), including the learner’s own language (perhaps a column could be added to the table for language of choice), and then translating an English nursery rhyme into a scientific language poem. The third part of the lesson entails planning an expedition for a famous explorer such as Charles Darwin with a special focus on how communication might have occurred with local populations. The materials are supported by a list of competences and focus on content, although for this lesson in particular there is no difference between learner and teacher materials. Adding an activity which required consideration of the local populations’ views of Darwin, for instance, or their own feelings about science, and how it is seen as a cultural educational endeavour and if this is consistent across individuals could be one way to ‘pluriculturalise’ the material. A consistent feature of the worksheets from FREPA (albeit more so those for younger learners) is the inclusion of designated spaces for responding in additional languages of relevance, even if a worksheet is in English (as the language of instruction).

3.5.4 Bernaus et al (2011) (CLIL)

Bernaus et al (2011) advocate for a content-based approach in their guide *Plurilingualism and pluriculturalism in content-based teaching: A training kit*. This guide refers to the ‘Key Competences for Lifelong Learning’ framework to assist stakeholders in setting up CLIL-based curricula. The activities gear towards plurilingualism rather than pluriculturalism with the assumption that plurilingual development ultimately adds to the pluricultural repertoire. Their sample activities encourage learners to look for words they recognise in various languages, consider the word order in sentences and identify similarities and differences between languages. Other examples involve awareness-raising for etymology, word boundaries and pronunciation in different languages. The didactic units are mainly for children or teenagers in a range of school subjects: one example lesson in English is entitled ‘Motion in the Ocean’, a geography and physical sciences lesson where learners review the location and names of the main oceans in the world, identify causes for water movement in the ocean, explore the relationships between wind and ocean waves and learn about storms at sea (2011:48–69). The word ‘ocean’ is compared in many languages: ‘Look at the translations of the word “ocean” in a few different languages and try to answer the questions which follow: German ozean French océan Italian oceano Russian океан Danish ocean Dutch oceaan Spanish océano Portuguese oceano Swedish ocean. What do you notice?’ (2011:54). In the storms at sea segment (2011:63–64), learners consider the origins of the English words for various storms (hurricane, typhoon, tsunami and cyclone) and guess which word corresponds to the

English equivalent (including non-Roman alphabet writing systems), and then guess the language they each represent. In taking this approach, the learner is exposed to other writing systems, and considers their relationship to English and their home languages as well. A similar approach is taken by Zavalari (2015) in adopting EFL into astronomy lessons at a Greek secondary school.

3.5.5 Other

The forthcoming ECML (2020–2023) project (Section 3.4.5), *CEFR Companion Volume Implementation Toolbox* (Fischer 2020) contains a module on plurilingual approaches/pluricultural aspects. It will eventually consist of open-access, free digital resources including videos, customisable text materials, checklists, and sample scenarios for classroom tasks and activities and exams. At the time of writing, no further information was available.

3.6 Assessing the PLE features of learning materials

In this section, the examples of learning materials are assessed in terms of their features of PLE, according to the CEFR-informed model for PLE (see Section 2.6: A model for CEFR-informed PLE). In order to use the model in its original form as an evaluative tool, substantial familiarity with the learning materials is required. It was therefore simplified for usage by a third party (one who neither authored nor used the materials). For instance, although the model contains several communicative language strategies, Table 1 simply includes ‘strategies’. If the learning materials are seen to contain any extent of the strategies for PLE, an ‘X’ was awarded. If the materials contained any kind of reflective activity, an ‘X’ was also marked and so on. (Chapter 7 presents a more detailed assessment instrument to be used when the user of the instrument is either the author or has taught with the materials.)

3.7 Reflections on the examples

The reviews in this chapter demonstrated that sample learning materials for ICLE, plurilingual language learning, mediation and pluriculturalism do not exist in a single, consistent form; a substantial variety of approaches enacted in a variety of ways and across a range of content are evident. The assessments conducted in this chapter suggest that PLE spans both methodology and topical content. PLE can therefore be seen as a guide for thematic content, as a methodological innovation, situated in classroom instruction, all of the above, or some combination of the three. Nonetheless, certain PLE features were consistently visible in all of the materials. Both the similarities and

differences are discussed in this section, followed by suggestions for how some of the materials could be modified to be more PLE-oriented.

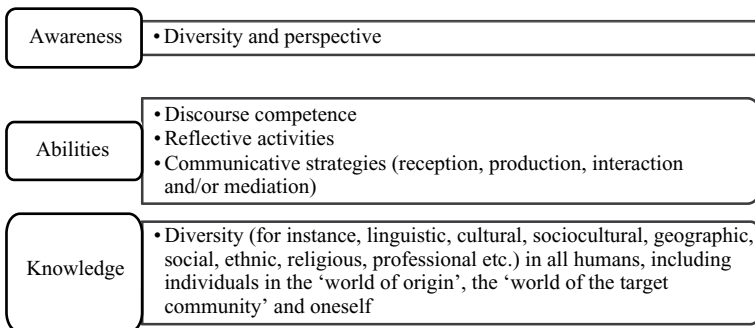
3.7.1 Similarities

All of the reviewed materials contained the following features of PLE: knowledge of diversity, awareness of diversity and/or perspective, and reflective activities. At least one reviewed example from each category featured discourse competence, the development of communicative strategies, and the ability to deal with ambiguity when faced with cultural diversity or differences in perspective. If a hierarchy is created accordingly, the first three are therefore deemed keystone features of PLE (with the caveat that knowledge of diversity is an extremely vast category) and the latter three integral for PLE.

Each category of materials differed in the kind of knowledge they developed. For ICLE, sociocultural and diversity knowledge appeared in nearly all examples, and some contained a focus on world and sociolinguistic knowledge. The plurilingual examples geared more towards sociolinguistic appropriateness, and somewhat to world and sociocultural knowledge. All of the mediation activities were judged as fostering the development of sociolinguistic appropriateness. There did not appear to be any consistency in knowledge development across the pluricultural examples. This suggests that the types of knowledge to be developed in learners (beyond knowledge and awareness of diversity) will depend on the learning context.

Figure 5 presents a simplified version of the model according to the findings of this chapter. This could be taken as a general framework for pluriculturalism (external to the CEFR and/or external to language education).

Figure 5: A (simplified) model for pluriculturalism



Severely lacking in nearly all of the reviewed examples were elements fostering abilities and awareness for ‘learning to learn’ or forward-looking

and autonomous learning. Although this could be attributable to the author's lack of full access to or familiarity with the materials, or the rudimentary approach taken to the assessment of the examples, it shows an area for future development of PLE materials, a focus of Part 3 of the volume.

3.7.2 Differences

Three major differences between all of the materials were found: the extent of their focus on linguistic development, the role of other languages and the extent to which they intend to foster communicative strategies. Regarding the latter, the mediation examples and ICOPROMO promoted communicative strategy development the most reliably. Regarding linguistic development, in some cases, there was no indication for how linguistic development was supported, as seen in Section 3.2.1: Conway et al (2010). In others, such as ICOPROMO (Section 3.2.3) or some of the pluricultural examples (Section 3.5), there was no focus whatsoever on linguistic development. Koro (2017) provided the most detail in terms of the linguistic support offered to learners.

Regarding the role of other languages, it can be reasonable to expect that ICLE lessons may not include other languages beyond the target language. However, for this to also occur in plurilingual language learning materials would be surprising. In some of Galante's (2018b) lessons, instead of being plurilingual in nature, they taught learners about plurilingualism. Indeed, they are the only lessons to use the terms plurilingual and pluricultural directly with language learners (some of the educator-targeted materials also did). This may be because it was an EAP course and the learners were relatively proficient language users (around an IELTS of 6.5 or higher). However, this same approach is taken by Nagai (2020), who suggests consciousness-raising activities to develop learners' reflective attitudes towards their own plurilingualism. This raises the question of whether plurilingualism should be taught directly, even if the lessons themselves are not plurilingual.

3.7.3 Possible modifications

This section makes some suggestions for modifications of the lessons to increase the extent of the PLE features they exhibit. One observation was that few of the lessons related the knowledge and experiences of others back to learners' own worldviews, behaviour and identities. In the Conway et al example (2010) (Section 3.2.1), a definition of a picnic and comparison of picnic behaviour within members of the group could first occur as a separate introductory task, so that the variety of differences and similarities, or diversity, can be acknowledged and appreciated within the existing group before extending it to that of others. A question about the universality of picnics could also have been included. Learners are neither given an

opportunity to consider what they would think if they attended Carlos's picnic – only if he came to theirs. The bi-directionality of consideration is important if the awareness of perspective module of the model in Chapter 2 is to be included (this allows for thinking about how one sees the world, and how others might perceive the same situation).

In terms of Koro (2017) (Section 3.2.2), the lessons were engaging, and varied in their content, the types of learning activities and the extent of learner-centredness. However, throughout the series there is a lack of comparison both within the individual, within the group of learners, and to the target individuals, except for briefly in the final lesson, when learners are invited to share their own experiences and feelings towards the target community (events in a French village during the Second World War). Being a CLIL lesson however, perhaps the focus on the acquisition of historical knowledge is prioritised over deepening an understanding of one's own worldview in relation to that of others.

In Galante (2018b) (Section 3.5.2) the learners were tasked with preparing a speech on any topic to demonstrate their usage of discourse markers, although perhaps an explanation of the miscommunication they had discussed earlier in the lesson might have been a better topic. Having the learners brainstorm ways to adapt communication styles, or having them develop, compare and contrast the same conversation according to different communication styles could have been an alternative way to end the lesson, instead of or in addition to answering the close-ended question 'Would you feel comfortable adapting your communication style depending on who you are talking to?'

Although reflective activities appeared frequently throughout all of the examples, ensuring that there are contrastive reflections within and between cultural contexts, and the individuals involved, are suggested changes. Moreover, learning cycles, portfolios and learning-oriented assessment approaches may be able to fill the gap from the lack of 'learning to learn' activities. In all cases, a self-assessment could have been employed, or criteria for any assessment tasks devised collaboratively with learners, rather than just presented by the teacher (such as in the case studies presented in Part 2 of the volume).

A final consideration is that some of the samples seem to be designed for heterogenous learning contexts with learners of different nationalities, backgrounds and home languages, and others for homogenous classrooms. In order for the diversity that exists within a classroom characterised as homogeneous to remain recognised, valued and built upon, translating the features of these materials across to the other context (heterogenous to homogenous, or vice-versa) is an outstanding challenge.

3.7.4 The role of CLIL

CLIL has great potential for broadening the scope of language education and further diversifying pluralistic approaches to language education. Beacco et al (2016), CoE (2018), Savski (2019), Beacco and Byram (2007) and forthcoming ECML projects (Sections 3.4.5 and 3.5.5) all advocate for CLIL as it is conducive to the development of partial competences and diverse repertoires. CLIL is also said to be methodologically neutral and can accommodate any approach to the teaching and learning of languages, which means it is suitable for integration into plurilingual, pluricultural, mediational and intercultural language learning approaches (Bernaus et al 2011). Nonetheless, no differentiating features between the CLIL lessons and others were observed. The content-based lessons appeared to do less in terms of comparing and contrasting perspectives and putting in- and out-groups into relation with each other, although this was also evident in some of the non-CLIL lessons. In order to be able to expand this discussion, an additional search for CLIL-based mediation lessons for adult language learners was undertaken late in the writing process, but the resulting retrievals were nonetheless irrelevant (for mediation in terms of the law for instance) or forthcoming (such as those in Section 3.4.5). Given the discussion in Section 3.7: Reflections on the examples, regarding PLE being situated in content, approach and/or methodology, the CEFR-informed model might be particularly applicable as a conceptual guide for a CLIL approach to culture and intercultural studies (as in the case studies in Chapters 4 and 5).

Overall, no definite conclusion on the role of CLIL is made – it appears to have potential to support the development of pluriculturalism in language learning, but it was not found to be superior to non-CLIL approaches in achieving PLE objectives. In the next few years, more literature on mediation in a CLIL approach in particular is expected to emerge (such as Daryai-Hansen 2020). This will provide a better idea of what a PLE CLIL lesson can look like.

3.8 Summary

Given the diversity and plurality of language learning contexts and stakeholders, it is unsurprising that no universally consistent methodology, content or approach for PLE was found across the 20 examples of learning materials for pluralistic approaches reviewed in this chapter. PLE was therefore stated as being situated in content, approach and/or methodology, or some combination of the three.

Nonetheless, some consistencies in features across all of the materials were observed in this chapter and a simplified model for pluriculturalism – external to the CoE and the CEFR – was proposed. These similarities were the

development of knowledge and awareness of diversity, and the inclusion of reflective activities. The type of diversity will depend on the learning context (and can be linguistic, cultural, sociocultural, geographic, social, ethnic, religious, or professional etc.). The second similarity between all materials was that they were all lacking in ability to learn elements with little to no regard for autonomous or forward-looking learning. The materials differed in terms of their focus on linguistic development, the role of other languages beyond a target language, and the role of communicative strategies. Suggestions to give the lessons greater emphasis on PLE consisted of ensuring that they:

- explore the universality of a behaviour, situation or phenomenon
- explore the diversity contained within the learning group before extending to that of others
- consider the bi-directionality of perspective of individuals
- contain ability to learn elements, be those learning cycles, portfolios, learning-oriented assessment approaches, or any of the other components of the CEFR-informed model for PLE.

CLIL and mediation were both highlighted as areas for further exploration.

Part 1: Conclusion

The challenges discussed for PLE in the Preface were:

- conceptualising and understanding the ongoing and nascent paradigm shift towards pluralistic approaches to language education
- the difficulty of using the CEFR for PLE due to confusing or missing information
- a lack of practical pedagogic resources and examples for PLE.

These challenges were addressed through:

- relevant definitions and discussions to elucidate the role of language education and its stakeholders in pluralistic approaches (Chapter 1)
- a description of pluricultural competence and a model for PLE, both curated from the CEFR (Chapter 2)
- reviews of publicly available learning materials for ICLE, plurilingual language learning, mediation and pluriculturalism, and an examination of their PLE features (Chapter 3).

Altogether, pluralistic approaches to language education reject language learning practices based on native-speaker, four-skills models, specific teaching methodologies and compartmentalised views of languages and

cultures (Chapter 1). These are also perspectives shared by the CEFR, where pluriculturalism, as a primary aim for language education, is an overarching trait of the self which can encompass plurilingualism and interculturality (Chapter 2). The examination of learning materials for PLE has hopefully provided readers with a better idea of what PLE is and can look like in practice (Chapter 3). The remainder of the volume now turns to supporting readers in making CEFR-informed PLE-oriented changes in their practices.

Part 2

Implementing PLE: Case studies

To address the practical challenges for systems and stakeholders in PLE, Part 2 presents three action research case studies where PLE was incorporated as a novel language learning innovation. The case studies, presented in order of the relationship of the existing curriculum to the CEFR from least to most, demonstrate how PLE can be brought into existing contexts with varying alignments to the CEFR. In each case, a variety of encountered constraints are highlighted and recommendations to overcome resistance are proposed for:

- teacher perceptions of PLE as part of a professional development workshop and conversation class reform (Chapter 4)
- communication between stakeholders in planning and implementing a PLE-based curriculum reform (Chapter 5)
- a learning oriented assessment-informed Travel English course (Chapter 6).

However, the objectives of each of the three reforms were not fully achieved as intended. The shortcomings of each case study were attributed to:

- typical stakeholder responses and resistance to innovation consistent with Diffusion of Innovations (DoI) theory (Rogers 2003)
- the reforms being designed without a clear vision of PLE, and a lack of adequate supporting resources for PLE.

Accordingly, the section entitled ‘Synthesis of the case studies’ at the end of Part 2 discusses the assumptions that were made for PLE and the stakeholder behaviour in each case study. It includes a brief report of a DoI study aiming to identify ‘factors making for resistance’ (Coste et al 2009:23) to be taken into account and mitigated in other contexts when using the CEFR. In terms of the lack of a clear vision for PLE, the synthesis highlights the need for further support and direction in implementing PLE provided in Part 3.

Readers may wish to consider some of the following questions while reading:

Chapter 4

- *To what extent does your learning context currently contain PLE elements?*

- *How do you feel about incorporating PLE elements into your own practice?*
- *What kind of support would help you increase your confidence as a PLE practitioner?*
- *What resistance (if any) might you encounter in trying to enhance pluricultural aspects of your practice?*
- *What resources or type of resources would be useful for learning more about or training yourself or others in PLE?*
- *What kinds of actions might need to be taken in order to contextualise culturally oriented materials for different language proficiencies?*

Chapter 5

- *To what extent are the instructional products of your learning context aligned with the CEFR?*
- *What kind of resources would enhance your usage of the CEFR in your practice?*
- *To what extent are stakeholders in your learning context familiar with both PLE and the CEFR?*
- *To what extent is there bottom-up interest and support (i.e. from teachers, learners, other staff etc.) for potential future PLE and/or CEFR initiatives within your learning context?*
- *To what extent is there top-down interest and support (i.e. from head teachers, directors, managers, board members etc.) for potential future PLE and/or CEFR initiatives within your learning context?*

Chapter 6

- *How can you modify existing practice to enhance focus on learning processes as well as on learning outcomes/products?*
- *How is an LOA approach relevant to your context and practice?*
- *What practices (either herein or otherwise) would encourage reflective and forward-looking learning in your context?*
- *How can you work towards incorporating reflective and forward-looking learning practices into your own context?*

Introduction to case studies

In order to begin a change effort towards pluralistic approaches including PLE, the CoE (2007:76) states that it is important to first understand the opinions of ‘partners, particularly at local level’, so that eventually, the importance and relevance of PLE can be understood, recognised and disseminated by

all involved stakeholders. These partners may include teachers, learners, curriculum, materials or assessment developers, and directors or managers. Previous case studies have also underlined the challenges of managing CEFR-informed initiatives, especially if they do not take into consideration the roles of various stakeholders in the learning context (Baldwin and Apelgren 2018, O'Dwyer et al (Eds) 2017). Another crucial factor in managing curricular change for PLE, however, is further training and professional development for PLE in which teachers are actively involved (Beacco et al 2016:90). In each of the three action research¹ case studies in this part of the volume, obtaining input from stakeholders (teachers, managers and learners) is an important first step. 'Once the decision-making levels involved have been identified, all the players . . . must be informed, together and without distinction, what the changes are meant to achieve and how they will be organised and implemented', before being given the necessary training (Beacco et al 2016:13). These statements reflect the approach taken in the three curriculum reforms reported on in this part of the volume.

¹ Action research involves the investigation of a real-world problem, and a systematic, reflective study of the actions taken to solve the problem (Riel 2019). For each of the case studies, a modified version of a well-cited model of an action research cycle (McNiff and Whitehead 2010) was retroactively applied to frame the report. The stages of Study, Plan, Act, Collect and Analyse Evidence and Reflect were employed.

4 Teachers' perceptions of a PLE curriculum reform and its learning materials

This chapter works towards addressing the challenges for educators in making PLE-oriented changes in practice and covers:

- perceptions of PLE among teachers with no experience with culture in language education or PLE
- overcoming potential constraints and resistance for PLE initiatives
- some general recommendations for professional development or educator training in PLE.

4.1 Introduction

In PLE, educators work towards enhancing their learners' pluricultural competence and repertoires. This might entail integrating cultural concepts and phenomena into learning materials. It may also require that educators develop an awareness of cultural diversity, and their own biases and expectations as it is these beliefs that influence their practices and ultimately students' learning. In the action research study presented here, gaining insight into teachers' perspectives on cultural and intercultural elements was followed by a teacher training workshop on PLE for an initiative to reform conversation classes at a language training centre in France. The following sections present the context and need for reform.

4.2 Study: Need for reform

The action research project was conceived as a response to informal comments from a number of stakeholders (managers, sales and administrative staff, students and teachers) at a language training centre with about 130 students in the Nouvelle-Aquitaine region, France. The comments all contained similar messages: conversation classes were repetitive, demotivating, irrelevant to learners' needs, and overly teacher-centred. Prior to the reform, teachers were responsible for developing and leading between one and five one-hour conversation classes a week, which all of the centre's learners were invited to attend. Since teacher training consisted mainly of class observations, all teachers tended to follow the model upon which they had been trained, and very little evolution in the conversation classes was observed over time. The

most common approach was to use lists of questions – either topically or grammatically themed, such as those at [iteslj.org/questions/](https://www.iteslj.org/questions/) – presented via some sort of game with dice, out of a hat or another ludic selection method. Students took turns answering questions in front of the small group of six to eight. The question–answer activity was managed by the teacher, who gave comments or shared anecdotes after every answer. Teachers often expressed concern about repeating the same activity with learners who had attended their class the previous week and would frequently enquire about student attendance to ensure they were not using the same list of questions with the same learners so soon after its previous usage. Additionally, since some of the learners' companies had ties outside of France, there was substantial student-driven interest for conversation classes on topics related to culture and intercultural communication.

The main motive behind the project was therefore to mobilise teachers to begin incorporating aspects of culture and intercultural communication into their conversation classes. Another goal was for the teachers to move beyond the usage of early CLT-type activities, and work towards more learner-centred task-based classes so that learners would engage with each other more often and at length rather than continually referring back to the teacher for feedback. To do so, a four-stage project, described in Section 4.3: Plan: The reform, was conceived.

4.2.1 Context: The curriculum and centre

The four-skills, grammar-based curriculum was designed for English adult learners of all levels from all over the world. Designed at the company's headquarters for a global market, the curriculum was not individualised for any particular learning context, and was intended to be as universally engaging as possible. The overall approach was promoted as 'learning as a child does' through meaningful repetition of vocabulary and grammar notions (Buckland 2010).

Spanning 20 CEFR-aligned levels, each level was made up of four units each consisting of 10 hours of blended learning: seven hours of self-study e-lessons, a one-hour evaluative on-site class with a teacher (to evaluate whether the vocabulary and grammar content from the lessons had been acquired), and two supplementary conversation classes of one hour each (the subject of the reform). Learners were given the freedom to take as much or as little time as they wanted to complete each unit. There were no reflective learning components, and the development of autonomous learning was not promoted – presumably this would go against the business model where English language learning is a service and the centre its provider.

4.2.2 Stakeholders: Learners and teachers

For the majority of learners (about 70%), their language training was paid for by a French social benefits programme geared towards enhancing the professional and personal development of workers (Service Public 2020). About 20% to 30% of the centre's students were funded by companies directly. Only 5% to 10% of students were self-funded, and for various reasons including education and exams, professional, travel, or recreation. Although most of the 130 students were adult professionals, they made up a heterogeneous body of learners from different backgrounds, with different professional and personal language needs, characteristics and motivations. They ranged from a Pre-A1 level to C1.

To work at the centre, teachers needed to have an undergraduate degree in any subject, and some had teaching English as a foreign language certificates they had obtained online. Their experience ranged from being newly in-service to having up to five years' teaching experience. Training was carried out by way of in-class observations of in-service teachers. Trainees were then themselves observed by the pedagogic manager for as many classes as deemed necessary. Prior to the proposed reform, none of the teachers indicated any previous training or experience in designing or teaching culturally oriented or PLE materials.

4.3 Plan: The reform

To address the comments that conversation classes needed to be more varied in their activities and topics, and more learner-centred and task-based in their nature, a four-stage project was conceived:

1. Obtaining educators' opinions about PLE in general, and on a set of sample learning materials.
2. A training workshop to present the rationale of the PLE reform and the sample learning materials and collaborate on some sample lesson activities.
3. An evaluation and follow-up session to report changes, share feedback and generate new ideas for moving forward.
4. The dissemination of the project to other centres.

Stage 1 would ascertain teachers' opinions about orienting their conversation classes towards pluriculturalism, and obtain feedback on a set of sample learning materials as a pilot. Following modifications according to their feedback, the learning materials form the basis for Stage 2, a professional development workshop to present the reform and the materials. In the workshop, teachers work collaboratively to develop an approach for the

conversation classes and generate ideas for activities that they could use with learners. Stage 3 entailed an evaluation and follow-up session where teachers reported changes, shared their experience and discussed new ideas for moving forward. Stage 4 entailed the dissemination of the project to other training centres. Due to the pandemic in 2020 and the transfer to 100% digital learning, the project was put on hold. At the time of writing, only Stage 1 was completed, with a plan to resume the project when the centre's operations returned to normal in 2021. Reflections on Stage 1 are nonetheless reported, as they highlight contextual constraints and potential sources of resistance for PLE training initiatives.

4.4 Act: The materials

The sample learning materials (see Section A2.1: A brief introduction to culture and intercultural studies) were developed with a number of usages in mind:

- to introduce educators to culture and intercultural studies
- to obtain initial feedback upon which changes would be made prior to the training workshop
- as a basis for collaborative discussion during the workshop
- to be inspirational and modifiable for teachers' own usage in their conversation classes.

The materials begin with a definition of culture, and explore various aspects and dimensions of culture, cultural preconceptions, differences and identity. They briefly introduce intercultural communication and intercultural contact, and delve into intercultural misunderstanding, acculturation and crossing borders. They end with a section on making lessons.

4.5 Collect and Analyse Evidence: The feedback

Of the seven in-service teachers at the centre at the time of the project, five (including one new teacher) and the pedagogic manager gave feedback on the pilot materials. The other teacher (also new) indicated that they had to focus on learning how to teach English first before they could consider learning how to teach culture in English and opted not to respond.

An email containing a brief explanation of the reform and the overall plan for the project was sent to teachers with the learning materials as an attachment. Teachers were invited to consult the materials, and share their opinions about the suitability and enjoyability for learners, how they could fit into existing practice, and what kinds of changes would be advantageous. Though participants were encouraged to respond freely, the following prompts were provided:

- How do you feel about incorporating cultural and intercultural elements into your teaching practice?
- How would your learners react to culturally focused or intercultural topics?
- How would cultural or intercultural topics fit into your existing practice?

Participants provided their responses either in writing or verbally. Section A2.2: Responses to materials shows abridged versions of the responses that are summarised here.

Participants generally responded favourably to the idea of incorporating cultural elements into their existing practices. The positive comments revealed that the educators thought that the learners would find conversation classes on cultural and intercultural topics fun and interesting. For the educators themselves, it was perceived to be a way to enhance their practice and gain expertise in a new area. This is not surprising given that enhancing cultural knowledge and intercultural understanding is generally found to be engaging and motivating for both learners and teachers (Koro 2017).

Only one educator thought that it would be easy and straightforward to use the learning materials in their current form (and they even started brainstorming cultural topics to use in their lessons). The remainder expressed concern about the incorporation of cultural elements into their practice. Their concerns were classified into the following categories of constraints: systemic, logistic, contextual, and stakeholder (teacher and learner). All respondents cited logistic constraints: the additional (unpaid) time it would take to learn more and then to create lessons from scratch. Even the more experienced teachers thought it would be too time-consuming due to their lack of knowledge in the area.

Most respondents shared the concern about a lack of ideas or examples for how the cultural topics could be adapted to a wide range of language proficiencies since all conversation classes were mixed level (the materials had to be equally as accessible to lower-level learners as higher level). Respondents felt that some of the more abstract concepts would be too difficult to adapt for A1 or A2 level learners. Institutional constraints were another deterrent: the lessons could not be interpreted to have the intention of changing worldviews or of ‘teaching’ the participants anything beyond linguistic competence. Furthermore, anything which could generate disagreement, controversy or heated discussion between class participants was not permitted. Other modifications the teachers suggested would be to use more graphics (pictures or figures), linguistic support for lower-level learners, and discussion prompts for the cultures of interest. The materials shown in A2.1: A brief introduction to culture and interculturalism, reflect some of these changes, which were also noted as discussion points for the training workshop.

4.6 Reflect

Although stipulating the extent of success of the full reform was not possible due to it being put on hold, it was determined that this project would be taken up again in full when the centre's operations return to normal in 2021. The next sections discuss the positives, the weaknesses and recommendations for other contexts gleaned from this case study.

4.6.1 Positives

Although there appeared to be little immediate motivation and support for teachers in making any changes to their practice, following distribution of the learning materials, some conversation classes for the upcoming month changed their focus towards sociocultural topics such as 'British food' and 'Christmas in South Africa' as replacements to commonly used topics such as 'Question circle' or 'Talking about me'. In other words, the provision of the materials inspired the teachers to change their conversation classes. It should be noted however, that the respondents tended to assume that 'culture' was being considered on a national level (i.e. French culture versus British, American or South African culture, which were the nationalities of the educators). This is likely due to the homogeneous nature of learners – they were all French nationals – a perspective commonly taken when learners are of one nationality and the teacher another.

4.6.2 Constraints and weaknesses

Altogether, the constraints for the conversation class reform were categorised as being either institutional, logistic, contextual, or stakeholder specific (Section A2.2: Responses to materials). Lack of time and knowledge were the greatest hindrances to the incorporation of cultural elements into teachers' practices. Culture was also seen as an add-on, as secondary to linguistic development. These findings mirror those reported for ICLE (Section 1.2: Intercultural language education) that there are many reasons given to avoid the integration of cultural elements in language education, including the question of whether to incorporate cultural and sociocultural elements into language education in the first place. This is also reported by Álvarez and Garrido (2004): educators (or those who are managing a change effort for culture in language education) often have to combat arguments that culture teaching interferes with and is less important than the teaching of language skills or that there is not enough time to do both. Some of the materials were also perceived as too provocative, a warning echoed by the CEFR: 'careful consideration has to be given to the representation of the target culture and the choice of the social group or groups to be focused on' (Council of Europe 2001:148).

A weakness of the initiative was the manner in which the sample materials were introduced – a paragraph explaining that their current way of carrying out classes needed changing was insensitive. A more thoughtful introduction which explained the rationale and content of a PLE approach and how selection of topics could occur (to ensure that they matched the missions and expectations of the institution, curriculum and learners) was therefore incorporated into the planned workshop (a student needs analysis such as that presented in Chapter 7 would also have been useful). Instead of in-house designed sample learning materials from cultural studies and intercultural communication (as suggested by the managers of the centre), existing resources from elsewhere (such as Bernaus et al 2007, the ECML resources discussed in Chapter 3 or the ‘Developing teacher competences for pluralistic approaches – training and reflection tools for teachers and teacher educators’ project (Gerber 2020)) might have been more appropriate, seeing as they have language educators as their target readers, and are designed for a specific purpose rather than a wide range of uses.

4.6.3 Recommendations

Although this project did not address the challenges cited in Section ii: Challenges for PLE as intended, it nonetheless did reaffirm some instances of good practice to be employed for overcoming potential resistance to pluricultural initiatives. The first is to encourage a shift of perspective so that both new and experienced in-service teachers do not see language and culture as separate entities (McKay 2003). Other recommendations are to:

- clearly stipulate intended change and ensure mutual understanding of the change effort across stakeholders
- ensure sufficient time, support and access to resources for stakeholders to plan, design and develop or contextualise curricula and materials which matches learners’ levels, needs and interests
- identify and address potential constraints, including logistic (time and money and resources), stakeholder (knowledge and willingness to innovate), institutional (content restrictions) and contextual (fit for learners and matches with existing curriculum and approaches)
- provide suitable example learning materials, or provide opportunities for stakeholders to collaboratively produce examples, including those for different levels of proficiencies and options for contextualisation according to teaching style.

5 Integrating CEFR-informed PLE into a grammar-based curriculum

This chapter serves to address the challenges associated with designing and managing PLE initiatives discussed in Section ii: Challenges for PLE. The case study presents an example of how a curriculum reform for CEFR-informed PLE was planned, proposed, developed and implemented in a learning context which had previously never drawn on pluriculturalism or the CEFR. The focus in this report is on the development of the proposal for the initiative, the communication between the reformers (teachers) and directors, and the feedback from learners on the reformed materials. It covers:

- models for implementing CEFR-based reforms
- determining stakeholder familiarity and experience with the CEFR via a survey
- ways to ensure a mutual understanding of the CEFR between stakeholders
- the supplementation of an existing grammar-based language course with PLE-oriented activities
- constraints encountered and recommendations for overcoming stakeholder resistance in future CEFR-informed PLE initiatives.

5.1 Need for reform

This action research project entailed the redesign of the Integrated Skills (IS) component of a General English (GE) programme at a TESOL institute in Brisbane, Australia. The reform was conceived following learners' informal comments about some of the challenges they were facing with their studies and with living in another country, as well as their interest in learning more about Australia, Australians and Australian English. Over time, different groups of learners made similar comments. The need for reform was also supported by the disjointed nature of the syllabus. The IS classes made up the majority of the GE programme and intended to develop confidence in English through increasing understanding and ability to participate in conversations and discussions with fluency, accuracy and clarity, and reading with greater speed and understanding. However, the IS course employed grammar-based textbooks where progression was assumed to occur through the study and

acquisition of increasingly difficult grammatical structures. In order to avoid copyright infringement, the syllabus consisted of a list of various pages from a variety of textbooks (a maximum of 10% of each textbook was photocopied for lesson handouts). The textbook pages could be supplemented at the teacher's discretion. This resulted in a rather disjointed set of materials that lacked cohesion in terms of content and progression, and aesthetically. Since the syllabus consisted of individual pages of textbooks not designed to be used in isolation, the intended progression inherent to the textbooks was also lost. Learners also complained frequently about their classroom notes being disorganised and messy, and that they did not easily allow for reviewing past learning. Teaching and institutional support staff and management also acknowledged a need for change in these areas.

5.1.1 Overview of the reform

The formal rationale for the reform was therefore:

1. To begin moving away from a grammar-based syllabus towards one less dependent on grammar activities from textbooks.
2. To provide a more coherent curriculum, and streamlined materials with aesthetically pleasing and cohesive lesson handouts.
3. To align the IS classes more closely with the learners' interests and needs, i.e. a greater focus on aspects of Australian culture and intercultural communication.
4. To permit greater opportunities for reflection on learning and raising awareness about how to learn.
5. To provide alternative means of measuring language learning progress through the inclusion of self-assessment (since learners received little to no formal feedback beyond scores on their tests at the end of the five weeks).
6. To increase links with other courses and resources available on campus (especially the dedicated on-site learning centre stocked with a wide range of books, graded readers, magazines, newspapers and textbooks).

The overall idea was to explore cultural elements and their pluricultural identities while keeping learners' understanding of their learning and progress at the forefront of their learning experience. The reform was tentatively approved by management, who invited the preparation of a formal proposal. In the next sections, the preparation of the proposal for the initiative is presented.

5.2 Study

The study stage of this action research cycle involved interpreting Schmidt, Runnels and Nagai's (2017) model for PLE as a basis of the proposal for the reform. Schmidt et al (2017) name three inter-related areas to manage when implementing the CEFR as a novel innovation: Understanding, Resources and Training. If a breakdown occurs in one of the three areas, this leads to a breakdown in another. For instance, a lack of understanding of the Framework or the initiative in the first place is associated with disinterest in learning more, which may result, on a wider scale, in a general lack of published supporting resources. This then leads to a lack of examples for training stakeholders in local contexts, resulting in further lack of understanding. Since this model is not specific to CEFR-informed PLE (just CEFR implementation in general), it does not take into account local factors or constraints for PLE. In order to address this, various constraints associated with PLE (including those identified in Chapter 4) were interpreted within the scope of the three areas and applied to the proposal of the reform.

5.2.1 Understanding

In Schmidt et al (2017), the 'Understanding' module entails ensuring a common understanding of the CEFR as an innovation amongst relevant stakeholders. Since both pluriculturalism and the CEFR were considered innovative for IS classes, an investigation to determine stakeholders' familiarity, experience with and knowledge of the CEFR was undertaken. Previous findings have suggested that many teachers believe that the CEFR consists solely of the global reference levels (Figueras 2012), including one teacher from this survey who expressed: 'I thought I knew about the CEFR but after doing this test, it seems that I don't know much at all!' Another respondent was surprised to learn that the CEFR was a document of over 200 pages even though they had self-rated as very familiar with the CEFR. The survey takers and the results are presented in more detail in Section A2.3: Knowledge of the CEFR survey. The findings are summarised here:

- most respondents indicated that they were 'somewhat familiar' with the framework
- 15% of participants correctly identified plurilingualism and pluriculturalism as objectives of language learning in the CEFR
- a wide range of scores was obtained on the 'Knowledge of the CEFR' test with a mean of 39%
- although it was expected that highly self-rated familiarity or experience with the Framework may not in fact be associated with greater knowledge of the CEFR's contents, strong and moderate correlations between

participants' scores on the knowledge of the CEFR test and their self-ratings for familiarity and experience showed otherwise.

These results were used to justify the need for training workshops on the CEFR as part of the reform, and an introductory information session on the CEFR and pluriculturalism was included in the proposal, to form part of the normal professional development programming for the department.

5.2.2 Resources and training

The training stage involves ensuring that directly involved stakeholders understand the implementation project, and feel that they are sufficiently knowledgeable and well equipped to carry it out. The training stage consisted of a planning meeting for those involved (for instance, who would modify what units and what timeline was to be followed). In addition to the CEFR itself (available for free online), the reform's proposal named a series of resources already present in the teacher professional development library's listings so that it was clear that the initiative entailed no additional cost to the institution. These would also be supplemented by a set of user-friendly supporting materials which explain pluriculturalism, the CEFR and the rationale behind the project, plus other relevant resources for interested stakeholders to consult.

5.3 Plan

The Plan phase involved producing the proposal for the reform to be submitted to management for feedback. Some CEFR users have suggested that CEFR-based reforms are more likely to meet their intended objectives when the curriculum is developed entirely from scratch, rather than be aligned with the Framework retroactively (Bower et al 2017). The initial plan, informally accepted by management, therefore consisted of a complete redesign of the IS curriculum for PLE. During the formal preparation of the proposal however, the academic director changed his mind – an entirely new curriculum was seen to be too great a change. Teaching staff frequently taught the same courses numerous times each academic year and were thus accustomed to the materials, and able to use and supplement them in a way that suited their style and classroom environment. A more pragmatic solution was found: the reformed curriculum would follow the old syllabus, and remain grammar-based, but in a flipped classroom approach. The textbook materials would be maintained, but completed for homework instead of in class, and supplements to the textbook materials would be developed with a task-based, culturally focused and reflective approach which included self-assessment. The reform consisted of:

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- CEFR descriptors as learning aims for the course and each lesson
- contextualised self-assessment batteries for the course and each lesson
- a culturally focused task-based activity to be completed in class (which linked to the lesson's content and if possible, the textbook's grammar targets)
- a culturally focused reflective activity
- suggested self-access materials from the learning centre.

When these ideas were informally presented, the institute's management once again responded positively. A complementary handout containing all of the reform's supplementary materials was suggested. Acting as a title page for each lesson, a handout would also address the learners' complaints about their disorganised notes. A template for the handout was developed and included as part of the formal proposal, discussed in the next section.

5.3.1 A handout template

The reform's handout consisted of lesson objectives, self-assessment, a 'Cultural Communication Activity', a 'Cultural Reflection Activity', homework and links to the self-access centre.

The template began with the header for the class, the name and source of the lesson at the top, and the associated global CEFR descriptor(s) for the course immediately underneath. Under this, descriptors as learning objectives (in general, contextualised versions of descriptors from the General Scales) were noted. A maximum of five self-assessment questions followed. The questions were based on the learning objectives or were linked to the supplementary activities. Although the CV did not exist at the time, it is thought that a self-assessment battery based on the Building on pluricultural repertoire descriptors would have been useful.

The task-based 'Cultural Communication Activity' to be completed in class was followed by an optional 'Cultural Reflection Activity' to be completed alone, outside of class. Textbook exercises for homework were listed alongside any additional notes from the instructor. The final exercise on the handout referred students to the learning centre, and listed relevant self-access materials when possible, or suggested that learners seek out their own and note them on the handout to share with other learners.

The final version of the template was then contextualised for a lesson (described in the next section) and included in the formal proposal of the project (see Section 5.3.3: The proposal).

5.3.2 Supplementing the textbook

To produce the supplementary activities, two ideas championed by the CEFR were kept in mind: that of bringing different cultures into relation with each other (Council of Europe 2001:104), and that of examining and reflecting on how behaviours can be perceived differently by people from different cultures (Council of Europe 2001:1/12). These were thought relevant and appropriate for the context, which consisted of learning groups where several different nationalities interacted.

To provide an example of how the supplementary activities were created for grammar-based materials, an example lesson, ‘Travel Companions’ from the unit ‘Travel’ in the Total English Pre-Intermediate students’ textbook (Acklam and Crace 2005:105–106), is explained here. This lesson was selected for the proposal because it was thought that it is easy to see the connection between culture and intercultural elements, and the relevance that travel has for learners on study tours in Australia.

In the lesson, the grammar target was ‘present perfect simple with just, yet, already’, the textbook’s stated ‘can do’ was ‘find out if someone would be a good travel companion’, and the vocabulary topic was ‘holidays’. The lesson begins with two discussion questions about going on holiday with friends. This is followed by a reading activity of a travel diary in which Lucy’s travel companion becomes progressively noisier and more annoying throughout their trip. A listening activity summarises the contents of the diary but with some errors: learners identify what was similar and what was different between the oral text and the written one. Learners compose a role play wherein Lucy tells her travel companion that she no longer wants to travel with him. The lesson continues with a grammar fill-in-the-blanks, a pronunciation activity (‘yet’ and ‘just’), matching vocabulary activities (match the type of holiday with the photo, find the opposite pairs of holiday activities) and ends with preparing questions to interview classmates to find their ideal travel companion among those in the class, summarising the results in a paragraph. For this lesson, the reading, listening, grammar, vocabulary and interview preparation activities from the textbook were completed for homework. The activities that would be completed in class were those that required sharing information with others: the warm-up discussions, the role play development and performance, and the interview for a travel companion. It was thought that the other activities on the handout – the Cultural Communication Activity and Reflection, and self-assessment – should also be completed in class to start, with plans for the self-assessment and reflection to eventually be completed for homework. The next sections explain how the self-assessments and the cultural activities were developed.

5.3.2.1 Self-assessment

The self-assessment prompts, shown below, were based on the illustrative descriptor scales of Interviewing and being interviewed, and the ALTE Social and Tourist Scales (Council of Europe 2001:82/252 respectively). They were created following the process described in Section A3.4.1: Pluricultural repertoire self-assessment instrument. The textbook's 'can do', 'can find out if someone would be a good travel companion' was not included, as it did not follow the CEFR's criteria for a Can Do statement (Section A1.2.1: Reference levels and illustrative descriptors). The response options of 1, 2 and 3 corresponded to: 'I need lots more practice', 'I can do this a little' and 'I can do this well'. Three levels of response are common in many of the ELP checklists (see Section A3.4.1).

- I can discuss holidays that I have had in a simple way provided speech is clearly articulated and in standard dialect. 1 2 3
- I can ask and answer simple questions about annoying habits of travel companions if I am given some help to express what I want. 1 2 3
- I can understand short, simple travel diaries containing common vocabulary. 1 2 3
- I can make myself understood in an interview and communicate ideas and information on places I would like to visit, provided I can ask for clarification occasionally. 1 2 3

5.3.2.2 Culture communication and reflection activities

For the example 'Culture Communication Activity', the topic of 'greetings' was selected from the list of sociocultural topics in the CEFR (Section A3.4.2: Instrument to explore learners' experiences, needs and interests): it is directly relevant to learners' stays in Australia, allows them to share their own perspectives with peers without too much reflection, and was thought to be a straightforward and basic example of a universal cultural behaviour as a starting point. The sample Culture Communication and Reflection Activities are presented in Box 3. The latter consisted of a series of questions from the AIE Face-to-Face (Section A1.6.2.1: AIE Face-to-Face).

5.3.3 The proposal

The proposal submitted to management for approval contained the following:

- the need for the reform
- the literature consulted in the preparation of the proposal (such as Beacco et al 2016, Schmidt et al 2017)

Box 3: Sample Culture Communication and Reflection Activities

Culture Communication Activity for Travel Companions

- Learners each think of words that they have encountered for how to greet someone in person in English (Hi, Hello, Hey, What's up, Good morning, Good day, etc.).
- Learners change lists with another group or pair, learners indicate what is a more formal or informal type of greeting, and what body language might go along with that greeting.
- Learners brainstorm other types of greetings from other cultures that they have either seen or used themselves, including body language and verbal expressions.
- Learners prepare a brief explanation for the greetings in one selected culture for the following in-person meetings: an older family member, a younger family member, a friend, a formal greeting, including a faux pas for each of them when possible, and also respond to the question: What else should visitors know about greetings?
- Learners work to identify the similarities and differences for each example with what they have encountered in Australia, and identify any faux pas for Australians before comparing and contrasting findings with a member of another group.

Culture Reflection Activity

- If you realise you are making a mistake while greeting someone (either in Australia or otherwise), what could you do to put yourself and the other person at ease?
- What would you tell someone from your hometown about greeting others in Australia?
- What is something new you learned?
- What are you interested in learning more about?

- the survey results
- the plan for the proposed professional development workshop on the CEFR and supporting materials for learning more about the CEFR and PLE
- the plan for the collaborative planning meeting for those interested in participating in the project
- the explanation of the lesson template and supplementary activities
- the contextualised template and activities for the Travel Companions lesson (Section 5.3.2: Supplementing the textbook).

Other notes (such as timeline and costs) intended to demonstrate that there was little risk to the institute in permitting the project to continue.

5.4 Act

The Act phase involved making changes to the proposal and the sample materials according to management's feedback, and preparing the professional development workshop and supplementary training materials.

5.4.1 Management's feedback on the proposal

Feedback was obtained mostly verbally, with the exception of one or two emails from the director of studies. Overall, the response to the overarching approach was positive. The director liked:

- that the existing curriculum was maintained so the supplementary materials could be consulted and used in the same way the course was already carried out, rendering it inclusive to both experienced and new teachers
- the idea of doing an in-class Culture Communication Activity supported by a Reflective Activity
- the flipped classroom approach
- the CEFR and pluriculturalism information session/professional development workshop, and supporting resources, as these rendered it inclusive for teaching staff not directly involved in the project.

Requested changes were regarding the link to the learning centre, and the usage of the CEFR's descriptors for self-assessment. Regarding the former, rather than suggest the learners go to the learning centre to explore and identify relevant supporting material themselves, the link was to be eliminated if no resources were listed on the handout.

The following comments were made about the self-assessment battery:

1. The 'can do' from the textbook's materials needed to be in the self-assessment battery.
2. Can Do statements on the grammar topics were needed.
3. CEFR descriptors should never be created and cannot be modified. ('Remember that if you are using the CEFR, the "Can Do" statements are not supposed to be re-worded. You'll need to use the "Can Do" statements for Level 3 students at A2/B1.1.')

These requested changes were a source of contention for the following reasons:

1. The existing 'can do' statements from textbook materials were not designed with CEFR criteria for illustrative descriptors; for example, the

‘can do’ from the example lesson (Section 5.3.1: A handout template) ‘find out if someone would be a good travel companion’ lacks content, condition and criterion components (Green 2012), and was not in self-assessment form.

2. The intention of the reform was to move away from grammar-based materials, so it seemed contradictory to include and enhance time and attention spent on grammar-based activities.
3. The CEFR is clear that users can use, modify, adapt and contextualise descriptors in a flexible manner, and as needed for their contexts. It is thought that the CV might have prevented this last disagreement, since it clearly states that: ‘Educators can select CEFR descriptors according to their relevance to the particular context, adapting them in the process if necessary’ (Council of Europe 2018:42). How each of the comments was addressed is explained in the following section.

5.4.2 Addressing management’s feedback

At the director’s insistence, each of the aforementioned critiques was addressed as follows:

- for 1., the textbook’s ‘can dos’ were included
- for 2., self-assessment statements from the scales of grammatical accuracy were added (despite saying that ‘can do’s should not be reworded, ironically, the director required the modification of these grammar-based ‘can do’ statements to reflect the content of the lesson)
- for 3., in order to work towards overcoming the discrepancies on the usage of CEFR descriptors, the two parties used various excerpts from the CEFR as a basis for discussion.

Box 4 shows the excerpts used for discussion alongside management’s rebuttal.

5.4.3 Modifications to self-assessment statements

The changes to the self-assessment battery are presented in Box 5. Self-assessment statements based on the grammar target were developed using the English Profile (since the lesson focused on present perfect simple with ‘just’, ‘yet’ and ‘already’, these were used as search terms on the English Grammar Profile Online’s website to find the corresponding ‘can dos’). Based on these changes, the proposal was approved, and the developers were given 15 weeks to prepare all of the necessary materials and conduct the necessary training and planning meetings.

Box 4: Excerpts from the CEFR used to establish a mutual understanding of the Framework

Quote used for discussion	Rebuttal from management
<p>‘The framework should be open and flexible, so that it can be applied, with such adaptations as prove necessary, to particular situations. The CEFR should be: • multi-purpose: usable for the full variety of purposes involved in the planning and provision of facilities for language learning • flexible: adaptable for use in different circumstances’ (Council of Europe 2001:7).</p>	<p>If using the CEFR is important or integral to the reform, then sticking to it as closely as possible should likewise be integral to the reform, otherwise, what is the purpose of its usage?</p>
<p>The CEFR provides ‘a bank of criterion statements about the continuum of foreign language proficiency which can be exploited flexibly for the development of criterion-referenced assessment. They can be matched to existing local systems, elaborated by local experience and/or used to develop new sets of objectives’ (Council of Europe 2001:30).</p>	<p>The adaptation suggested in this quote clearly refers to the usage of the statements as they relate to the development of criterion-referenced assessment and not to general lessons or self-assessment.</p>
<p>‘The intention of providing a concrete illustrative set of descriptors, together with criteria and methodologies for the further development of descriptors, is to help decision-makers design applications to suit their contexts’ (Council of Europe 2001:36).</p>	<p>Concrete means unchangeable.</p>
<p>‘Starting with descriptors: One starting point is to consider what you wish to describe, and then write, collect or edit draft descriptors for the categories concerned as input to the qualitative phase. It is particularly suitable for developing descriptors for curriculum-related categories such as communicative language activities, but can also be used to develop descriptors for aspects of competence’ (Council of Europe 2011:208).</p>	<p>This is perhaps relevant only in the case where a sizeable bank of descriptors to draw from are being created, and not for when a few are used here or there for lesson objectives and self-assessment.</p>

Box 5: Changes to self-assessment statements

Proposed self-assessment statement contextualised for the lesson	Self-assessment statements based on feedback from management
I can discuss holidays that I have had in a simple way provided speech is clearly articulated and in standard dialect.	I can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2, Spoken interaction, 2001:74)
I can ask and answer simple questions about annoying habits of travel companions if I am given some help to express what I want.	I can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (B1, Spoken interaction, 2001:74)
I can understand short, simple travel diaries containing common vocabulary.	I can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language. (A2, Overall reading comprehension, 2001:69)
I can make myself understood in an interview and communicate ideas and information on places I would like to visit, provided I can ask for clarification occasionally.	I can make myself understood in an interview and communicate ideas and information on familiar topics, provided I can ask for clarification occasionally, and am given some help to express what I want to. (A2, Interviewing and being interviewed, 2001:82)
	I can use some simple structures correctly, but still systematically make basic mistakes – for example I tend to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what I am trying to say. (A2, Grammatical accuracy, 2001:114)
	Can use the present perfect simple with ‘already’ to emphasise that something is done, often before the expected time. (B1, www.englishprofile.org/component/grammar/content/824)
	Can use the negative form with ‘yet’ to talk about events which are expected to be completed at some point in the future. (A2, www.englishprofile.org/component/grammar/content/817)

5.4.4 Unforeseen changes

Throughout the 15 weeks to prepare the reform for usage with learners, circumstances changed. Planning for the professional development workshops for the year had already occurred, and the team responsible for the planning had not been informed about the training workshop: there was no available professional development slot for the remainder of that entire calendar year.

Other changes were linked to staffing; the new head teacher for the IS course saw it as unpaid work, and had no interest in the project. The acting replacement to the assistant director on annual leave expressed concern at the project's intention to lessen classroom focus on language form and grammar, which she argued was absolutely integral to language learning and the institute's approach. The reform was thus put on hold.

The handout was nonetheless stored alongside other supplementary materials on the teacher's server. Although on a much smaller scale than initially intended, the handout was used with learners, and their feedback described in the following section.

5.5 Collect and Analyse Evidence

The Collect and Analyse Evidence stage consisted of gathering learner feedback on the reformed Travel Companions unit for a single group of learners. The 18 highly motivated learners in the class ranged in age and background, with a majority between 18 and 24 years old, hailing from East Asia, the Middle East and South America (mainly Brazil). They had a wide range of reasons for learning English: some were English majors on university semester breaks, some were there to improve their English before entering an academic bridge programme in Australia (which led to their registration as a full-time undergraduate student at the university), others were there for professional reasons, or to gain an IELTS or TOEFL score, and others still used the programme as an excuse to travel in Australia.

In the following sections, the feedback is presented chronologically alongside descriptions of the classroom activities for three days of classes, and some reflections.

5.5.1 Round 1

Learners were accustomed to giving feedback using an informal technique at the end of each week. Questions were displayed on the whiteboard and learners indicated their answers (and any other anonymous feedback they wanted to give) on sticky notes collected by the teacher. The first round (of three) was obtained at the usual time: on a Friday afternoon towards the end of class time. The questions were:

Choose 1–5:

How interested are you in learning more about Australian culture?

How interested are you in learning more about intercultural communication?

How organised do you feel your lesson handouts, notes and photocopies in your folder are?

Approximately how much time did you spend on your English homework every day this week?

Anything else?

Based on this feedback, the needs the reform intended to meet were still deemed relevant: there was great interest in culture and intercultural communication-type topics and still a need to streamline the presentation of materials for ease of organisation¹.

The first day of the following week's lessons were conducted as normal, with usage of the reform's materials starting in earnest at the end of the day: the topics of focus for the following day were introduced through the textbook's introductory exercise – in this case, holidaying with friends, and what would be most annoying in a travel companion. The teacher distributed and explained the reform's supplementary handout alongside copies of the textbook materials. The activities and self-assessment were assigned for homework.

5.5.1.1 Reflections on Round 1

The teacher made the following observation: setting the learners up for doing the textbook work at home (in other words, setting them up for the flipped classroom) was more time consuming than normal. This was partly because of the additional explanations required, and because all the audio files had to be made available to learners from the CD normally used in class, and so email addresses were recorded. It is not thought that the additional time would have to be invested for each lesson once the course was up and running in its new format.

¹ Sixteen of eighteen (89%) students were present at the time of feedback, and all of them selected that they were very interested or interested in learning more about Australian culture. Thirteen (72%) indicated that they were interested or very interested in learning more about intercultural communication, with the remainder saying that they were neither interested nor disinterested. Learners had spent between 15 minutes and an hour doing their homework in the previous week, with most around 30 minutes. Regarding the organisation of their notes, only four (22%) indicated Very Good.

5.5.2 Round 2

At the start of the next class, the homework activities were checked. Given it was the first time doing a self-assessment, learners simply shared and compared their responses with a partner. In small groups, they completed the speaking and writing interview from the textbook and then the Culture Communication Activity. The second round of feedback collection occurred thereafter:

How much time did you spend on homework last night?

How did you feel about the Cultural Communication Activity we did today? (Choose 1–5)

Anything else?

Seventeen of the eighteen learners in the class responded that they spent about an hour (on average) on the homework the night before, significantly longer than for the previous week. The Cultural Communication Activity was rated by all but two learners as Excellent, who rated it as Very Good. More cultural activities were requested by three of the students. At the end of that day, the textbook's introductory activity for the next lesson was completed. The second set of homework was assigned, to finish the Culture Reflective Activity and two of the tasks from the next lesson.

5.5.2.1 Reflections on Round 2

The main observation from this class was that the time to complete activities was misjudged. It took a lot of time to check all of the homework in class. Providing the solutions to the homework activities for the learners to check themselves, and spending the time in class doing question and answers about the homework itself, would have been better aligned with a flipped classroom approach. The time needed for the Culture Communication Activity was also underestimated. Moreover, it was an activity learners enjoyed and in which they were highly engaged.

The learners found the self-assessment very confusing. Many of them did not understand the content of some of the statements, and neither did they understand the purpose. Since the statements themselves (in their original form) were mandated by the director, the teacher was unsure how to treat this. Determining if and how to begin training learners in self-assessment without support from the department was also unresolved. Some ideas to consider were nonetheless noted: the self-assessment survey could potentially be completed at home or in class, but additional discussion prompts would be needed. For instance, asking learners to think about what kind of activities they could complete or what they would need to achieve in order to feel they could select a higher-level response option would give them better understanding of why they self-assessed as they had.

5.5.3 Round 3

The next day's classes began with a quick reflection on the homework, and the gathering of feedback from the following questions:

- How much time did you spend on homework last night?
- What did you think of the Culture Reflective Activity?
- How interested are you in doing more cultural and intercultural activities?
- How do you feel about the look of the handout?
- Anything else?

Eighteen students were present and indicated that they spent about 15 minutes on their homework the night before and all selected Fine or Very Good or Excellent for the Reflective Activity. The interest in doing more cultural activities remained high, with 16 of the 18 learners selecting Very Interested. The look of the handout was marked as Excellent. This feedback collection marked the end to the usage of the single handout which made up the reform.

Although substantial additional time was needed to prepare the project as a whole and set it up with learners, it is not clear if this was due to the switch to a flipped classroom or if the new activities themselves just required more time (perhaps a mix of both). It is thought that once teachers and learners got used to the reform's approach and materials, additional time both in and outside of class would not be necessary, and the preparation for each class would also return to what teachers were accustomed to before the reform. The following section reflects on the reform as a whole.

5.6 Reflect

Although the project did not proceed entirely as planned, benefits and recommendations for other contexts are made in the next sections.

5.6.1 Positives

The two main processes undertaken in the study (to seek out existing models of CEFR implementation and interpret them for the existing context, and the survey of teachers' familiarity, experience and knowledge of the CEFR) were considered both useful and effective. It was considered a missed opportunity that the survey did not enquire about PLE so that the perspectives of local partners could be explored for both innovations and not just the CEFR. An unintended positive offshoot of the survey was that it opened up communication between teachers about the CEFR – even those who were not targets of the reform.

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In Plan, the CEFR was felt to be a useful guide for the creation of the supplementary materials, particularly for the descriptors as learning objectives, self-assessment and sociocultural topics. The English Grammar Profile Online also proved a useful and easy-to-use tool in the selection of grammar-based self-assessment statements. In Collect and Analyse Evidence, the technique of gathering informal, anonymous feedback on sticky notes was quick, simple and effective although an alternate approach for getting learner feedback would be preferred if the reform is extended.

Although the project was conceived and carried out prior to release of the CV, revisiting it during the preparation of this volume suggested that the approach of the Culture Communication and Reflective Activities – of comparing and contrasting, and then interpreting the similarities and differences from one's own perspective and the perspective of others – is well aligned with the models discussed in Part 1 of the volume, for ICLE, plurilingualism and the CEFR-informed model for PLE, and the descriptors from Building on pluricultural repertoire (Council of Europe 2018).

Of all the feedback on the proposal, the differing interpretations of how the CEFR can be used represented the largest tension of forces. As Riel (2019) states, the formulation of action research involves the resolution of tension between forces before it can lead to personal, professional or social change. The different interpretations of the CEFR represented a substantial force of resistance to overcome in the initiative (Riel 2019) but the discussion of various CEFR excerpts was found to be a productive way to gain a mutual understanding of the CEFR. Although a consensus was never entirely achieved, at least the views at play from each of the stakeholders were clarified.

The handout was perceived positively as well, fulfilling its purpose of streamlining the materials as a title page. The teacher also thought that if the supplementary handouts had been developed for the entire course's materials, they could also be compiled into a dossier or portfolio which summarised and recorded the learning that had occurred throughout the course, an approach which could be extended across the entire learning experience. Furthermore, the handout would have reduced the fragmentation and cohesion issues of the curriculum, since it situated the isolated grammar-focused textbook materials into a more communicative, cultural context. Altogether, engaging learners in more task-based culturally focused activities was perhaps the most solidly achieved of all the reform's aims, since the learners engaged animatedly and for extended periods of time in the Culture Communication Activity. Although limited, the reform showed potential for future innovation: what was implemented was vastly different from the traditional approach of the institute, and was rated very positively by learners.

5.6.2 Constraints and weaknesses

Two of the five main objectives for reform were not achieved: the increased links between the curriculum and other resources on campus, and raising awareness of and more opportunities for learning to learn. Originally, the further resources as links had proposed to be cultural in their focus, but since the section ‘learning centre links’ had not been filled in at the time of proposal submission, management required its elimination. The idea that learners could seek out resources available to them at their discretion was not something the management desired. Grammar-based links should have perhaps been included, since the learning centre, like the textbook-based curriculum, contained a large number of grammar-focused resources, but this seemed contradictory for a reform that aimed to reduce focus on grammar. Although the original intention of the reform was to be less dependent on a grammar-based syllabus and grammar-driven progression of difficulty, it maintained the inclusion of all grammar activities, and even built on them in the form of additional grammatically based self-assessment.

Ultimately, the project’s breakdown was attributed to:

- the lack of a common understanding of how the CEFR should or could be used and the intended changes of the reform
- a lack of motivation for the project at the managerial level
- assumptions that previously successful CEFR-informed initiatives could be replicated in a different, less innovative context.

Regarding the former, the management’s insisted changes compromised the reform’s capability of addressing learners’ needs. Although there was no resistance to usage of the CEFR itself, there was resistance to using it a certain way: institutional stakeholders interpreted the CEFR as a prescriptive tool, rather than a descriptive one. Then, instead of focusing reflections on how the curriculum met or could be improved to better meet the needs of learners, they were distracted by how to convince decision-making stakeholders that the CEFR did not have to be used a certain way.

Though the main hurdle was seen as a conflict of views on how the CEFR should be used, the reform could have proceeded without the CEFR. The ultimate intention of the reform after all was not to align the course with the CEFR; the CEFR was simply the selected tool to inform decision-making. Although eliminating reference to the Framework may have led to a more easily understood reform, one that was less time-consuming to develop and may have lessened institutional resistance, the failure of the initiative could also have been due to confusion over what was being changed and the innovation used to obtain change. For a context where nationalities and cultures were obviously coming into contact on a daily basis, PLE, or

at least interculturalism, should not have been a hard sell but due to the disagreements over the CEFR, the reform for PLE was overlooked. This suggests that neither involved parties grasped the concept of PLE and its potential benefits.

In terms of the latter, the compromises may have jeopardised the applicability of the CEFR implementation model upon which the reform's approach was based. Although the reformer's previous experience with using the CEFR strongly affected how the problem was approached, the assumption that the CEFR could be used in the same way across contexts was problematic since the degree of innovativeness of the stakeholders differed substantially: the oft-repeated message at institute-wide meetings was that the General English programme intended to give learners a good, fun time, and so that they would share their experience with others; financial data and participant satisfaction ratings for the programme were always shared and emphasised to teaching staff. There was no top-down desire to innovate the programme as long as student registration was good.

Ultimately, it is thought that a lack of motivation or willingness to innovate on behalf of the decision-making stakeholders of the institute was the reason the project was not extended in its scope. Although other logistic factors complicated the project (changes in staffing for the course, a lack of communication with other stakeholders, and the perceived bad timing of the proposal) these could have been easily overcome if there had been sufficient motivation to move forward: the project would have been communicated to those planning the professional development workshops for the year, the head teacher may not have been entirely disinterested, and a meeting would have been scheduled to discuss the proposal. The initial response to the project after all was: 'It is a very good idea, but I don't know when we will have time to discuss it because it's too busy right now'.

5.6.3 Recommendations

In this action research case study, the problem was put forward by the learners, and the proposed solutions were motivated by the desire to meet the diverse needs of learners (Riel 2019). Nonetheless, it was perhaps too ambitious to assume that a single stakeholder could overhaul an approach used by the institute for nearly 30 years, even if it was a low-stakes programme in need of updating. However, there is support in this case study for both starting big and making corrections later on, and for starting small and gradually extending: the scope of a CEFR-informed initiative needs to be thoughtfully considered to ensure it aligns with the circumstances of the local context, and in either case a clear vision of PLE is needed at the outset and throughout.

Although this project was not realised as fully as intended, it did nonetheless affirm some practices for managing CEFR-informed pluricultural initiatives

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and overcoming resistance to them, adding to the list from Section 4.6.3: Recommendations. These are to:

- obtain feedback from learners and other stakeholders to demonstrate a need for the reform and determine understanding of any relevant educational innovation
- spend time on exploring, clarifying and if possible, reducing discrepancies in interpretations between stakeholders of any and all relevant resources/evidence/models/innovations
- create (if possible, collaboratively) templates or sample pedagogic materials upon which to train others
- prepare a simple method for obtaining learner and teacher feedback to be used both before and after the reform
- if possible, ensure that motivation for the project is shared by at least one decision-making stakeholder so that they can advocate it if required.

6 Learning to use LOA in a Travel English course with a CLT-based textbook

This chapter works towards addressing the challenges for learners associated with PLE (see Section ii: Challenges for PLE). Learning-oriented assessment (LOA), one of many approaches to autonomous learning (see Bibliography/Further reading), was selected to guide the design, implementation and evaluation of a textbook-based Travel English course. The action research case study in this chapter covers:

- a general introduction to LOA
- the LOA model employed to frame the ‘Travel English’ course
- the design, implementation and evaluation of the course.

6.1 Learning-oriented assessment

Though typically for the purposes of evaluating learning, assessment in LOA is seen as a tool to encourage and support learning. LOA models focus on learning through evaluation activities, encourage participation in the evaluation process, and use constructive feedback from a variety of sources. Learners are encouraged to identify the goals of a task, see where their own interests fit into the educational purpose, and to articulate reasons why their own procedures would satisfy the educational demands of the institution or of the teacher. Assessment tasks intend to be engaging, relevant and authentic. In doing this, ‘the criteria for evaluating learning achievements . . . are made transparent. . . [enabling learners] to have a clear overview both of the aims of their work and of what it means to complete it successfully’ (Black, Harrison, Lee, Marshall and Wiliam 2002:18). In the CEFR, this means that learners are expected to learn from tasks and activities in the following ways (Council of Europe 2001:147):

- by simple participation in tasks and activities which they may plan as to type, goals, input, outcomes, participant roles and activities, etc.
- by participation not only in the task but in pre-planning as well as post-mortem analysis and evaluation
- with explicit awareness-raising as to goals, the nature and structure of tasks, requirements of participant roles, etc.

As a methodological guide, the LOA model described in the next section provided a frame for mobilising learners to participate in the pre-planning, post-mortem analysis and evaluation, and awareness-raising processes of assessed tasks in the Travel English course, described in Section 6.2: Study: The course and its learning materials.

6.1.2 The LOA model

Carless's (2007) LOA model is based on three principles:

- usage of learning-oriented assessment tasks
- development of evaluative expertise
- engagement with feedback.

The LOA tasks, designed to stimulate learning, embody the learning outcomes. Developing evaluative expertise concerns the ability of learners to critically evaluate their own work and that of others, often through self- or peer-assessment and active engagement with criteria. The third principle is concerned with the use and engagement with feedback. Since feedback in its traditional sense does not necessarily lead to change, feedback should be: performance focused (rather than based on learner characteristics), timely and able to feed-forward.

This model of LOA puts the individual at the centre of all pedagogical decisions and intends to support future learning, which are also two features of the action-oriented approach of the CEFR. It also aligns with PLE, where learners accept responsibility for their own learning and learner engagement, involvement, and reflection on the language learning process are all gradually increased over time. Furthermore, this model allows for taking identities and individual perspectives into account (Zukas and Malcolm 2002), a major feature of the CEFR-informed model for PLE. In the next sections, the course and its learning materials and how the principles of LOA were incorporated into assignments for a newly developed Travel English course are explained and examined.

6.2 Study: The course and its learning materials

The Travel English course developed in this case study was for second-year university English majors planning trips overseas during semester breaks; for some, it would have been their first time travelling out of Japan. The year-long course was part of a series of new offerings to second and third year English majors at a small, private university in the outskirts of Hiroshima, Japan. An autonomous learning skills course and a self-access learning centre were major features of the four-year programme, which was aligned as much as

possible to the CEFR. The programme contained no explicit references to PLE, although some lessons were sociocultural in their focus (body language, festivals, travel and music as examples). Learners were at a B1 or high A2 level.


The general objectives of the course were to enable learners to plan and book a trip overseas in English, to raise awareness about cultural phenomena they might encounter while travelling and how to deal with them, and more generally, to help them feel more confident and excited rather than nervous about their upcoming trips.

The CEFR's A2 and B1 descriptors (Council of Europe 2001:74) for spoken interaction featured in the syllabus were presented at the beginning of the course:

- Can get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.

The course used in-house designed materials to supplement the textbook 'Talk about Travel'. The textbook was advertised as a workbook designed for developing 'English skills for the purpose of traveling or working in the field of tourism and hospitality . . . [and] the experiences travelers can expect during an international trip. By scaffolding information and language practice in a meaningful and task-oriented way, students will learn how to fill out important travel documents, how to book flights and hotels, how to navigate their way through customs, how to find services offered upon arrival at a destination, how to get around in an English-speaking environment, and what to do for entertainment in various cities' (Jordens and Jordens 2009). A sample unit is shown in Box 6. The textbook was selected as it appeared to match the general approach of the department in being 'learner-centered and task-oriented' and encouraged 'interaction and participation in realistic conversation and activities' (Jordens and Jordens, 2009:4). The selection of the textbook is reflected on in Section 6.5: Reflect. A flipped classroom approach was employed, whereby a unit was assigned for homework, and the topics discussed and reflected on in class.

Box 6: Example lesson from 'Talk about Travel' for Travel English course



Chapter 1 Before Going Abroad

Unit 1

Documents

Vocabulary Preview

passport	visa	vaccination	fee
valid	embassy	insurance	itinerary

A Match the words to the meanings.

1. ___ passport	a. money you pay for something
2. ___ visa	b. a list of things to do on a holiday or trip
3. ___ vaccination	c. legally acceptable or usable
4. ___ fee	d. a government document used for going to and leaving from other countries
5. ___ valid	e. an injection given to protect you from getting sick
6. ___ embassy	f. the office that represents your country in a foreign government
7. ___ insurance	g. a stamp or sticker in your passport allowing you to go to another country for business, school, or vacation
8. ___ itinerary	h. something to help you pay for accidents and sickness when you travel

B Complete the sentences with the correct word.

- Do you think health _____ is necessary when you travel?
- According to my _____, I will be in Paris on July 13th.
- Make sure to check that your passport is _____ before you leave.
- Do I need a tourist _____ to enter Australia?
- The nearest Canadian _____ is in the capital, Seoul.

Reading Passage

Preparing Documents

1 Getting your papers ready is the first thing you do before a trip. The first document you need is a **passport**. You can apply for one at an immigration office or at an **embassy**. Most countries charge a fee for passports. If you have a passport, make sure that it is **valid** for six more months. Make copies of it. Keep copies with you, in your suitcase, and with a friend or family member.


Another thing to get ready is a **visa**. A visa is a stamp or sticker in your passport. Some visas are for business. Others are for study or travel. Sometimes you need to get your visa before you travel. Each country is different. You can apply at the embassy for that country. In other countries, you can get your visa when you land at the airport.

Your travel **itinerary** is a list of your plans. You need to keep it safe. Keep a copy with you all the time. Give a copy of your itinerary to a friend or family member.

When traveling to another country, your **vaccinations** need to be up to date. Go to your doctor. Tell the doctor where you are going. He or she will give you the **vaccinations** and then give you an immunization record. This is a small booklet with your vaccination history in it. Take it on your trip.

Think about buying travel health **insurance**. Most insurance companies will give you a card that has your insurance company name and number. You can use this card if you have an accident.

20 Now that all your documents are ready, you can start making reservations!




Reading Comprehension

A Choose the best answer for each question.

- What should you get ready first when going on a trip?
 - Reservations
 - Travel papers
 - Vaccinations
 - Luggage
- Where should you keep a copy of your passport?
 - With your travel agent
 - At your embassy
 - With you, in your suitcase, and with a friend
 - At your hotel
- What will the doctor give you after you get vaccinations?
 - An immunization record
 - A special kind of visa
 - A letter stating you can safely go to foreign countries
 - A disease
- In case of accidents or sickness, what should you buy before you travel?
 - A first aid kit
 - Travel health insurance
 - A tourist visa
 - A driver's license

B Choose T for true or F for false.

1. Make sure that your passport is valid for one year before you travel.	T F
2. You do not need a visa if you are on business.	T F
3. You need to show your travel itinerary to everyone.	T F
4. You need to bring your immunization record when you travel.	T F



Listening and Speaking

WARM-UP

A Match each question with the appropriate response.

- | | |
|---|---|
| 1. What is the fee? | a. I am on vacation with my family. |
| 2. Are you here for business or pleasure? | b. Sure, here are my driver's license and passport. |
| 3. Is your passport valid? | c. It is \$150 US. |
| 4. Do you have an entry visa? | d. Yes, I have a B-1 business visa. |
| 5. Can I see some photo ID, please? | e. It is valid until January 2010. |

DIALOG 1

A Listen to the dialog and choose T for true or F for false.

- | | | |
|--|---|---|
| 1. The man is going on a vacation. | T | F |
| 2. The man will be abroad for less than 14 days. | T | F |
| 3. The fee for a B-1 visa is \$65. | T | F |

B Listen again and fill in the blanks.

- Immigration Agent: Can I help you?
 Businessman: I'd like to apply for an American visa.
 Immigration Agent: What kind of visa do you need?
 Businessman: _____ or _____?
 Immigration Agent: OK. You need a B-1 business visa.
 Businessman: What's the _____?
 Immigration Agent: It is _____ for _____ days, after entry.
 Businessman: That's perfect. What's the fee?
 Immigration Agent: You must pay a \$75 _____.
 Businessman: Thanks.



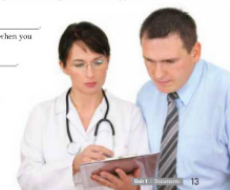
DIALOG 2

A Listen to the dialog and choose the best answer.

- Where is the conversation taking place?
 - At a travel agency
 - At a doctor's office
 - On a farm
 - On a safari
- How many vaccinations does the doctor say the man needs?
 - None
 - Four
 - Three
 - Two
- Where will the man keep his immunization record?
 - In his luggage
 - At the Kenyan embassy
 - In his wallet
 - With his family

B Listen again and fill in the blanks.

- Doctor: What can I do for you?
 Patient: I'm going on a trip. Do I need _____?
 Doctor: Which countries will you visit?
 Patient: We're _____ to Kenya, Africa.
 Doctor: Are you going to be near any _____?
 Patient: Yes, we're going to go on a safari.
 Doctor: You need vaccinations for hepatitis A, meningitis, rabies, and typhoid fever.
 Patient: OK.
 Doctor: I'll give you an _____.
 Patient: Take this booklet with you when you travel.
 Doctor: OK.
 Patient: I'll put it in my _____.



C Practice the dialog with your partner.

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A Think about what you need to do to get a passport. Complete the application on page 15.

B You will be a ticket agent and your partner will be applying for a passport. Practice the dialog with your partner.

- Customer: I want to apply for a _____.
 Travel Agent: OK, here is an application form. I'll help you fill it out. First, I need your given name, middle name, and surname. I need your spouse's full name, also.
 Customer: My name is _____.
 My spouse's name is _____.
 Travel Agent: What is your place and date of birth?
 Customer: I was born in _____ (month) _____ (day) _____ (year), in _____ (city) _____ (state) _____ (country).
 Travel Agent: What is your profession?
 Customer: I am a _____.
 Travel Agent: Please fill in your address and telephone numbers, and sign the form.
 Customer: Fine, thank you for your help.



C Now switch roles.

Travel tips

Filling out passport and visa forms

- ⇒ Use block letters (BLOCK LETTERS).
- ⇒ Print clearly so it is easy to read.
- ⇒ Answer all the questions, and don't leave any blank spaces.
- ⇒ Sign and date the application.
- ⇒ Attach current photographs to the upper right-hand corner.
- ⇒ Make sure to pay the fee.

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The following section describes the first semester's LOA-framed assignments.

6.3 Plan and Act: Semester 1

Assessed tasks in the first semester consisted of two major assignments. In the first project, learners presented planning for an overseas trip, and in

the second, they planned and self-assessed a collaborative speaking test as an end-of-semester assessment. The descriptions of these assessed projects, explained in the following sections, demonstrate the differences between two consecutive attempts at making changes in practice oriented towards CEFR-supported PLE using LOA.

In addition to the assignments, learners completed a world geography quiz (learners had to identify 10 countries each time) at the beginning of each class. A warm-up to each class focused on what knowledge learners had from any of the 10 countries. These intended for the learners to begin thinking about their knowledge of other places and peoples, which the teacher recorded for use in semester 2. Prior to the first assignment, learners completed the following units from the first two of six chapters in the textbook: Documents, Reservations, Flight Check-in, Getting to the Gate, In-Flight, Arrival at your Destination. The teachers accompanied these with a general introduction to travel booking websites prior to the first assignment.

6.3.1 Plan and Act: Assignment 1

The first assignment was the planning and presentation of an itinerary for a seven-day overseas trip. The assignment was completed over three 1.5-hour classes, described in the next sections.

6.3.1.1 Class 1 – Planning the assignment

Following the introduction to the task, the learners and teacher collectively determined what information should be included in their presentation and how it would be presented. The teacher verbally prompted the learners with such questions as:

- What information should we include?
- How will this information be presented? or
- How will we assess the project?

Although these questions had not been prepared in advance, they were useful in framing and moving the discussion along.

Together, the teacher and learners determined that the trip, to be presented as a poster, should consist of flights, hotels, restaurants and approximate daily schedules including at least one tourist activity a day (although learners were free to include other details and activities as they chose). The poster presentations were to be delivered conference-style.

The learners also developed the following categories as basic assessment criteria: inclusion of all components, poster attractiveness, clarity of explanation of the trip, use of vocabulary, and overall. Each section was to be scored out of five, and each learner would score two other groups, their

own group's poster, and their own performance during the presentation. The teacher was tasked with scoring the poster presentations on the same scale, working out the logistics of the presentations and organising any required materials for the scoring.

6.3.1.2 Actions and reflections after Class 1

There was no homework task assigned although it is thought that brainstorming a list of trip destinations or more specific assessment criteria would have been appropriate; for the next implementation of the course, asking learners to be more specific in assessment criteria (perhaps through identifying differences between a 1 and a 5 for each category) would be advantageous.

In the next class however, learners spontaneously added their own task performance criteria: budget – each group would draw out of a hat and have to design their trip on a low, medium or high budget, for which they also selected the price range for each.

Throughout the planning of the task in Class 1, the teacher noted that a better-defined process for task design and the development of assessment criteria would be beneficial. After the first class's discussion, the teacher created a series of headings to summarise what had been discussed: 'Planning the Trip, Presenting the Trip, Assessing the Presentation, Reflecting on the Planning and the Presentation'. Self-assessment questions standard to materials from the department were also developed:

I can get all the information I need from travel booking websites in English to organise and plan a seven-day overseas trip.

I can introduce and explain my plan for an overseas trip to my classmates without using notes.

6.3.1.3 Class 2 – Preparing the poster

During the next class, the discussions from the previous class and the teacher-created materials (i.e. the self-assessment and framing headings) were reviewed. Learners formed their working groups and spent the remainder of the class planning their poster presentations. The homework task was to finish the posters and practise their presentations for the next class.

6.3.1.4 Actions and reflection after Class 2

After class, the teacher prepared the materials for carrying out the poster presentations. This meant determining who would present to whom, the paperwork for peer and teacher assessment and the reflection prompts for after the presentations (these were standard for the department – what was good, what was difficult, what can be improved for next time).

6.3.1.5 Class 3 – Presentations

At the beginning of the third and final class on this assignment, the teacher explained the logistics of the conference-style presentations, and the scoring materials were looked over as a group. Following the presentations, the reflection materials were distributed, and learners took the remaining time in class to self-assess and complete the reflection. No homework was assigned although the teacher compiled all of the scores to give back to the learners at the next class.

6.3.1.6 Reflections on Assignment 1

Engagement with feedback was identified as the biggest weakness of the assignment in terms of how it aligned with LOA. The assessment task was indeed a learning task: through the planning of an overseas trip, learners would demonstrate their understanding and knowledge of planning and booking tools, while practising for a real-life situation that had relatively immediate personal relevance. In terms of how it cultivated the development of evaluative expertise, the learners designed their own assessment criteria and combined a mix of peer-, self- and teacher-derived scoring. Although it is unclear if this process did indeed allow them to develop their evaluative expertise, it was conceded as a reasonable start, with the caveat that more specific assessment criteria might bolster this aspect of the project's LOA. However, simply handing back the posters, scores and reflections to learners was identified as not meeting the third principle of engaging with feedback. In order to address this, and in order to be forward-looking, an additional reflective activity entitled 'Looking Forward' was added. This activity consisted of further reflection: for future posters in general, for future presentations in general, and for future trip planning in general. The idea was for learners to make note of their learning during this project in a way that could be used in the future. A master feed-forward document with prompts for each of these categories was created, and distributed to learners at the start of the next class, but ideally, it should have been created in advance of Class 3 and assigned for homework immediately following the presentations.

Assignment 1 was both the learners' and the teacher's first foray into LOA. Although the teacher had been apprehensive about the success of the initiative, the teacher was satisfied with the first attempt. Developing assessment tasks as learning tasks was straightforward. The tasks were well matched with the content of the Travel English course and the more general educational philosophy of the department. The time spent on the project – three 1.5-hour classes (plus homework) – was also deemed appropriate. Introducing the task in a basic way, and not demonstrating or providing an exemplary performance, was another positively perceived feature of the process. However, this is not an opinion shared by others, where providing exemplary performances is seen

as integral to learning to develop evaluative expertise (Konstantinidis 2012). Other successful aspects of the project were the peer-assessment and the framing headings of planning, presenting/performing, assessing, reflecting, looking forward. Although the teacher had been far more involved in the Class 1 discussion than originally hoped, it is thought that as both learners and teachers built on their experience with LOA, teacher involvement would decrease (this was indeed found to be the case in Semester 2).

6.3.2 Plan and Act: Assignment 2

Following Assignment 1, the textbook units Guest Reception, Hotel Services, Guest Information, Guest Checkout, Suggesting Restaurants and Ordering were completed. The second major project for the semester was the preparation of situational oral assessments which learners created and assessed themselves, discussed in the next section.

6.3.2.1 Class 1 – Planning

Learners were tasked with identifying a range of scenarios they could encounter while travelling (either from those in the textbook or those that they felt were important), developing a general script for the non-traveller in the situation for their peer-assessor to use, and determining how the ‘traveller’ would be scored. Rather than working in groups for this assessment, each learner would suggest and prepare a scenario themselves. In order to begin to address one of the issues identified for Assignment 1 – that there was little attention paid to the assessment criteria in terms of differentiating performance bands – the teacher suggested using a three-point system for each scenario, and learners opted to use the scores of 0, 0.5 and 1 as the three bands.

The remainder of Class 1 was spent on determining the scenarios. Learners reviewed the textbook’s materials and brainstormed the conversational situations until a list of seven scenarios was finalised, as follows:

- airport check-in (check-in desk attendant)
- in flight – storing luggage and safety instructions (cabin crew)
- arriving (going through immigration and customs)
- getting to their hotel from the airport (airport information and buying a ticket)
- checking in at the hotel (hotel check-in desk attendant)
- asking for recommendations for things to do (fellow traveller)
- going to a restaurant (server or hostess).

For homework, the learners had to prepare sample conversations for one of the situations, and stipulate what the three bands of scores meant in terms of performance.

6.3.2.2 Class 2 – Preparing

The second class was spent peer-editing and finalising the sample conversations (an approximate length should have been stipulated), while the teacher worked on compiling and creating a master rubric based on what the learners had provided as performance criteria for each band. The last part of the class entailed reviewing the conversations and the scoring rubric they had developed. The assigned homework was to practise for the assessment.

6.3.2.3 After Class 2 and test day

The teacher's homework was to organise and prepare the required materials (scripts for performing and documents for assessing) for the test itself, create the prompts for reflection (planning the test, developing the test scripts, doing and scoring the test), and for feed-forward (for future real-life travel in general, and for future speaking test projects in the Travel English class).

Following their tests, learners scored themselves and each other, and then reflected on the entire process. No additional homework was assigned for learners, though the teacher compiled the scores for learners and reviewed their reflections and feed-forward.

6.3.2.4 Reflections on Assignment 2

In terms of the approach taken to Assignment 2 aligning with the principles of LOA, the assessment task was, as with Assignment 1, considered to be a learning task: through planning and preparing for encounters they might face in travel, learners would demonstrate their understanding and knowledge of common travel events and required associated vocabulary. As with Assignment 1, they were practising for a real-life situation that had imminent personal relevance. In terms of how it cultivated the development of evaluative expertise, the learners designed their own general assessment criteria (which in this case had three levels of performance). The scoring entailed a mix of peer-, self- and teacher-derived scoring (the latter of which was solely based on participation and completion). Although it remains unclear if this process did indeed promote the development of evaluative expertise, it was conceded to be a reasonable first attempt. More work and practice on designing criteria and scoring assessments was seen to be required to ensure feedback received can be used to improve future performances.

Altogether, the second assignment demonstrated a vastly different approach to speaking tests from what was typically employed in the department – that the learners themselves would design the task and score it, and that the teacher was simply the logistic facilitator through this process, was a striking contrast. However, it was not an approach that was widely accepted by other teachers or institutional-level stakeholders, despite the fact that the learners embraced it; it is thought they would thrive if continually offered the opportunity.

6.4 Collect and Analyse Evidence: Semester 1 learner evaluations

End-of-semester course evaluations were standard to the department. Questions delved into the course objectives, information about the course, level of difficulty, assessments, class size, homework, interest and motivation levels. Language-specific questions enquired about the extent to which the course was thought to improve learners' writing, reading, speaking, listening, independent study skills, general English, and understanding of other countries and cultures. Other questions about the textbook and learning materials, in-class activities, the assessment and time spent on homework were often included.

The Travel English course and the teacher scored comparably to the other newly developed electives. This was considered a positive outcome since the teacher had been concerned about the vast change of approach (to assessment and a flipped classroom) being perceived negatively by learners.

Learners had mixed responses to the textbook. They perceived it as well organised, well balanced in terms of the language activities and skills for fluency and accuracy, and as having an attractive layout and design. However, they also deemed the vocabulary too difficult, the grammar too basic and they did not find it interesting or motivating. The learners did not recommend using it again. Conversely, the supplementary classroom activities and assessments were rated as interesting, motivational and challenging. As a result, the course scored very highly on raising interest in further language study. Of the entire semester's activities, learners enjoyed the trip-planning project the most, and asked for more practically focused assessment tasks, such as finding opportunities to study or work abroad. In future implementations of the course, it was decided that textbook usage would be reduced.

6.5 Reflect

In this case study, what was ultimately achieved through the adoption of LOA was the provision of a learning experience entirely different from what might have existed if any of pluriculturalism, the CEFR or LOA had been subtracted from the approach taken. The textbook represented a set of CLT-based learning materials with a linguistic focus. If CLT had been employed on its own, then each class would have consisted of the teacher guiding learners in their completion of the textbook's materials, and supplementing with communicative activities in-class for further practice of the target language from the textbook. If TBLT had been added, the learners would likely have still continued with the textbook's materials in class, but the supplementary activities would have perhaps re-created some of the travel scenarios mentioned in the textbook. Adding the CEFR into the equation

meant stipulating a level of proficiency for the course, using descriptors as course, lesson and task objectives, including self-assessment at the beginning and end of lesson handouts, and (in future implementations) providing complementary graded learning activities in the self-access centre. If the trend of the department had been continued, two teacher-developed speaking and vocabulary tests would have been administered at the end of the semester. Instead, the learners developed and carried out the assessments nearly entirely themselves, seen as a positive outcome of the change effort. The next sections discuss other positives, the weaknesses and recommendations for other contexts gleaned from this case study.

6.5.1 Positives

Successful elements of the project were the timing (both in class and outside of it), the peer-assessment, and the reflective framing structure of planning, presenting/performing, assessing, reflecting, looking forward. The two assignments of Semester 1 were both seen to reinforce the three principles of LOA: the learners understood the purpose of the assessment, contributed to developing specific assessment criteria (with the caveat that this could be improved at future implementations), and worked towards meeting those criteria during task performance. Although the preparation that occurred between classes was more time consuming than usual, this is likely attributable to LOA being a novel process for both the teacher and the learners. It became clear that supporting templates would have been useful (mentioned in Section 6.5.3: Recommendations). Since learners were well accustomed to self-assessment, reflection and speaking tests through other courses and procedures internal to the department, the LOA approach matched well with the learners' previous learning experience, the characteristics of the context, the learning objectives of the course and the general philosophies of the department. Travel English was developed as a standalone elective course but feeding forward into further learning (other courses or other resources on campus) was also a possibility for future development.

6.5.2 Weaknesses and constraints

In the two assignments of this case study, the stated relationship to learning objectives could have been significantly improved; usage of the descriptors for each assignment which aligned with those of the course and the programme as a whole would have likely enhanced the developing of evaluative expertise and feeding forward, particularly if they had linked to further activities that could have been completed in the self-access centre, for instance. Instead, the self-assessment was only completed in a cursory manner. Due to use of the textbook, the learning materials were not CEFR aligned; future

implementations of the course intended to supplement each lesson with self-assessment on CEFR descriptors (for one), as was common to lesson handouts from other courses within the department.

The most challenging aspect of LOA (for the teacher) was determining how to feed-forward. Wiggins (2012) writes that ‘the term feedback is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking.’ As Sugg (2019:35–36) adds, ‘surely praise in the form of phrases such as “well done”, or “you passed the assignment”, or a mark of 8 out of 10, or an A grade is information about how a student is doing? [but] is the student informed as to why the task was “well done”, or as to how they passed? Does the student who receives an 8 out of 10 or an A grade know what to do in future to improve their score? What information is being given that the student can take away?’ The looking-forward reflective questions included retroactively were thus seen to be an integral inclusion to the project, since the responses to these questions were applicable to other learning contexts and situations.

Other identified weaknesses of the project included the assessment criteria and scoring rubric – although learners had brought their own ideas with them to class as assessment criteria, it was the teacher who synthesised these and finalised the scoring instrument: it is thought that further training in this regard might be needed if the learners were to develop the assessment criteria and scoring rubric in their entirety. Hendry, Bromberger and Armstrong (2011) suggest the following activities for this: identification, drafting and redrafting the judging criteria, and practice with rating existing models.

Additionally, the action research brought to light issues pertaining to stakeholder constraints and resistance to the innovation of LOA – the learners, it was felt, accepted the new approach (although an explanation at the beginning of the course would have been advantageous, along with some relevant LOA classroom language), but other colleagues (teachers and head teachers) rejected it. The process could have potentially contributed to a systematic departmental process of a portfolio filled in over four years of the programme. When this was mentioned at a teachers’ meeting, the idea was immediately rejected: other workplans had already been put in place for the academic year, and teachers and other staff were too busy. Resistance to incorporating an LOA approach was evident but it was the institution and teacher stakeholders who constrained the process, not (as had been expected) the learners. A number of ways to address this resistance were conceived:

- a collection of learner-derived or performance feedback as evidence for the success of LOA
- a mixed-model approach to assessment where some was LOA-informed and other more in line with traditional certification or credentialing of the department

- a bank of supporting templates for the management of LOA activities (which potentially could be used in other courses), or
- seeking external local expertise about LOA.

None were resolved prior to the next implementation of the course, which, due to staff changes and a department-wide change in approach to lesson design, was heavily modified. This meant the learners' experiences with LOA were isolated, and any learning advantages unlikely to be achieved without consistency.

6.5.3 Recommendations

Despite the aforementioned constraints and weaknesses, the action research reiterated some key things for innovative LOA initiatives. These are to:

- Provide an explanation to learners about any change of approach at the outset (along with relevant LOA classroom language as required).
- Take an iterative approach to assignments which gradually increases learner responsibility at each iteration. This can be done by having the teacher first develop or introduce the assessment tasks as learning tasks, with the learners filling in various aspects of the details (such as presentation or performance mode, specific content etc.), working up to the learner developing the assessment task from scratch, or having the learners select or develop the assessment criteria for the assessment tasks at first, and then the next time having them define varying levels of performance on each of the selected assessment criteria.
- Ensure the learners assess their own and peers' performances based on criteria they develop themselves, again gradually increasing learner responsibility at each iteration.
- Consider providing or having learners develop supporting templates for task planning (with headings and prompts for the task and the logistics of it), assessment criteria planning, actual assessment during the task, and for reflections and feeding forward afterwards. Ensure that time and effort is devoted to completing in-depth reflections on the entire process by using the framing headings of Planning, Preparing, Performing, Assessing, Reflecting and Looking Forward, perhaps as part of a learning cycle for LOA.
- Ensure that learners engage with feedback in a forward-looking manner, perhaps by including a portfolio and extending the approach to other courses and available resources.

Contrary to initial apprehension, learning how to use and incorporate LOA into classroom instruction was not felt to be a lengthy or complicated process

and the learners responded very positively to it. LOA models are thought to be already, though inadvertently, familiar to language teachers who are accustomed to monitoring learner performance and progress, and adapting learning products to match learners' interests, needs and strengths and weaknesses (Cambridge English 2020), a finding also observed in this case study. Considering it was stakeholders' first experience with LOA however, it did not take long for the learners to adjust, and it was not as revolutionary or as difficult to implement for the teachers as had initially been thought. What had seemed to be a major undertaking at the outset was in fact found to be an approach to assessment and learning which reflected the educational values and philosophies already inherent in the pedagogic approach of the department.

Synthesis of the case studies

In each of the three case studies, innovating with CEFR-informed PLE was met with resistance and faced a range of situational, logistic and stakeholder constraints. Although some of the logistical constraints were unpreventable (the pandemic of 2020 and staffing changes for instance), other constraints were attributed to the confused vision for PLE of the reform's designs, and typical stakeholder responses to innovation. Both of these are discussed in the next sections.

Stakeholder behaviour

Although a range of obstacles were faced, interpreting the case studies from Part 2 using a DoI theory lens suggests that some of the identified constraints – regarding stakeholder behaviour in particular – would have existed no matter the innovation, initiative or context, even if extensive action to mitigate context-dependent constraints had been taken (see Section A2.4: CEFR diffusion of innovations study). According to DoI (Rogers 2003), some stakeholders are willing to adopt any innovation immediately, some want to adapt the innovation, while others need time before they are willing to adopt or adapt. Others still reject the innovation and any changes stemming from it outright and continue to do so over time. These behaviours were observed in all three of the case studies reported in Part 2. It is therefore important for those managing the change effort to accept these behaviours and even better, to foresee this and plan ways to address and support each of these stakeholder groups. Nonetheless, to further explore stakeholder behaviour in response to using the CEFR as an educational innovation, a DoI study was conducted to identify factors that lead to the CEFR's adoption or rejection. A common element of the three case studies is that they were developed by stakeholders accustomed to using the CEFR, or CEFR adopters. However,

stakeholders who pass over and reject an innovation may also be common. The study's intention was therefore to use DoI to predict the factors which lead to stakeholders being adopters or rejectors of innovation, in this case the CEFR. In general, these are the traits of the stakeholders themselves, perceived traits of the innovation, the channels by which communication about the innovation occurs, time since exposure to the innovation, the type of decision (whether the innovation is voluntarily adopted or mandated), and other traits of the social system. As part of a pilot study of an ongoing project on adoption and diffusion of the CEFR, Section A2.4: CEFR diffusion of innovations study presents surveys and interviews administered to language teachers from all over the world to examine:

- how the CEFR was perceived by both adopters and rejectors
- traits of each group
- traits of the social system and the communication channels for each group
- the usage decision type
- the decision process of innovation adopters and rejectors.

Nonetheless, examining the CEFR as an educational innovation was less insightful than originally hoped since the CEFR did not behave as predicted by DoI theory. In general, successful innovations tend to be seen by adopters as having relative advantage over competing innovations, compatibility with existing systems and practice, eventual simplification of systems or practice (after an initial learning period), trialability and observability (Rogers 2003). Greater familiarity with an innovation and certain traits of members of the social system such as motivation and power or agency to create change also predict greater adoption. In this study, however, participants exhibited a wide range of familiarity with the Framework (which itself depended on the time spent on professional development), but greater familiarity was not predictive of adoption. Neither the participants' perceptions of the CEFR nor the usage decision type matched DoI predictions. The investigation did not identify, as intended, the types of factors that have enhanced or hindered uptake of the CEFR. Rather, the responses from the interviewees, both adopters and rejectors, suggested that, unlike other innovations, time was not that important for CEFR uptake. Indeed, it is preferable if diffusion and adoption of the CEFR is slow, and occurs thoughtfully and organically, rather than being enforced from the bottom-up or the top-down. Consistency with previous DoI research was only found in the communication channels, thus implying that factors affecting the adoption and diffusion of educational innovations such as the CEFR must be considered and interpreted within their own specific contexts, and not, like in other innovations, according to general market share. As far as innovation in language education is

concerned, this study and the case studies reiterate that attempts to change pedagogic practice will inevitably be mediated by the traditions of the local context, and the individuals' personal and professional identities (Baldwin and Apelgren 2018).

Ultimately, while constraints and typical stakeholder behaviour should be kept in mind and managed as best as possible, they might have not existed in the same way if a clearer vision of PLE had been applied at the outset, discussed in the following section.

Conclusion to Part 2: A clearer vision for PLE

Each of the reforms in the case studies exhibited a lack of PLE elements thought to result from the lack of a clear view of PLE at the outset. In Chapter 4, the lack of PLE was evident in both the original versions of the sample learning materials and the changes suggested by educators. In Chapter 5, the innovativeness of the CEFR was seen to be too radical, and the objectives of the reform (to foster pluriculturalism in language learners) were essentially forgotten, while time and futile effort were spent on deradicalising the CEFR in the eyes of decision-making stakeholders; innovating with PLE was confused with innovating with the CEFR. In Chapter 6, a similar confusion between LOA and CEFR-informed PLE occurred. Although the Travel English course had been carried out in a manner which was conducive to fostering future learning (via LOA), no further regard was given to pluriculturalism. Had the model from Part 1 been applied as a guide to the reforms, the following might have occurred:

- the teachers from Chapter 4 would have better been able to see and understand the reasons for the proposed changes to conversation classes, and the learning materials acted as a useful reference for them to consult when making modifications to their own lessons
- in Chapter 5, a lot of time would have been saved, and following the disagreements about CEFR usage between teachers and management, management's motivation for the project increased rather than decreased, with the project being carried out as intended, rather than downgraded and then cancelled
- the textbook in Chapter 6 would not have been selected, and the learning materials would have been more pluriculturally oriented in their nature, and not just focused on LOA.

The assumption that inclusion of cultural studies, intercultural communication (even in a CLIL or reflective manner) or international travel enhances learners' pluriculturalism is precarious. Neither are the CEFR nor LOA in a cultural or intercultural approach to learning sufficient for PLE

(although they may be considered a good start). A language learning practice that includes cultural, intercultural, international travel or forward-looking learning alone can be considered more pluricultural than one that does not, but PLE, as elucidated in Part 1, goes beyond that.

Although the case studies reaffirmed previously established challenges for systems and stakeholders when engaging in PLE, the following aspects of the reforms were considered successful, and in alignment with the CEFR-informed model from Chapter 2:

- the presentation of culture and cultural identity at various levels of context, society and geography (and not just nationality), and the importance of being aware of how cultural values and perspective can underlie behaviours (Chapter 4)
- the inclusion of activities which more closely represented the diversity of their users and include the comparing and contrasting of cultural behaviours and reflection on those comparisons (Chapter 5)
- cyclical, forward-looking LOA learning, including a portfolio approach (Chapter 6).

Parts 1 and 2 of this volume focused on resolving both the theoretical and applied challenges of innovating language education contexts with CEFR-informed pluriculturalism. Throughout Part 1 and Part 2, a vast range of interpretations of PLE have been presented. The findings of the case studies mirror the conclusion of Part 1 of the volume: that PLE can be enacted in a number of ways to various extents. Each presentation, however, could be taken as a reasonable point of departure in making PLE-oriented changes in practice, and it may be advantageous for some contexts to take an eclectic, step-wise, iterative borrowing approach in the adoption of PLE as an innovation. However, Part 1 and Part 2 have also highlighted the need for better support and clearer direction for putting PLE into practice, an endeavour embarked upon in Part 3. In Part 3, the findings of the case studies, in conjunction with the model and the reviews from Part 1, contribute to the instruments and supporting procedures for CEFR-informed materials and practices.

Part 3

Practical tools for CEFR-informed PLE

This part of the volume interprets the contents of the CEFR into decision-making and planning tools for PLE. The procedures and assessment instruments were designed to maintain consistency within and between instructional products and keep pluriculturalism as a learning outcome at the forefront. The two chapters cover:

- assessing instructional products in terms of PLE in general and CEFR-informed PLE
- examining the PLE features of classroom instruction
- exploring learners' pluricultural repertoires and interests as part of a needs analysis
- using the CEFR's reflective statements to formulate decisions in creating a PLE curriculum overview
- planning new or modifying existing instructional products for PLE
- conducting a CEFR-informed evaluation of instructional products.

Readers may wish to consider some of the following questions while reading:

Chapter 7:

- *How can you evaluate existing practice (curricula, materials, instruction etc.) in terms of PLE or CEFR alignment?*
- *To what extent are you (or other stakeholders) aware of learners' (and other community members') cultural and social backgrounds? How can these be explored?*
- *What information is needed in order to exploit learners' full cultural repertoires in the instructional products you are concerned with?*
- *How can the extent of cultural and social diversity within your context be highlighted and built upon in the learning process?*

Chapter 8:

- *To what extent do the instructional products you are concerned with take the pluricultural repertoires, interests and needs of learners into account?*
- *What actions or changes can be made to ensure that they do?*
- *What actions can be taken to evaluate any changes made?*

Introduction to Part 3

Due to a lack of guidance in the CEFR, several external sources were consulted in the creation of the tools for PLE presented in Part 3. These sources are:

- The CEFR-QualiMatrix (ECML 2019b), a quality assurance tool in the form of a self-assessment instrument for teachers or teacher educators, managers or administrators, and/or curriculum developers. It assesses the alignment of an existing curriculum to the CEFR according to six generic principles of quality.
- The Communicative Orientation of Language Teaching (COLT) Observation Scheme (Spada and Fröhlich 1995), an observation tool to quantify the ‘communicativeness’ of a language classroom.
- FREPA (Candelier et al 2010) (Sections 2.3.2 and 3.5.3: The FREPA database (CLIL)).
- An ADDIE model (Branch 2009, Forest 2014), a phasal instructional design approach to the development, use and evaluation of instructional products, which cycles through the stages of Analyse, Design, Develop, Implement and Evaluate.

The tools consist of a series of instruments and procedures which can be undertaken independently of each other but may be enhanced when used together. The procedures can be undertaken by an individual decision-making stakeholder (such as a teacher, director, curriculum or materials developer) or among a group of stakeholders with a common objective. Although this is not a requisite, beginning with the instruments from Chapter 7 before proceeding to the planning procedures in Chapter 8 is recommended. The instruments permit for ‘analysing the existing situation [as] an essential preliminary if innovation is to be a step-by-step and not an all-or-nothing process’ (Beacco et al 2016:12). Section 8.2: Analyse presents a process for reflecting on the results of the instruments in Chapter 7 and making decisions for future changes in instructional products and/or classroom instruction.

7 Assessment and evaluation instruments for PLE: Instructional products, classroom instruction and learners' repertoires

Each of this chapter's sections explains the development of an instrument for:

- assessing the extent of PLE features in existing instructional products, including those with no alignment to the CEFR
- determining the extent of CEFR-informed PLE of existing instructional products
- examining ostensibly CEFR-informed instruction with a view to increasing PLE and learning-oriented aspects of classroom instruction
- exploring learners' pluricultural repertoires, cultural and linguistic trajectories, knowledge, attitudes and skills.

The instruments themselves are in Appendix 3 whereas the following sections explain their development and how to use them.

7.1 Assessing instructional products for PLE

The first instrument (see Section A3.1: Instrument to assess instructional products for PLE) was developed to assess an instructional product's extent of PLE. There are two versions, one simplified and the other elaborated. The level of familiarity with the instructional product dictates which version is employed. If the assessor is a third party (they did not develop or use the instructional product themselves), the simplified version is recommended unless the user has substantial familiarity with the learning materials. It was derived from the assessment table for evaluating the PLE features of the publicly available learning material examples in Chapter 3 (Section 3.6: Assessing the PLE features of learning materials). The simplified version contains questions about the components identified as keystones for PLE: knowledge of diversity, awareness of diversity and/or perspective, reflective activities, discourse competence, communicative strategies, and the ability to deal with ambiguity when faced with diversity and/or differing perspective.

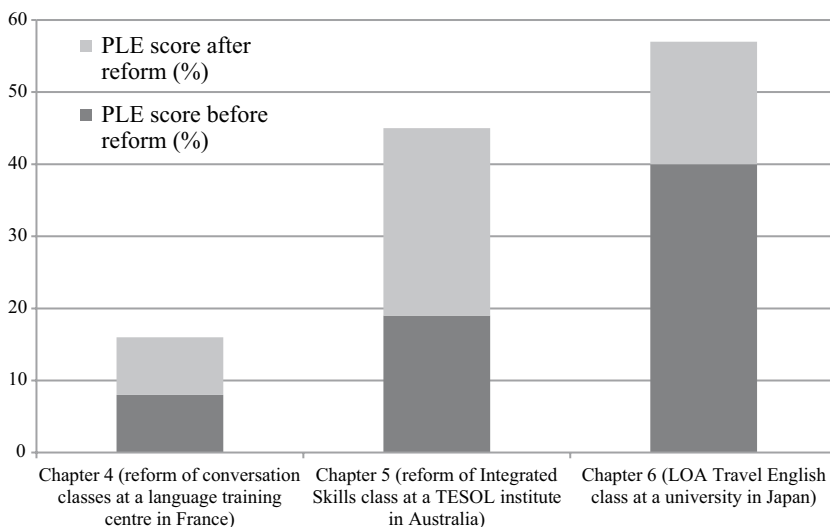
If the instrument user designed or used the instructional products

themselves, the elaborated version is recommended. It corresponds to the elaborated CEFR-informed model for PLE (Section 2.6: A model for CEFR-informed PLE). Neither version assumes any existing alignment of the instructional products with the CEFR. They both divide the features of PLE into the following five categories: Strategies, Knowledge, Learning Features, General Aims, and Overall Repertoire. A sample response scale is also suggested in Section A3.1: Instrument to assess instructional products for PLE.

7.1.1 The instrument in use

The elaborated version was used to evaluate the instructional products both before and after the reforms described in the case studies in Part 2. Two approaches to scoring can be taken, depending on the desired detail of the assessment. One way is to score each category separately and the other to give an overall score across all categories – the approach taken in Figure 6. The scores reflect the stated conclusions in Part 2 about the extent of pluriculturalism of each reform.

Figure 6: Scores for PLE on the curriculum reforms from each case study in Part 2



For Chapter 4, the general curriculum did not contain any explicit ties to the CEFR or any pluricultural aspects. However, some of the constructs from the CEFR scales for PLE were nonetheless present. The overall PLE score for the learning context in Chapter 4 was 8.5% before the reform due to its inclusion of PLE strategies: scores between 1 and 3 (out of 4) on turn-taking (3), taking

the floor (2), identifying cues and inferring (1), asking for clarification (3) were obtained for an overall score of 23% for PLE strategies. The curriculum scored 0 for PLE knowledge, general aims and overall PLE repertoire. Cyclical learning from PLE learning features obtained a score of 100% for that category, adding 11% to the overall score. The 7.5% increase obtained from the reform was due to increases in scores in the Knowledge and PLE General Aims categories.

The curriculum presented in Chapter 5 also exhibited some features of PLE language learning at the outset, obtaining an overall score of 19%. The pre-reform curriculum included knowledge of the world (information and facts about Australia), diversity and sociocultural knowledge (various communities within Australian cities), some of the general PLE aims including comparison of one's own life at home to in Australia, and communicative strategies such as Asking for clarification. The intended reform raised the score to 45% through the inclusion of self-assessment and goal-setting, reflective activities for culture and language, strengthened knowledge of diversity, self-directed learning and the awareness of diversity and perspective aspects.

In Chapter 6, scores for each of the two semesters were compared. The first semester of the LOA-based Travel English course scored 40% – it was strong on PLE Learning Features but lacking in PLE General Aims. Due to the inclusion of the AIE and more reflective activities in the second semester, the score increased to 57% through increases in the General PLE Aims category.

7.2 Assessing instructional products for CEFR-informed PLE

If the instrument in Section 7.1: Assessing instructional products for PLE has been completed, then an estimation of the extent of PLE of an instructional product is known. The instrument in this section allows for assessing the alignment of ostensibly CEFR-informed instructional products in terms of PLE, or the extent of CEFR-informed PLE. It is based on the needs analysis questions from the CEFR QualiMatrix (ECML 2019b), described in the next section. If an analysis of CEFR alignment alone (not specific to PLE) is required, then readers should complete the QualiMatrix in its original form.

7.2.1 The CEFR-QualiMatrix

The CEFR-QualiMatrix is an online tool which assesses the extent of alignment to the CEFR, or 'CEFR-informedness' of language learning programmes (ECML 2019b). To create the matrix, six generic principles of quality (Relevance, Validity, Transparency, Coherence, Inclusiveness and Sustainability) were linked to various aspects of the CEFR and demonstrated features of CEFR-based language learning. For instance, the principle of

‘Relevance’ ensures that the needs, objectives and purposes of an instructional product are relevant to its users and appropriate for the social, cultural and educational characteristics of the context. Relevance is linked to an ‘effective CEFR-based needs analysis, taking into account strengths and weaknesses’, and includes user-centredness. For the principle of Validity, ‘approaches to language education are visibly aligned to and consistent with the CEFR’, one aspect of which is ‘standardisation (valid and reliable interpretation of CEFR levels aligned to official, international examples; curriculum and assessment procedures are properly implemented)’ (ECML 2019b).

The tool itself consists of a series of assessment questions for a curriculum and learning context. Three higher-order categories of Planning, Implement and Evaluate are broken down into sub-stages:

- Planning: Needs and Situation Analysis, Clarity, Sequencing, Materials, Teacher Involvement, Wider Involvement, Communication and Teacher Education
- Implement: Creating Effective Conditions, Learning Focus, Empowerment, Variety and Balance, Action-oriented Approach, Competences, Monitoring, Learning Development
- Evaluate: Constructive Alignment, Assessment for/as Learning, Assessment of Learning, Transparent Criteria, Design, Validation, Reporting Results and Reflecting on Results.

In total, there are 86 questions across three versions. Each version depends on whether the user is a teacher or teacher educator, manager or administrator, or curriculum developer. Once all questions have been answered, the tool calculates a mean score for each principle for each category of Planning, Implement and Evaluate. If a score under 70% is obtained, the tool suggests that that ‘area may indicate room for improvement’, concluding with a series of reflective questions for how that area can be improved.

7.2.2 Adapting the CEFR-QualiMatrix for PLE

In order to contextualise the matrix for PLE, each of the 86 questions was examined and either adapted, modified or removed according to their alignment with this volume’s take on PLE. For instance, the original questions frequently enquired about the extent to which the curriculum refers to the CEFR’s descriptive scheme and descriptors. In order to contextualise for PLE, the CEFR-informed model for PLE and the series of scales for PLE from Box 1 (Section 2.6.2: Creating the CEFR-informed model for PLE) are referred to instead. The term ‘overall learning programme’ or ‘curriculum’ is also replaced by ‘instructional product’, in case the subject of the assessment is a course, unit, lesson, task, training material or something else. Any of the questions

seen to extend beyond the topics in this volume were removed¹. Questions repeating those already contained on the instrument from Section 7.1: Assessing instructional products for PLE – cyclical learning, self-assessment and goal-setting, peer-assessment and editing – were also removed.

The remaining questions were compiled into the following new categories: the Instructional Product, Learners' Needs and Development, the Action-oriented Approach, and Managing and Evaluating PLE initiatives. The resulting instrument therefore does not give scores for each of the six generic principles of quality as in the original matrix. A process for scoring is presented alongside the instrument itself in Section A3.2: Instrument to assess CEFR-informed PLE.

7.2.3 Using the instrument

The instrument from Section A3.2: Instrument to assess CEFR-informed PLE was used to evaluate the reforms from the case studies in Part 2. Table 2 shows the pre-reform scores for each category on the instrument, and the overall score. An 'X' is sometimes included for the column of 'Managing and evaluating CEFR-informed initiatives' due to a lack of knowledge about that feature of the learning context or because no reform or initiative had previously ever been undertaken. In the case of Chapter 6 (the LOA-based Travel English class), the pre-reform score represents the first semester. The table also shows the scores for a CEFR-informed, learning-cycle-based World Englishes course which provided the context for the development of the instrument in the next section. In terms of PLE features, the World Englishes course is thought to be exemplary, and is likely as close to the maximum score reasonably possible using this instrument.

Although the reforms were felt to have failed in meeting some of their objectives (see Synthesis of the case studies), Table 2 demonstrates increased scores for CEFR aspects (in addition to increased scores for pluriculturalism, see Section 7.1.1: The instrument in use). These results suggest that each reform could in actuality be considered to have been quite successful. The reform in Chapter 4 increased its alignment with the CEFR by 25% overall, due to a high score on the management of initiatives category, and improved regard for learners' needs and development in the new conversation classes. For Chapter 5, the CEFR-informed alignment increased substantially,

1 The eliminated questions enquired about: national standards and examinations, online communities of practice, creativity in the classroom through games and play, the variety of learning activities including input, controlled and free practice, usage of authentic materials, creation of a supportive learning environment, alternative materials for learners of different proficiencies, error correction techniques, plurilingualism, constructive alignment and criteria, the design and validation of testing instruments and the grades awarded – if any of these are considered important, readers should complete the original matrix concurrently.

Table 2 Overall scores for CEFR-informed PLE on the curricula from the case studies in Part 2

Assessment of case studies from Part 2 (pre- and post-reform)	Instructional product (%)	Learners' needs and development (%)	Action-oriented approach (%)	Managing and evaluating CEFR-informed initiatives (%)	Overall score (%)
Chapter 4 (conversation class reform towards the inclusion of cultural elements)	1/1 (no change)	11/54 (increase of 43%)	33/50 (increase of 7%)	X/61	6/31 (increase of 25%)
Chapter 5 (Integrated Skills reform to reduce grammar-focused elements and increase Australian culture and reflection on cultural phenomena)	2/72 (increase of 70%)	32/42 (increase of 10%)	58/67 (increase of 9%)	27/69 (increase of 42%)	17/57 (increase of 40%)
Chapter 6 (LOA Travel English course development)	38/48 (increase of 10%)	61/68 (increase of 7%)	100/100 (no change)	X/86	49/64 (increase of 15%)
World Englishes course from Section 7.3: Auditing CEFR-informed PLE classroom instruction	84%	61%	100%	X	81%

primarily due to the inclusion of reflective activities. For Chapter 6, the CEFR alignment did not increase as substantially as for the other case studies (from 49% to 64%) given the existing alignment of the overall programme curriculum with the CEFR, although one of the comments in Section 6.5: Reflect was that the stated relationship to learning objectives could be improved by including descriptors for each lesson and assignment. Since this critique was addressed in the second semester, a small score increase in the 'Instructional product' category was evident (Table 2). The inclusion of linking for further activities in the self-access learning centre, also a critique made in the first semester and addressed in the second, reflects the small change in the score in the 'Learners' needs and development' category (Table 2). Altogether, the instrument seems responsive to changes in practice, and recasts the reforms in a more positive light.

7.3 Auditing CEFR-informed PLE classroom instruction

According to North (2020a), the action-oriented approach of the CEFR is enacted in both curriculum/syllabus/course planning and in the classroom. The instruments in Section 7.1: Assessing instructional products for PLE and Section 7.2: Assessing instructional products for CEFR-informed PLE allow for increasing understanding of the former whereas the instrument in this section focuses on the classroom environment. A more holistic understanding of the nature of CEFR-informed PLE of a learning context can be gained if the aforementioned instruments are used alongside the one in this section.

The classroom assessment instrument, in actuality a coding scheme for classroom events, was conceived to support CEFR-informed reflective teaching by providing insight into typical CEFR-informed PLE classroom activities and practices. The instrument, referred to as the coding scheme, allows for a systematic evaluation and analysis of the classroom environment with a view to increase (if necessary) CEFR-informed PLE features of instruction. It was adapted from the Communicative Orientation of Language Teaching (COLT) observation scheme, explained in the next section.

7.3.1 The COLT observation scheme

The COLT observation scheme was originally devised as a method to quantify the instructional events and environment in CLT classrooms (Spada and Fröhlich 1995). The purpose of the COLT scheme is to evaluate the 'communicativeness' of a lesson. It codes classroom events according to activities and episodes: an activity includes a number of events that occur within one episode, which allows for the timing of each event to be calculated. For example, the following six events make up one episode:

- the teacher explains the task to the students
- the students move into groups
- the students begin the task
- the teacher provides feedback mid-task
- the students continue and complete the task
- the teacher summarises and concludes that task before moving on to instructions for the next task.

Then, the events, organisation and communicative nature of language lessons, including characteristic features of student and teacher interactions are examined. In its original form, the COLT scheme consists of two main sections, Parts A and B, the former to describe ‘classroom events at the level of episode and activity’ such as drills, dialogues, games, conversation etc. and the latter for analysing ‘the communicative features of verbal exchanges between teachers and students’ (Spada and Fröhlich 1995:13).

The COLT scheme in its original form is not appropriate for quantifying CEFR-informed PLE classrooms, flipped or otherwise, even if they are ‘communicative’. The following section explains how the COLT scheme’s Part A was adapted to be able to capture features of CEFR-informed PLE classrooms.

7.3.2 Adapting the observation scheme for PLE

This section describes what was maintained, adapted and removed from the original COLT scheme. In each case, readers are nonetheless encouraged to add back in any of the changes made if required.

In the original scheme, an observer uses Part A to code the events according to specific criteria within the following five main categories: participant organisation, content, content control, student modality, and materials. Participant organisation is the percentage of class time spent listening to the teacher, working in groups, or alone, and doing the same or different tasks. This category was maintained in the adapted version as an estimate of learner-centredness of the class, one feature of PLE. The materials category was also maintained, for identifying the type (minimal text, extended text, audio or visual) and source of materials though the categories for source were changed. The original version required indicating if the materials were in L2 and designed for non-native or native speakers. Instead, CEFR content replaced those categories (from Council of Europe 2001:145–146) with:

1. Authentic texts (produced for communicative purposes with no language teaching intent, e.g. untreated authentic texts that the learner encounters in the course of direct experience of the language in use such as daily newspapers, magazines, broadcasts, etc.).

2. [Adapted] Authentic texts selected, graded and/or edited so as to be judged appropriate to the learner's experience, interests and characteristics.
3. Texts specially composed for use in language teaching, e.g. texts composed to resemble authentic texts as above (e.g. specially written listening comprehension materials recorded by actors); texts composed to give contextualised examples of the linguistic content to be taught; isolated sentences for exercise purposes (phonetic, grammatical, etc.).

Content control, also maintained, refers to who selects the text or task that is the focus of instruction, and who has the control over its content. For instance, the teacher could ask the students questions about a text, the teacher could set a task and the students develop the content, or the students initiate and control the content. An understanding of this category is relevant for ability to learn, or the learning-oriented elements of PLE.

Some of the content category was also maintained, but modified. Content refers to the classroom discourse, including whether language used by the teacher is for managing the classroom (discipline or procedure), focuses on form, function, sociolinguistics or discourse or other narrow or broad topics. Since PLE entails discourse competence and sociolinguistic appropriateness, these were maintained on the scheme and columns for diversity and perspective were also added, being key traits of PLE instructive materials. For grammar-based instructional products (such as those in Chapter 5) readers may wish to add the form and function options back in.

Student modality refers to the four language skills, but since learners are often doing all four in PLE activities, student modality was removed.

The remaining modifications of the original COLT scheme aimed to further orient it towards CEFR-informed PLE, and categories for reflective activities, editing and feedback (divided into 'own' or 'peer' depending on whether learners spent time critiquing their own or peers' work) and focus on descriptors were added.

Altogether, the modified scheme consists of seven higher-order categories and 17 sub-categories for coding, compared to eight and 33 in the original scheme. When trialled, this version was found to be a lot easier to use and much more appropriate for auditing the contents of a flipped classroom CEFR-informed lesson. The scheme, referred to as the CEFR-informed classroom instruction (CICI) coding scheme, is shown in Section A3.3: Instrument to assess CEFR-informed classroom instruction (CICI) for PLE. Since the only truly CEFR-specific component of the scheme is the descriptors, it is thought that its usage is not restricted to assessing ostensibly CEFR-informed classes.

7.3.3 Using the coding scheme

The coding scheme was used to audit a learning-cycle based CLIL World Englishes course, an offering of the CEFR-aligned language programme of a university in Japan. The World Englishes course is thought to be exemplary in terms of its extent of PLE features (see Section 7.2.3: Using the instrument, Table 2) and is explained in the next section. The detail about the learning context is also hoped to make it easier to understand how the coding scheme can be used and the results interpreted.

7.3.3.1 The context: The course and assignment

The participants of the CLIL World Englishes course were second year English majors estimated to be at a B1 to B2 level. The general aims of the course were for learners to develop interest in the past, present and future of language in the world (not necessarily just English), and to connect identity with language. The course also intended to mobilise the learners for examining influences on the spread of English around the world and discussing modern issues in the area of World Englishes.

A series of four lessons were audited using the coding scheme. In those four lessons, learners created and presented a poster on a variety of World Englishes. The poster project used the following (modified) descriptors for the goal-setting and self-assessment:

- B1: I can give a short and straightforward presentation on a chosen topic in a reasonably clear and precise manner.
- B2: I can give clear, detailed descriptions, expanding and supporting ideas with subsidiary points and relevant examples.
- C1: I can give a clear, well-structured presentation on a complex subject, expanding and supporting points of view with appropriate reasons and examples.

Based on a CEFR-informed learning cycle (O'Dwyer 2010), the majority of class time was spent with learners working together to brainstorm and get feedback on various sections of their draft posters. The teacher provided examples and prompts for giving critical, constructive peer feedback. For homework, the learners incorporated the peer feedback they had received during the class into producing their posters.

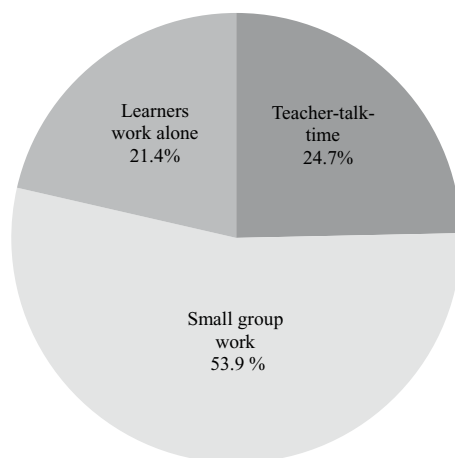
7.3.3.2 The observed classes

Across the four classes, the number of activities and episodes per class and the mean percentage of class time spent was measured for the following: the teacher spoke to the class as a whole, the students worked together or alone, feedback and editing, reflective activities, and focus on descriptors. Each class

consisted of a range of episodes and activities from each of the four 90-minute lessons (from four to 11 episodes, and from 25 to 50 activities). The materials were generally student-created, with the exception of some of the reflective prompts and homework readings, which were provided by the teacher. For content control, all classes involved the teacher setting some sort of task, and then the students were left to complete the task as they saw fit. For example, the teacher would instruct the learners to explain one aspect of their poster to their peers who would then critique it. In other words, the content control was consistently teacher/text/student throughout the lessons.

Figure 7 below shows the division of class time throughout the four classes. About 11% of each class was taken up by procedural activities (such as moving around the classroom to find a new partner, handing out papers etc.). Of the remaining approximately 80 minutes, learners spent nearly 75% of the time either alone or in small groups, with the teacher speaking to or with the class for the remaining 25%. Editing and feedback activities for their own posters, a sample or a partner's poster, made up about 57% of the time that the learners worked together. Can Do statements were discussed directly for about 11% of the total class time for reflection and goal-setting (O'Dwyer 2010). Reflective activities were not a prominent feature of these lessons, since the reflection part of the learning cycle was to come following the presentation class. Nonetheless, about 5% of class time was spent reflecting on the diversity of World Englishes and their relation to identity. The CICI scheme determined that the assessed World Englishes classes, which are seen to be exemplary in terms of CEFR-informed PLE practice, were highly learner-centred, with the majority of time spent critiquing or getting feedback on one's own work, or that of peers.

Figure 7: Participant organisation across all assessed classes



7.4 Exploring learners' pluricultural repertoires, trajectories and interests

If the assessment instruments presented so far in this chapter have been completed, then an estimate of the extent of general PLE and CEFR-informed PLE in instructional products and classroom instruction from a given learning context is known, and some ideas for changes may have been developed. However, the introduction to the CEFR states that language teaching and learning should be based 'on the needs, motivations, characteristics and resources of learners' (Council of Europe 2001:3) and that this will make it possible to determine 'how learners' previous experience can be built on in the learning process' (2001:176). Without this understanding, any changes to existing instructional products (or newly developed ones) may be inadequate to address learners' needs or enhance their pluricultural repertoires. A needs analysis is therefore required. A needs analysis is the process of collecting information in order to set appropriate objectives and determine contents of a curriculum based on local needs (Council of Europe 2001:53, 208, Kayl 2008). Other information such as educational and cultural background, linguistic proficiency level, interests and motivation might also be relevant (Matheidesz and Heyworth 2007). In the CEFR, this means determining:

- whether the learners concerned already have some experience of linguistic and cultural plurality, and the nature of this experience;
- what experience of linguistic and cultural diversity learners may have at the time of their learning (for example parallel to and outside their attendance at a learning institution);
- whether learners are already able, even if only at a very basic level, to function in several linguistic and/or cultural communities, and how this competence is distributed and differentiated according to the contexts of language use and activities (Council of Europe 2001:176).

To do this, this section proposes two instruments as needs analysis tools. Both of the tools feed into the procedures in Chapter 8, since the information they provide enables the selection of learning objectives which take 'account of their characteristics, expectations, interests, plans and needs as well as their previous learning path and their existing resources' (Council of Europe 2001:176). The first instrument explores the present extent of linguistic and cultural plurality, or current pluricultural repertoire. The second instrument explores learners' previous and potential future linguistic and cultural experiences, or learners' pluricultural trajectories.

According to North (2020a), using descriptors as a questionnaire is one way suggested in the CEFR for conducting a needs analysis. The first instrument (Section A3.4.1: Pluricultural repertoire self-assessment instrument) is thus a self-assessment instrument made up of Can Do statements for Building on

pluricultural repertoire and Facilitating pluricultural space using the modified descriptors from Section 2.5.2: Changes to descriptors.

The second tool is derived from FREPA's database of over 520 descriptors for Knowledge, Attitudes and Skills in pluralistic approaches to education. The descriptors were curated and linked to aspects of the CEFR-informed PLE model from Section 2.6: A model for CEFR-informed PLE and then contextualised as a needs analysis instrument for pluricultural trajectory. Following several iterations of curation, about 100 of the database's original descriptors were selected. According to whether they referred to learners' previous experiences, knowledge, agreement, or abilities they were divided into categories and converted into question form (Section A3.4 provides more detail on the process). A final section on the instrument enquires about general interest in sociocultural topics mentioned in the CEFR. The instrument (Section A3.4) has not been adapted for different levels of language proficiency, as it is rather lengthy and time-consuming to fill out and many questions need to be translated or adapted for use with learners.

7.4.1 Using the instrument

Although the three previous instruments in this chapter could be filled in by teachers or other decision-making stakeholders, the instruments from Section A3.4: Instruments to explore pluricultural repertoires were designed for learners. In the case where it is not possible to obtain learner information before an instructional product needs to be developed, other methods that do not require any structured data collection from learners can be employed. Huhta, Vogt, Johnson and Tulkki (2013) discuss ways that a needs analysis can occur – some without learner input – including the disadvantages, advantages, costs and effort involved in each. As one example, intuitive methods are based on 'the principled interpretation of experience' (Council of Europe 2001:208). In other words, an expert stakeholder or group of stakeholders may need to suffice in gathering information about the learners' pluricultural repertoires, trajectories and interests, with the caveat that as much learner verification as possible is ideal. In many cases, teachers, as knowledgeable stakeholders, may be best suited to this job. Such an approach can be used for the Building on pluricultural repertoire/Facilitating pluricultural space instrument (Section A3.4.1: Pluricultural repertoire self-assessment instrument) as it is already calibrated for language proficiency. The FREPA-based instrument in Section A3.4.2: Instrument to explore learners' experiences, needs and interests, is less amenable to being used by anyone other than the targets themselves (the learners). Nonetheless, it is the follow-up on the results of these instruments which is most important since the results are used to select learning objectives and plan subject matter. The next chapter covers determining a plan of action based on the results obtained on the instruments from this chapter.

8

Analysis, design, development and evaluation of CEFR-informed PLE

This chapter focuses on planning, designing and developing CEFR-informed PLE instructional products, evaluating the action taken and determining what changes should be made in the future. It covers:

- interpreting the results obtained on the instruments from Chapter 7
- creating a CEFR-informed PLE curriculum overview
- identifying and refining descriptors as learning objectives for PLE instructional products
- a generalised approach to PLE lesson development and for determining subject matter
- several options to evaluate actions taken and making decisions for future changes.

Note: If none of the procedures from Chapter 7 have been completed, readers are invited to skip Section 8.2.

8.1 Introduction

The CEFR implies an approach to curriculum development known as backwards design (North 2020b, Richards 2013). This begins with the specification of learning outcomes, and decisions about methodology and syllabus are made later. For instance, Bower et al's (2017) backwards design CEFR-informed curriculum reform included some of the following steps:

- stipulating objectives at the level of programme in terms of descriptors
- creating a curricular outline
- selecting specific objectives for each course
- soliciting ideas from teachers and learning advisors for lesson topics on a unit by unit basis
- selecting objectives for each lesson
- developing lessons and assessments from the lesson target descriptors.

Due to the CEFR's flexible nature however, it can be used in forward and central design approaches as well. Forward design begins with syllabus and methodology development, before establishing learning outcomes. In Eken's (2007) forward design, CEFR descriptors as learning objectives for existing

courses were incorporated into classroom materials to raise awareness and promote communication among all stakeholders. In central design, classroom processes and methodology are determined in advance, and syllabus and learning outcomes later. Nagai, Birch, Bower and Schmidt (2020) take a more centralised approach where the relevant CEFR elements of domain of language use, classroom language activities and modes of communication are first identified, and then learning outcomes are selected from these scales according to proficiency level. No matter the approach taken to curriculum design or reform, however, the perspective of the CEFR is clear that learning outcomes (in the form of descriptors) are paramount and should be kept at the forefront of all decisions. In doing so, a CEFR-informed curriculum remains focused on learning objectives and consistent with other instructional products including materials, lesson plans and classroom tasks.

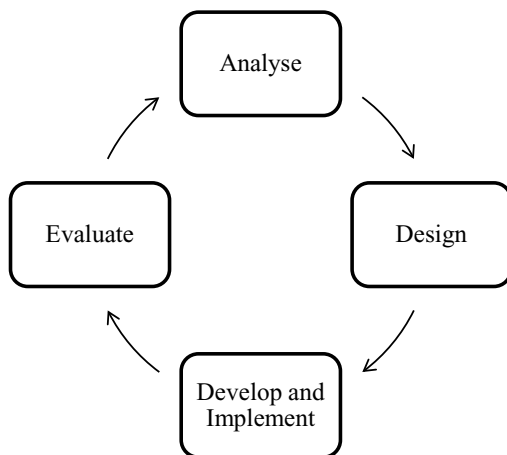
This chapter helps with articulating the decision of taking a forward, central or backwards design: this entails determining whether to recast and supplement an existing set of instructional products towards CEFR-informed PLE (as in Chapter 5), whether creating instructional products from scratch is required (Chapter 6) or whether a mix is preferable (Chapter 4). Support for all three approaches exists. North (2014:111) states: 'In relating a curriculum to the CEFR, the most important point is to not throw away what already exists'. Matheidesz and Heyworth (2007:2) echo this sentiment: 'Do not discard anything that has worked well in your institution'. The two reforms in Chapters 4 and 5 both experienced substantial increases in their scores for pluriculturalism (Section 7.1.1: The instrument in use) and on their alignment with CEFR principles (Section 7.2.3: Using the instrument) following supplementation and modification of existing materials – the instructional products did not need to be rewritten. Respondents in the DoI investigation (Section A2.4: CEFR diffusion of innovations study) presented summarily in the section Synthesis of the case studies also disagreed with replacing their existing materials with newly designed CEFR-informed instructional products. Although the procedures in this chapter assume a backward design approach, they can also be applied to central and forward design approaches.

Once the decision is formulated, an ADDIE model (discussed in the following section) frames the planning, development and evaluation of CEFR-informed PLE instructional products. In this chapter, ADDIE is used in a way that systematically addresses elements of the CEFR's action-oriented approach including the perspective of language use, the general and communicative language competences, the context of language use, and language activities, texts, domains and strategies.

8.1.1 ADDIE

ADDIE models and cycles are typically used in the field of instructional design – the practice of systematically developing and delivering instructional products to be efficient, effective and engaging (Merrill, Drake, Lacy and Pratt 1996, Wagner 2011). In general, ADDIE cycles (whose letters stand for word variants of Analyse, Design, Develop, Implement and Evaluate) consist of steps for planning, implementing and appraising a curriculum with continual evaluation and revisions at each stage. In this chapter, the adapted ADDIE cycle in Figure 8 frames the planning, development and evaluation of a CEFR-informed PLE curriculum although the process can also be contextualised for other instructional products (course, unit, lesson or even a task).

Figure 8: The adapted ADDIE cycle used in Chapter 8



Modified from the version at educationaltechnology.net/wp-content/uploads/2017/08/Addie.png

In the Analyse phase, typically seen as the starting point of the cycle, the problem is identified and objectives are stipulated. This phase is also referred to as the needs analysis phase as it elucidates the baseline against which future results are evaluated. In other words, the analysis phase intends to specify constructs of interest in need of change in the present learning environment (Larson and Lockee 2013). In the Design phase, the planning of learning materials and content, including learning objectives, assessment instruments, subject matter and lesson planning, occurs. In the Development phase, the materials associated with the previous phase are created or assembled and the Implementation phase consists of training both learners

and facilitators on the new curriculum if required, and then using it. A variety of approaches can be taken for the Evaluate phase, which may include both formative and summative evaluation of learner performance and/or stakeholder evaluation and feedback (Kirkpatrick 1996). Evaluation may mean considering what is required in order to further the efficiency and success of future implementations of the curriculum. It could include looking at learners' graded assessments, self-assessment, interviews and surveys, comparisons between pre-intervention and post-intervention tests, comparison to control groups or peer or instructor observations, or surveying and interviewing curriculum stakeholders. Evaluation can also entail gauging the reaction of the learners to determine the extent the curriculum was deemed engaging and relevant, and identifying the learning that occurred.

8.1.2 Overview of the ADDIE phases for CEFR-informed PLE

In this chapter, each phase of the ADDIE model consists of a series of procedures for CEFR-informed PLE. The first three instruments from Chapter 7 provide a baseline or a 'before' snapshot of the learning context, as a point of departure for Analyse. In Design, the CEFR's reflective statements are operationalised as a tool for creating a curriculum overview (a worksheet in Section A3.5: CEFR-informed curriculum overview creation). The process entails systematically responding to the reflective statements in the CEFR, and compiling the answers into a curriculum overview. The curriculum overview presents the educational philosophy, the general objectives of learning, the methods, techniques or methodologies that are employed to achieve the objectives, the syllabus (including the micro-skills, language and logistics specific to the course), and assessment. Typically, the Develop phase consists of assembling the planned materials, but a different approach is taken here: the subject matter is planned in Develop, rather than in Design. The process in Develop will depend on whether instructional products will be created anew and existing materials will be aligned, modified and adapted towards PLE or a hybrid of both, a decision based on the reflections, recommendations and procedures of Analyse and Design. Section 8.5: Evaluate offers several options, some corresponding to the instruments from Chapter 7 and others to the PLE curriculum overview created in Design (Section 8.3). The results of Evaluate are used to inform the next iteration of the ADDIE cycle.

8.2 Analyse

In the ADDIE model's Analyse phase, the learning environment's problem is identified, and a baseline against which any action can be compared is

established. In this section, the assumed ‘problem’ is either a lack of pluriculturalism in current instructional products or a mismatch between learners’ pluricultural repertoires and interests and the learning experience. Action is then taken with the general objective of ‘pluriculturalising’ the learning context and its instructional products accordingly. The baseline is established using the instruments in Section 7.4: Exploring learners’ pluricultural repertoires, trajectories and interests. Ultimately, this means making changes in instructional products to increase scores obtained on the instruments in Chapter 7. Completion of at least one of the instruments from that chapter is therefore recommended in order to be able to make a before and after comparison. If this is not possible, readers are invited to skip to Section 8.3: Design, which delves into the development of a PLE curriculum overview. Table 3 shows four different recommended actions according to scores obtained on four of the instruments from Chapter 7. The case studies in Part 2 were used to set the thresholds. Determining which action to take is discussed in the next section.

8.2.1 What actions to take?

This section provides some insight for how the scoring on instructional products can be interpreted and used to determine future action (Table 3).

8.2.1.1 Extent of PLE

Completion of the first instrument (Section 7.1: Assessing instructional products for PLE) results in an overall score for the extent of PLE in an instructional product. A score of less than 20% (as was obtained in Chapter 4) suggests designing new instructional products from scratch is likely required. Anything that scores between 20% and 40% at the outset would likely require changes in terms of both content and/or methodology, and a mix of new, supplementary and modified materials (as was the case with the reform in Chapter 5, which consisted of both content and methodological change). Conversely, anything above 40% is well suited for smaller scale changes including modification and/or supplementation. Anything above 60% is considered ‘pluricultural’ (such as the World Englishes course described in Section 7.3: Auditing CEFR-informed PLE classroom instruction) and could just be tweaked to incorporate other pluricultural elements from the CEFR-informed model for PLE.

8.2.1.2 Extent of CEFR-informed PLE

For the adapted CEFR-QualiMatrix for PLE (Section 7.2: Assessing instructional products for CEFR-informed PLE), if a score under 70% was obtained, this was an area with ‘room for improvement’. The following questions were provided for reflection (adapted from original):

Table 3 Recommended actions according to scores obtained on each instrument

	Overall score on instrument 1 (Section 7.1) for assessing general PLE				Overall score on instrument 2 (Section 7.2) for assessing CEFR-informed PLE				Percentage of teacher-centred class time on instrument 3 (Section 7.3) for assessing features of classroom instruction				Hypothetical scores on a learner self-assessment instrument such as that in Section A3.4.1				Recommended action			
Low	Under 20%	Under 40%	Under 40%	70% or more	Under 40%	Under 40%	Under 40%	70% or more	Under 40%	Under 40%	Under 40%	Under 40%	Under 40%	Under 40%	Under 40%	Under 40%	Under 40%	Design and develop materials from scratch and change in approach to classroom instruction/methodology		
Moderate	from 20–40%	41–55%	41–55%	51–70%	41–55%	41–55%	51–70%	51–70%	41–60%	41–60%	41–60%	41–60%	41–60%	41–60%	41–60%	41–60%	41–60%	A mix of newly created, supplementary and modified materials and/or classroom activities/methodology		
Substantial	41%–60%	56–70%	56–70%	31–50%	56–70%	56–70%	31–50%	31–50%	61–80%	61–80%	61–80%	61–80%	61–80%	61–80%	61–80%	61–80%	61–80%	Modification and supplementation of existing materials and/or changes in classroom instruction/methodology		
High	above 60%	Over 70%	Over 70%	30% or less	Over 70%	Over 70%	30% or less	30% or less	Over 80%	Over 80%	Over 80%	Over 80%	Over 80%	Over 80%	Over 80%	Over 80%	Over 80%	Slight modification, supplementation and/or adjustments to classroom instruction/methodology		

- Why has this instructional product scored low in these areas? What are possible reasons for that?
- Which particular categories are associated with low scores? Is the issue in one category or is it a general problem?
- Are there components or concepts of the CEFR which you do not yet fully understand and need to research further?
- Where can other examples of similar projects be found for comparison?

A score of less than 40% (as was obtained in Chapter 4) suggests designing an instructional product from scratch is likely required. A score under 40% does not exhibit strong links to CEFR principles. Anything that scores between 40% and 55% at the outset would likely require changes in approach and perhaps some new, supplementary and modified materials (the reform in Chapter 5 consisted of the addition of self-assessment and lots of reflective activities and increased its post-reform score to within this range). Conversely, anything above 55% is well suited for smaller-scale changes including modification and/or supplementation. Anything above 60% is considered very strongly aligned with the CEFR-informed PLE and could just be tweaked according to the results on the instruments from Section 7.2: Assessing instructional products for CEFR-informed PLE and Section 7.3: Auditing CEFR-informed PLE classroom instruction.

8.2.1.3 CEFR-informed classroom instruction

COLT in its original form is simply a tool for the basis of reflection. In other words, there is no defined threshold which determines whether a language class can be deemed ‘communicative’ or not. Likewise, for using the CICI coding scheme from Section 7.3: Auditing CEFR-informed PLE classroom instruction, there is no threshold which deems a language class ‘CEFR-informed’. The suggestion in this section is to make changes based on the percentage of teacher-centred class time, an objective measure that remains key for PLE. If teacher-centred class time is 70% or more, then a major change in approach to classroom instruction or methodology is recommended. Conversely, if teacher-talk-time is under 30% (including logistical management and disciplinary language use), then slight improvements could still be made; 30% is considered the maximum acceptable threshold for PLE, identified following the coding of:

- the World Englishes class (Section 7.3: Auditing CEFR-informed PLE classroom instruction), where teacher-talk-time was less than 25% of the classes
- four CEFR-informed learning-cycle based EFL writing classes (Runnels and O’Dwyer 2020)
- three language learning classes by two strong CEFR adopters, which all scored on average around 30%.

The CICI can also be used to gauge improvements over time. For instance, if coding occurs over the course of an academic year, reductions in teacher-talk-time would become evident. If learners are being trained in conducting self-assessment throughout a course, the participant organisation coding would show more frequent teacher-to-student or class interactions at the start, gradually shifting to solely group or individual work over time. Similar shifts would also be observable in the categories of focus on descriptors, reflective activities and content control.

8.2.1.4 Learners' pluricultural repertoire, trajectory and interest instrument

Regarding the self-assessment statement instrument from Section 7.4: Exploring learners' pluricultural repertoires, trajectories and interests, general recommendations are made in Table 3 according to hypothetical mean scores on a five-point scale. The thresholds were selected based on the results of a self-assessment study reported in A3.8: Learner and teacher feedback using self-assessment descriptors.

If the procedures in this section have all been completed, recommended actions for PLE, CEFR-informedness, classroom instruction and addressing learners' pluricultural needs will have been identified. The next section turns to the creation of a PLE curriculum overview and then finalising the decision for action in Section 8.4: Develop.

8.3 Design

In the Design phase, learning materials and content including learning objectives and subject matter are typically planned. In this volume's application of an ADDIE model however, subject matter planning is tackled in Develop (Section 8.4). This section covers the creation of a PLE curriculum overview including the selection of learning objectives. However, the procedure can be undertaken to create a descriptive overview for any instructional product, not just a curriculum. The process is based on the CEFR's reflective statements, explained in the next section.

8.3.1 The CEFR's reflective statements

Throughout the CEFR, a series of reflective statements invite users of the Framework to consider and reflect on the various aspects of their learning context, approach and practice. Each of the questions is associated with a section of the CEFR's content. The questions are designed so that each user can make a decision about the importance of the related content and take action accordingly: 'If a user decides that a whole area is not of concern, there is no need to consider each section within that area in detail. If the decision taken is of significance, it can be formulated using the categories and

examples supplied, supplemented as may be found necessary for the purpose in hand' (Council of Europe 2001:3).

Over 60 reflective statements are peppered throughout the Framework. Being spread across the entire work does not easily lend to using them in a comprehensive way. To address this, a worksheet (Section A3.5: CEFR-informed curriculum overview creation) presents the reflective statements in a single location (rather than spread out over hundreds of pages of text). This permits for responding to the reflective statements in a systematic, meaningful and structured rather than disjointed way, with a view to incorporating the answers into the curriculum overview. In this chapter, the process is contextualised for PLE according to this volume's approach. The next section explains how the reflective statements and their associated content are organised within the curriculum overview.

8.3.2 A CEFR-informed PLE curriculum overview

A curriculum overview, also referred to as a syllabus overview or curriculum statement, contains information about an instructional product. It may contain information about the purpose, content, learning goals and outcomes, materials and related resources, logistics, the instructor and support staff, and other elements. It likely also includes the institutional beliefs about language learning, and its general approach. In the CEFR, this is the belief in the key educative and social role of language learning, the emphasis on action-oriented language learning and the importance of needs analysis and learner autonomy (Matheidesz and Heyworth 2007:5–6).

In North (2006), the key sections of a curriculum overview are: Educational Philosophy, Objectives, Methods and Techniques, Syllabus, and Assessment, each of which answers a set of key questions (Box 7). These key questions can all be answered using the CEFR's contents. The section of the CEFR that answers the key questions is shown in brackets in Box 7.

In this chapter, the process of answering the key questions is undertaken for PLE. The worksheet does not curate the process for PLE however, leaving users to respond to all of the CEFR's reflective statements within each section of the curriculum overview. The worksheet then explains how the answers to the reflective statements are compiled into a readable and useable curriculum overview document. Section A3.5.3: Worksheet in use: Sample CEFR-informed curriculum reform overviews, shows three examples of curriculum overviews which correspond to the case studies in Part 2 and were created by following the process of the worksheet.

8.3.2.1 Philosophy

The purpose of the educational philosophy section is to stipulate what beliefs about learning a language are held. For an educational philosophy for PLE,

Box 7: North's (2006) description of a curriculum overview and the key questions for each stage/section

<p>A. Educational Philosophy</p> <ul style="list-style-type: none">• What beliefs about learning a language are held? (Competences for PLE, Process of Language Learning) <p>B. Objectives</p> <ul style="list-style-type: none">• What should learners be able to do and what do they need to know at any given level in order to do it? (Learner Characteristics, Descriptors as Objectives) <p>C. Methods and Techniques</p> <ul style="list-style-type: none">• How is this learning to be achieved? What methods and techniques should teachers use in their classrooms? (Stakeholder Roles and Classroom Organisation, Tasks, Instructional Media and Texts, Errors and Mistakes) <p>D. Syllabus; schemes of work; progress</p> <ul style="list-style-type: none">• How long is a level likely to take? How are specific periods of teaching (week, month, term) planned? How are lessons planned? How are learners informed about planning? (Not discussed in the CEFR, and will depend on the conditions and circumstances of the context.)• What language and micro-skills will be learned? (Micro-skills: Communicative Language Processes, Language: Communicative Language Activities, Thematic Content) <p>E. Assessment (pre/during/post)</p> <ul style="list-style-type: none">• How are learners placed in classes? How and at what intervals is progress assessed? What assessment is there at the end of the course? What form of certification is given? (Proficiency Levels and Language Proficiency, Assessment)
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pluricultural competence acts as the ultimate guide, including for such aspects as:

- the process of language learning
- the role of general competences
- how learners are expected to learn (from tasks, activities and strategies, and through the development of study and heuristic skills, accepting responsibility for their own learning)
- how learners' characteristics (i.e. personality features, motivations, attitudes, beliefs, etc., Council of Europe 2001:148) are taken into consideration.

Box 8 at the end of section 8.3.2 shows a sample philosophy statement for a PLE curriculum overview created through following the procedure on the worksheet.

8.3.2.2 Objectives: Selecting scales

The purpose of the Objectives category on a curriculum overview is to answer two questions: what learners should be able to do and what they need to know at any given level in order to do it (North 2006). The two questions can be answered using the CEFR's scales and their illustrative descriptors respectively. If the two needs analysis instruments from Section 7.4: Exploring learners' pluricultural repertoires, trajectories and interests have been completed, then making decisions about learning objectives (and eventually subject matter in Section 8.4: Develop) will be more straightforward: the 'types of objectives [that] appear best suited to learners at a particular point in the development of [their] plurilingual and pluricultural competence, taking account of their characteristics, expectations, interests, plans and needs as well as their previous learning path and their existing resources' (Council of Europe 2001:176) are evident.

In selecting learning objectives for a PLE instructional product, the worksheet guides readers through identifying scales of relevance from the 13 CEFR scales for PLE (Box 1), and extending to include others for communicative language and plurilingual competence, and communicative language strategies if required. The selection of descriptors from these scales is discussed in Section 8.3.3: Refining learning objectives. Box 8 includes comment about the learning objectives for a PLE curriculum overview.

8.3.2.3 Methods and techniques

The methods and techniques section specifies how the learning objectives will be achieved. The reflective statements for the roles of stakeholders, the organisation of the learning environment, and its content, including tasks, texts and instructional media and the treatment of errors and mistakes, are relevant to this section of the curriculum overview. Box 8 presents the methods and techniques relevant for PLE derived from the worksheet.

8.3.2.4 Syllabus

In North (2006), a syllabus contains information specific to the learning context, including the logistics of learning, such as length of time of study, and the language and micro-skills acquired via the instructional product. On the worksheet, the CEFR's reflective statements for linguistic competence are in Micro-skills (Section A3.5.2.4.1), whereas reflective statements and scales pertaining to communicative language activities are in Language (Section A3.5.2.4.2). All communicative language activities are potentially relevant for PLE and so the selection of scales has to be made according to the context; there are therefore no scales included in Box 8.

Box 8: Sample CEFR-informed PLE curriculum overview

Educational Philosophy

Pluriculturalism involves an awareness of diversity within and between all humans, including the identities of those in 'the world of origin', the 'world of the target community' and one's own. When in communication, actions and communicative messages may be interpreted differently by different individuals according to their individual perspectives and worldviews. It is the intention of this programme to help learners understand how to navigate and mediate these complex communicative situations, while enhancing their abilities to learn independently and reflectively. The program builds on learners' existing linguistic and cultural plurality, their experience of linguistic and cultural diversity, and their abilities to function in various linguistic and cultural communities. It takes account of and accords recognition to these decompartmentalised and diversified partial competences.

Learners are seen to learn in a number of ways including:

- by direct exposure to authentic use of language in L2,
- by direct exposure to specially selected (graded) materials in L2 (including an increase of authentic texts over time),
- by direct participation in authentic communicative interaction in L2,
- by direct participation in specially devised and constructed tasks in L2 (with a reduction of these over time),
- autodidactically by (guided) self-study,
- by pursuing negotiated self-directed objectives and using available (or self-created) instructional media (gradually reducing the guidance needed over time),
- by a combination of presentations, explanations, (drill) exercises and exploitation activities, with L1 and/or L2 as the language of classroom management, explanation as required, perhaps starting with L1 and progressively reducing its use as proficiency increases over time and,
- by combining all of the above with group and individual planning, implementation and evaluation of classroom activity (with teacher support), and negotiating interactions to satisfy different learner needs, etc.

Learners' general (non-language specific) competences are not taken for granted in language learning, and are treated in a number of ways:

- by selecting or constructing texts that illustrate new areas and items of knowledge,
- by materials that deal with area studies,
- through a pluricultural component designed to raise awareness of the relevant and diverse experiential, cognitive, and sociocultural backgrounds of individuals in communicative situations and through subject teaching using L2 as the medium of instruction.

Learners' sociolinguistic competences are neither assumed to be transferable from the learner's experience of social life and are facilitated in a number of ways:

- by exposure to authentic language used appropriately in its social setting,
- by selecting or constructing texts that exemplify sociolinguistic contrasts between the society of origin and the target society,

- by drawing attention to sociolinguistic contrasts as they are encountered, explaining and discussing them, and
- as part of the explicit teaching of a sociocultural component in the study of a modern language.

Pragmatic competence (and particularly discourse competence) will be facilitated by:

- progressively increasing the complexity of discourse structure and the functional range of the texts presented to the learner,
- setting tasks that require a wider functional range and adherence to verbal exchange patterns, awareness-raising (analysis, explanation, terminology, etc.)
- practical activities
- explicit teaching and exercising of functions, verbal exchange patterns and discourse structure.

Learners are expected to participate actively in the learning process in co-operation with the teacher and other students to reach agreement on objectives and methods, accept compromise, and engage in peer teaching, and peer- and self-assessment so as to progress steadily towards autonomy and independent work with self-study materials.

Finally, learners are expected to progressively develop their study and heuristic skills and accept responsibility for their own learning by: systematically raising awareness of the learning/teaching processes in which they are participating; engaging learners as participants in experimentation with different methodological options; getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly; and reflecting on their learning and sharing this experience with other learners.

To do this, learners' motivations, interests, attitudes and beliefs are taken into account in planning and monitoring the learning process, and reflected in the objectives of the learning programme. Learners' general (non-language specific) competences are not taken for granted in language learning, and are treated in a number of ways: by selecting or constructing texts that illustrate new areas and items of knowledge, by materials that deal with area studies, through a pluricultural component designed to raise awareness of the relevant and diverse experiential, cognitive, and sociocultural backgrounds of individuals in communicative situations and through subject teaching using L2 as the medium of instruction. Learners' sociolinguistic competences are not assumed to be transferable from the learner's experience of social life and are facilitated in a number of ways, including by exposure to authentic language used appropriately in its social setting, by selecting or constructing texts that exemplify sociolinguistic contrasts between the society of origin and the target society, by drawing attention to sociolinguistic contrasts as they are encountered, explaining and discussing them, and as part of the explicit teaching of a sociocultural component in the study of a modern language. Pragmatic competence (and particularly discourse competence) will be facilitated by: progressively increasing the complexity of discourse structure and the functional range of the texts presented to the learner, setting tasks that require a wider functional range and adherence to verbal exchange patterns, awareness-raising (analysis, explanation, terminology, etc.) in addition to practical activities, and explicit teaching and exercising of functions, verbal exchange patterns and discourse structure.

Objectives

The objectives of our curriculum are above all to foster pluricultural competence by building learners' pluricultural repertoires, and focusing on sociolinguistic appropriateness. Facilitating pluricultural space, discourse competence including Turn-taking and Flexibility, productive communication strategies (Planning, Compensating, Monitoring and Repair), mediative strategies to explain a concept (including Linking to previous knowledge, Adapting language, Breaking down complicated information), interactive communication strategies (Taking the floor, Cooperating and Asking for clarification), and Identifying cues and inferring as a receptive strategy are the other objectives of the curriculum. (Other scales and specific descriptors would be included here if required.)

Methods and Techniques

The majority of class time is spent on group or pair or individual work, while the teacher 'adopts the role of supervisor and facilitator, accepting and reacting to students' remarks on their learning and co-ordinating student activities, in addition to monitoring and counseling' (Council of Europe 2001:144–147). Learners are expected to learn by participating in tasks, as well as in their planning (as to type, goals, input, outcomes, participant roles and activities etc.), pre-planning and post-mortem analysis and evaluation, with explicit awareness-raising as to goals, the nature and structure of tasks, requirements of participant roles, etc. A PLE task includes learner contributions to task selection, management and evaluation. Metacommunication is also involved whereby communication around the task implementation and the language use in carrying it out is, as much as possible, determined by learners. Tasks consist of a mix of real-life and pedagogic tasks and aim to provide a challenging but realistic and attainable goal, involving the learner as fully as possible and allowing for different learner interpretations and outcomes. PLE tasks also take into account the role of strategies in relating competences and performance in the successful accomplishment of tasks under varying conditions and constraints. They are structured in a way to facilitate successful task accomplishment and learning (including activation of the learner's prior competences in a preparatory phase). Where appropriate, task parameters are manipulated in order to modify the level of task difficulty so as to accommodate learners' differing and developing competences, and diversity in learner characteristics (ability, motivation, needs, interests).

In PLE, texts for whole-class demonstrations, for individual self-instructional mode, and as a basis for group work are used. Texts can be a mix of authentic, those that are specially composed for language learning, and those that are produced by the learners themselves.

Errors and mistakes are considered to be evidence of the learner's willingness to communicate despite risks, and an inevitable, transient product of the learner's developing interlanguage. They can be treated in a number of ways, including being immediately corrected by the teacher when appropriate, or through systematically encouraging peer correction, noted for addressing at a future time and if necessary, analysed and explained. Errors and mistakes may also be noted and used for the planning of future learning when appropriate.

8.3.2.5 Assessment

The approach to assessment in the CEFR suggests that if a certain scale is considered important as a learning objective, then that same scale should be used as a basis for assessment, in whatever form it takes. For PLE, learner progress should be reported in terms of CEFR levels and descriptors and self-assessment, peer-assessment, and learning-oriented assessment all play a role in the assessment process. Despite the limitation of this volume that assessment in the traditional sense is overlooked (discussed further in the conclusion to the volume), the worksheet contains a section for responding to the CEFR's reflective statements on assessment.

8.3.2.6 Other

In the CEFR, communicative language processes refer to the sequence of events involved in communication, both neurological and physiological. Language processes are different from language strategies in the CEFR, although their descriptions use similar terms (planning, execution, production and reception, evaluation). There are no scales or descriptors for language processes. The worksheet includes a section for responding to the reflective statements for language processes, but they are not considered a key aspect of PLE.

8.3.3 Refining learning objectives

Completing the Objectives section on the worksheet produces a list of scales relevant to an instructional product. Completing the Syllabus section adds another set of scales of communicative language activities. While the scales as a whole may be adequate to describe the general learning aims, this section discusses the selection of descriptors from those scales. The selection of descriptors occurs firstly through identifying a proficiency level, selecting relevant descriptors from each level of proficiency, and then if required, adapting and modifying them (See A3.5.4.2: Creating and adapting descriptors).

8.3.3.1 Proficiency level

As stated in the CEFR (Council of Europe 2001:24), having a global representation of the proficiency level makes it easier for curriculum planners to use as a starting point in their design; the level 'is most likely to be relevant as a curricular aim: it is the level at which it is reasonable to develop the ability to do what is described' (Council of Europe 2001:40). If stakeholders have previous knowledge about their learners' language proficiency, selecting one or more CEFR global reference levels may be straightforward. If the learning product is for heterogeneous learners, or if no previous knowledge exists in

terms of learners' linguistic proficiency, then various methods for obtaining this information can be employed. Some free options are: the English First Standard English Test (free listening and reading test), English First Cambridge English (online, free and approximative) or DIALANG (free online test which covers all skills, and takes up to two hours to complete in its entirety). However, these tests are all restricted to linguistic competence, with little regard for pluricultural repertoire or trajectory. If no information is available then liberties may have to be taken in choosing a proficiency level, for instance by using the global descriptors in Section A3.5.4: Refining learning objectives, or the needs analysis methods from Section 7.4.1: Using the instrument.

In doing this, the CEFR offers the following caveat: although descriptors are positioned within the CEFR's language proficiency levels from A1 to C2, they are not necessarily exclusive to those given levels (Council of Europe 2018). 'The existence of a series of levels presupposes that certain things can be placed at one level rather than another and that descriptions of a particular degree of skill belong to one level rather than another' (Council of Europe 2018:36) but 'the association of a descriptor with a specific level should *not* be seen as an exclusive or mandatory one. The descriptors appear at the *first level* at which a user/learner is *most likely to be able to perform* the task described' (Council of Europe 2018:40, italics added). In other words, when planning and judging instructional products based on descriptors as learning objectives, caution should be given to ensure that the level selection does not extend too far beyond learners' abilities, or worse, not extend enough to afford progress. Caution should be taken to ensure that an instructional product can account for a range of proficiencies. This is particularly the case for scales of PLE descriptors, 'where the unique range of experiences and expertise of the user/learners, and their plurilingual/pluricultural profiles are brought into play' (Council of Europe 2018:158). The next section covers refining learning objectives once a level has been determined.

8.3.3.2 Selecting descriptors

Once scales of interest and a proficiency level are established, the selection of relevant descriptors from within each scale is required: most scales contain numerous descriptors at each level (for instance, there are seven descriptors for Building on pluricultural repertoire at the B2 levels). There is a tendency to believe that if the instructional product intends for learners to reach a given level, all descriptors from that level can automatically become learning objectives (Green, personal communication 2020). Assuming that all descriptors at a given proficiency level are appropriate learning objectives is problematic. Moreover, 'experience suggests that any list used as an instrument for teacher assessment or self-assessment is more effective if it is much shorter (e.g. 10–20 descriptors) and focused on activities of relevance

in a particular section or module of the course' (Council of Europe 2018:42). Although this statement refers to teacher assessment or self-assessment, the number presented (maximum of 10–20) may also be relevant for other instructional products. Four approaches for the selection of descriptors as learning objectives are therefore proposed.

The first method is to compile a master list of scales and descriptors in a database of learning objectives. Objectives for all instructional products are then selected from the database to ensure that instructional products remain consistently and constructively aligned with each other. The second is to be very specific at the outset, and select a limited number of descriptors from the PLE scales which appear in the curriculum overview, to which all instructional products must align. The third is to use only Building on pluricultural repertoire and/or Facilitating pluricultural space scales as global objectives, filling in the syllabus section with communicative language activity scales. The fourth is a hybrid of all of the above depending on the instructional product and the context. Reflecting on which method to employ is covered in the worksheet.

In all cases, redundancy across descriptors is possible. Section A3.5.4.1: Convergence across scales, discusses an example of the convergence across descriptors for a hypothetical pluricultural language course with the scales of Sociolinguistic appropriateness, Building on pluricultural repertoire, Facilitating pluricultural space and General linguistic range as objectives. Similarities and overlap between descriptors also exist across other scales. To reduce redundancy, the contents of descriptors from within a single scale, or across scales, can be combined since they are calibrated at the same level of difficulty. A table in A3.6.1: Descriptors categorised according to construct, divides the descriptors for the scale of Building on pluricultural repertoire according to whether the main construct in each is related to communication and communicative situations, culture and diversity, perspective or language. This may further help with making decisions to refine the list of descriptors according to what constructs of PLE are most relevant to the learning context.

Finally, with all of the learning objectives established, it may be necessary to adapt some of the descriptors for greater precision and refinement so as to better reflect the instructional products and the learning context. This, and a process for creating descriptors from scratch, is covered in Section A3.5.4.2: Creating and adapting descriptors. The next section now turns to developing the instructional products themselves, including making decisions about creation, modification or supplementation, and determining subject matter.

8.4 Develop

Once the procedures in Section 8.2: Analyse are completed, the existing learning context products will have been quantified in terms of PLE and CEFR alignment. Finishing the worksheet corresponding with Section 8.3:

Design produces a PLE curriculum overview either for future instructional products, or to recast current ones, and a series of refined descriptors as learning objectives. The next step is to plan the subject matter and assemble the materials. The next two sections discuss how PLE can be enacted in terms of both learning to learn methodology and pluricultural thematic content.

8.4.1 An eclectic approach

The case studies represented a step-wise incorporation of ability to learn elements. Chapter 4 overlooked this aspect of PLE, Chapter 5 contained self-assessments at progress milestones, and in Chapter 6, the entire learning experience was built on a learning to learn methodology (LOA). The following list presents instances of PLE practice for learning to learn, representing a generalised plan for PLE instructional products:

- beginning instructional products with learning objectives in the form of contextualised descriptors for PLE (and for communicative language activities)
- self-assessment and goal-setting on those descriptors (such as that described in Section 5.3.2.1: Self-assessment)
- any warm-up, and introductory activities (such as the Cultural Communication Activity in Section 5.3.2.2: Culture communication and reflection activities or Section A2.1.4: Making lessons)
- an outline of a main task that reflects the content of the descriptor (such as those in Section 6.3: Plan and Act: Semester 1) and is (perhaps) linked to the sociocultural topics from the CEFR or others in which learners' indicated interest in from Section 7.4: Exploring learners' pluricultural repertoires, trajectories and interests/Section A3.4.2: Instrument to explore learners' experiences, needs and interests)
- a cycle of Planning, Preparing, Performing, Assessing, Reflecting and Looking Forward on the main task (as in Section 6.3: Plan and Act: Semester 1)
- a second linked self-assessment, overall reflection and documentation for a portfolio.

Ultimately, a cyclical (perhaps flipped classroom) approach where some or all of the following figure prominently: self-assessment, goal-setting, reflection, portfolios, project-based learning tasks, peer-editing and self-editing, the development of evaluative expertise, and activities for feeding learning forward, is recommended.

8.4.2 Determining subject matter

In terms of subject matter (referred to as communication themes), the CEFR states that the themes can be based on interest, or on a shared need between learners, if possible (Council of Europe 2001:51). The Guide for Users suggests that, as far as learners are concerned, the topics should interest, engage and stimulate learners, while relating to learners' motivations, personal experiences, likes and dislikes (2001:230), but beyond that, not too much insight into making selections is offered, even for situations where learners' interests and needs are well defined. There is a brief comment about 'topics' in the CEFR's Appendix B (Council of Europe 2001:224), where an incomplete and unclear argument about coherence between types of topics and level is made.

Although a one-size-fits-all plan for determining subject matter is not thought to be reasonable for PLE, some suggestions are offered here nonetheless. The first suggestion is to begin by considering which of the constructs of communication, culture, perspective or language are of greatest interest to the learners or the learning context. The table in A3.6.1: Descriptors categorised according to construct, which shows the Building on pluricultural repertoire descriptors classified into these categories, also places the CEFR's list of sociocultural topics in each of these categories for ideas-generation. This might help for streamlining the process of determining subject matter. This could be followed by the different versions of pluricultural elements from the case studies:

- culture presented in a CLIL way
- a reflective approach to pluricultural identity (one's own and that of others, and
- reflecting on one's own knowledge of others and communicating across borders.

Combined with the reviews in Chapter 3, and the model for CEFR-informed PLE, these could be used for a generalised plan for the subject matter of PLE instructional products:

- begin with a sociocultural topic in the CEFR
- reflect on one's own knowledge of that topic for one's own context, and those within members of the learning group, to acknowledge the in-group diversity
- examine the topic for other groups
- compare and contrast, and consider how different groups and individuals might perceive each other's views and behaviours on the same topic
- focus on mobilising learners to be capable of explaining the diversity and different perspectives to others, or mediating any ambiguity or misunderstandings in relevant communicative situations.

In terms of determining the type of language activities, the context of language use and the situations that learners will encounter should be considered. This entails defining and determining the domains, situations, themes and sub-themes. Section A3.6: Determining subject matter, takes users through this process. For some learning contexts, this may be a clear and straightforward process such as for a businessperson doing an intensive language course for a month, a group of university students preparing for study at universities outside of their home country, or an individual planning a working holiday abroad. In these examples, the domains may be easy to identify (occupational for the businessperson, educational and personal for the students, and a mix for the working holidayer). However, if any of the following is true:

- the language learners are not travellers
- they have few homogenous characteristics that would allow for defining a shared context of language use
- there is no knowledge about learners' cultural and linguistic repertoires, or
- the intention of the course is simply to foster 'their personal and cultural development' (Council of Europe 2001:44)

it may be of little use to define the context in advance or to stipulate the specific situations/themes/notions of language use without further consultations with learners: presenting learners themselves with a list of options may be preferable. In asking the learners, the question of 'If I cannot predict the situations in which the learners will use the language, how can I best prepare them to use the language for communication without over-training them for situations that may never arise?' can be answered. In turn, this should adequately address the CEFR's question of 'What can I give [learners] that will be of lasting value, in whatever different ways their careers may later diverge?'. Determining if it was indeed perceived to be of lasting value is the concern of Evaluate, discussed in the next section.

8.5 Evaluate

This section proposes three options for evaluation, elaborated in Sections A3.7: Curriculum overview-based reflection/evaluation instrument and A3.8: Learner and teacher feedback using self-assessment descriptors, which can be used separately or in conjunction with each other as required:

1. If any of the five instruments in Chapter 7 were completed prior to any initiative or curricular change, then readministering them (or a version of them) for comparison as an 'after' is suggested.
2. Section A3.7 presents customisable question stems to obtain feedback on each category of the curriculum overview in Section 8.3: Design.

One is curated for the sample PLE curriculum overview in Box 8, and the other to the full contents of the worksheet (Section A3.5.2: The worksheet).

3. Section A3.8 reports how learner and teacher responses to self-assessment batteries were used to measure learner progress and determine whether a curriculum met its objectives, a process which could be replicated for the instrument in A3.4.1: Pluricultural repertoire self-assessment instrument, or any other self-assessment battery.

No matter what method of evaluation is selected, the results can be used to kick off a subsequent iteration of the ADDIE cycle.

8.6 Summary

Table 4 summarises the actions and outcomes of each stage of the ADDIE model used in this part of the volume.

Conclusion to the volume

The literature reviews in Part 1, the case studies in Part 2 and the practical tools for PLE in Part 3 have all centred on addressing conceptual, theoretical and practical challenges associated with PLE. This concluding section reflects on the approach taken in the volume, its limitations and positive outcomes, and looks forward to the future CEFR-informed PLE practice.

Positive outcomes

This first section summarises the positive outcomes of the volume, and the lessons learned for other contexts. Part 1 of this volume contributed new insight for:

- understanding the construct of pluriculturalism in general and within the CEFR
- examples of pluralistic approaches to language education, including PLE, in practice.

The case studies of Part 2 confirmed previously established instances of good practice for managing CEFR implementation. These were the importance of:

- establishing a common understanding of the CEFR among stakeholders including how the Framework has and can be used
- a plan which acknowledges and addresses the conditions and constraints of the local context

Table 4 A summary of the actions and outcomes in Part 3

Actions		Outcome
Analyse	Compare scores for instructional products obtained on instruments from Chapter 7 against thresholds in Table 3.	Consideration of whether instructional products should be developed from scratch or existing materials modified and/or supplemented, and the extent of change in classroom instruction required, finalised in the next stage.
Design	Use the worksheet in Section A3.5 to create a PLE curriculum overview and refine a series of learning objectives to recast existing instructional products or to guide the development of new ones.	Determination of whether the curriculum overview adequately describes existing instructional products. Finalisation of the decision of whether to create from scratch or modify and supplement.
Develop	Identify PLE features for thematic content and methodology; determine subject matter.	Incorporation of the generalised plan for thematic content into the 'learning to learn' generalised lesson template to guide the assemblage of materials.
Evaluate	Consider three options for obtaining stakeholder feedback.	Determination of the extent of success of actions taken and determine decisions for moving forward with another iteration of the ADDIE cycle.

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- establishing mutual agreement on the initiative among all involved stakeholders, whether direct or indirect.

The case studies also pointed to the importance of:

- allowing for revisions as contexts and learners change
- rather than catering to stakeholder resistance or contextual constraints, keeping learners' characteristics, needs and interests at the forefront of every pedagogical decision.

The most important lessons from Part 2 however, were that:

- a range of stakeholder behaviour for any innovation will be observed, no matter the innovation and what actions have been taken in advance to mitigate constraints and resistance
- it is imperative to have a clear vision of PLE prior to the implementation of any initiative perhaps provided by the CEFR-informed model for PLE.

Part 3 of the volume consisted of tools and supporting resources including:

- instruments to assess the extent of PLE and alignment to the CEFR in learning materials and classroom instruction
- procedures to analyse, design, develop, implement and evaluate CEFR-informed PLE instructional products.

The lessons to keep in mind for other contexts are to:

- identify learners' characteristics, needs and interests so that they can be used to ensure appropriate and suitable learning objectives and consistency within and across instructional products
- innovate for PLE through methodology, thematic content, classroom instruction and ideally all three
- take an eclectic, step-wise and iterative approach to innovation.

Limitations and future considerations

Despite the positive outcomes and lessons learned, the limitations of the volume bring to light some considerations for future PLE research and practice. This section presents the limitations, and considers what implications they have on future PLE endeavours. The limitations of this volume pertain to:

- the purported benefits of pluralistic approaches to language education
- undeveloped aspects of the CEFR-informed model for PLE

- how the relationship between pluriculturalism and plurilingualism can or should be treated in practice
- the unresolved roles of CLIL and mediation
- the lack of an exemplary version of PLE using all of the suggested tools and procedures
- the influence of the personal perspectives and experiences of the author on the approach of the volume.

In Chapter 1 (Sections 1.3: Plurilingualism and 1.4: Pluriculturalism), a series of benefits associated with pluralistic approaches to language education were touted rather than demonstrated. The CoE's view is also that the development of pluriculturalism is beneficial, despite a lack of supporting empirical evidence, a perspective also uncritically adopted in the current volume. Although learners' feedback on PLE was positive¹, future research could investigate the positive changes and other consequences that PLE has on and for learners. This would contribute to a better understanding of the benefits of a PLE approach. In turn, this may also reduce the conceptual challenges for PLE discussed in the Preface. Better understanding of the consequences of adoption and diffusion, specifically in terms of the changes that occur to an individual or a social system as a result of the adoption or rejection of the innovation of PLE, would also provide evidence for the claimed benefits of CEFR-informed pluriculturalism. Further resources on the management of CEFR-informed PLE initiatives and examples of practice would likewise help others in taking the time to digest, understand and practise PLE.

In Chapter 2, a model for CEFR-informed PLE was presented, but it was not able to be elaborated fully with CEFR descriptors due to a lack of scales in the CEFR for ability to learn (although descriptors from the RFCDC were used to fill the gap). Seeing as learning to learn is deemed integral to PLE and its materials and practices, further efforts need to be made for pluricultural autonomous learning. The need for a series of scales for ability to learn and forward-looking learning was reiterated on several occasions throughout the volume, and would allow for filling in unelaborated aspects of the model and underdeveloped aspects of existing practice.

In terms of the challenges associated with using the CEFR and CV for PLE, a relationship between pluriculturalism and plurilingualism has not been entirely resolved in this volume: plurilingualism was said to either be encapsulated by PLE or be mutually exclusive of it. This volume, like in the CEFR, took the latter conceptual perspective, and the practical approach of separating plurilingualism from pluriculturalism. Although the benefits

1 Learner feedback from the case studies in Chapter 5 and 6 suggested that the PLE-oriented activities they undertook led them to feel an enhanced understanding of their own selves and an openness to further exploring their own pluricultural identities and those of others.

of pluriculturalism and plurilingualism may be amplified when both are included, the approach of separating them for practical purposes was found to be pragmatic and beneficial (and in accordance with the recommendations of taking a step-wise and eclectic approach to implementing PLE). Examples of practice which take a plurilingual approach to PLE could nonetheless make significant contributions to the field.

The roles of CLIL and mediation in PLE were not resolved. The volume suggested that CLIL has the potential to support the development of pluriculturalism in language learning but that it is not a required component of PLE. Conversely, mediation is an integral facet to PLE, although none of the case studies in Part 2 focused on mediation in general, and neither specifically on Facilitating pluricultural space. A mediation- and/or CLIL-based case study would have contributed valuable insight to the iterative or step-wise manner in which approaches to PLE can be developed. Chapter 3 also exposed the need for the sharing of good PLE practices for CLIL and mediation, particularly those that are CEFR-informed.

The volume did not fully test an exemplary version of PLE using all of the innovative practices from the case studies combined with the instruments and procedures from Part 3. Part 3 proposed procedures and supporting resources and instruments for the analysis, planning, design, implementation and evaluation of CEFR-informed PLE practices, which remain to be replicated, experimented with, tested and verified, and others must be proposed as well.

The last discussed limitation is a more personal one: the author's perspective. The author is a self-proclaimed champion of the CEFR and therefore highly subject to the pro-innovation bias – the perception that an innovation is universally beneficial and should be widely adopted, sometimes to the extent that the limitations and weaknesses are overlooked (Rogers 2003). Despite the intention of a neutral standpoint, the entire work is derived from the privileged perspective of a white female teacher who, through family and occupational paths, has studied, lived and worked in a number of different countries after graduating from Canadian bilingual immersion school programmes of the 1980s; there is an implied suggestion that language education should mimic the learning which occurs through the lived privilege of some of its stakeholders. In the next few years, more diverse examples of pluricultural instructional products and practices will emerge and provide a clearer differentiation of what PLE looks like for a diverse range of stakeholders and learning contexts.

Outlook

Altogether, the volume has centred on pluricultural aspects of the CEFR and provided the means to contextualise and incorporate these aspects into practice in a step-wise, flexible manner to meet local needs and fit

local contexts. Nearly 20 years since the publication of the CEFR seems an opportune time to reflect on its history in language education and look ahead to its future. The role of stakeholders now is to continue to operationalise the paradigm shift to pluralistic approaches to language education to ensure that the needs of diverse individuals and societies are met. Although the limitations should be kept in mind, it is humbly hoped this volume can be taken as a point of departure for embarking with, building on and enhancing PLE practice and act not only as a resource, but also as an inspirational call to others to produce and share examples of their own experiences in bringing pluriculturalism to the forefront of language education as part of a new era of usage of the CEFR.

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Appendix 1

Supplementary resources to Part 1

A1.1 Exercises in defining pluriculturalism

The two exercises in this section are for reflecting on the issues highlighted in the inter- versus pluri- debate (1.4.1: Pluriculturalism in this volume), i.e. whether pluriculturalism should be seen as a higher-order, holistic and overarching construct pertaining to the self, or one which describes the traits of individuals who can operate in different national or dominant cultures having moved into those cultures from elsewhere. The first exercise discusses a cultural behaviour, and the second the pluricultural profiles of four individuals. In both cases, readers are invited to consider if the described people are seen as having interculturality, being pluricultural, both or neither, and observe the issues surrounding labelling individuals based on certain traits or behaviours.

A1.1.1 Pluricultural traits?

According to Byram (2009a), if a person who lives in an area where people generally eat with chopsticks also uses chopsticks, they are not pluricultural, even though chopsticks users (and different forms of chopsticks) exist in other areas, countries and cultures. According to Byram's (2009a) definitions however, they would be considered pluricultural if their parents used hands or knives and forks (or whatever) to eat. They would also be pluricultural if, one day, they decided only to eat with their hands/a knife and fork etc., since they are adopting a behaviour from outside of their own area. If they move or travel somewhere or visit someone that does not use chopsticks, and they also do, that would also make them pluricultural, at least temporarily. Would they lose their pluriculturalism when they returned to using their method of choice at home? What if they used different methods when they ate alone versus when they ate with others? Alternatively, they could live on a street/ in an apartment building with a mix of fork and knife, hands and chopsticks users, and notice the differences of eating utensils, and sometimes use fork and knife, and sometimes chopsticks and sometimes hands. This too would apparently render them pluricultural according to Byram (2009a). To be more pluricultural, they would use a fork and knife for breakfast and chopsticks for dinner, or maybe they would use a mix of fork and knife and chopsticks according to what food they are eating within a single meal. In other words, learning more about the variety of eating utensils in the world, which may

eventually lead to self-motivated experimentations with alternatives, or recognising the variety of eating utensils in usage and that everyone eats is perhaps what can be seen as the goal of developing pluriculturalism taken in this volume.

A1.1.2 Pluricultural people profiles

Julie

Julie is a 16-year-old Canadian from Vancouver, but has one British parent who immigrated to Canada over 10 years before she was born: she thus has dual citizenship. Much of her family live in the UK, she speaks with them regularly and she visits them every few years. When she is in England, her accent changes, she drinks tea (something she never does in Canada) and enjoys pub lunches. Julie speaks English as a first language, and participated in earlier versions of Canadian French immersion programmes, so she is, to some extent, functionally fluent. Her best friends are In-Jae and Hyuk-Shin, one a recent immigrant to Canada from Korea, and the other a first-generation Canadian. Some of her Canadian family, also anglophones, live in Quebec, and she travels to Quebec every summer for summer camp. When she is in Quebec, she speaks French as often as English, and smokes cigarettes with her French-speaking friends, something she would never do in Vancouver. Julie therefore knows a little bit about the UK through her family, Korea through her friends, and French-Canada also through family and friends.

Adam

Adam is a recent university graduate from Ottawa, Ontario who loves to travel, and throughout his life, has been to the US a number of times on various family trips, but has never left North America. Since he did not find a job in his hometown after graduation, he decided to look for work as an English teacher overseas. He chose a language school in a small city in North-East China and is commonly identified as the only 'Western' foreigner in town. He did not take any language classes at university but speaks a little bit of French obtained from mandated classes throughout his schooling, and completed a purchased audio-lingual system before going to China. When in China, he continues to learn Chinese, but all of his lessons come from a community he has become a part of: a mix of people who meet in the early mornings to do *tai chi* and in the evenings to play the Chinese version of hacky-sack. As they get to know Adam more, he is often invited to join them for karaoke nights, to their houses and to restaurants for dinner, for mah-jong evenings, and weekend activities like hiking or sight-seeing. By the time he returns to Canada after a year away, he has learned all sorts of things

that he would not have otherwise known, including those aforementioned, and others such as eating with chopsticks and Chinese calligraphy. Upon his return, he does not take any of them up again, and resumes his 'old life' but recalls on his time in China fondly and thinks of returning as a tourist.

George

George is from Montreal. His family speaks English, his neighbourhood is anglophone, and he went to an English school as a child. He lived in Australia for three years as a teenager through his father's work. After graduating university, he spent over 10 years moving around Asia to teach English, working in China, Korea, Japan and Thailand. He speaks and reads a little bit of the languages from each of those four countries, and has some background in French from his schooling and hometown. He watches mostly Australian TV, movies and news. He visits his family and friends every year but does not intend on returning to Canada anytime soon, and has been declared a non-resident there, meaning that he must still file taxes every year. He chooses not to vote in federal elections as he feels he is not knowledgeable enough about the political situation. He intends to move to South America to continue travelling for another few years.

Erica

One summer holiday, Erica, from a small town in eastern Canada, met her Singaporean now-husband. She moved to Singapore and has a child who is Singaporean and Canadian. Her in-laws speak little English, so she is trying to learn Chinese to communicate with them, and eventually find a job there when her child is old enough to go to school. Singapore is where they imagine staying indefinitely, and Erica wants to settle in, to the extent that she could even gain Singaporean citizenship, and is willing to renounce her Canadian citizenship to do so if only Singaporean law would permit it.

A1.2 Background to the CEFR

Readers not already familiar with the CEFR may feel it appropriate to read this section covering the background to the CEFR, the reference levels and descriptors, and the Framework's perspectives on context of language use, language activities, strategies and non-verbal communication.

Initially proposed in the late 1970s, the CEFR is the culmination of over a decade of work following its official conception at a 1991 symposium in Switzerland. Following the symposium, the text of the Framework was produced, with the first draft released in 1995 for feedback and the second in 1998 for piloting before the final version was published in English and French in 2001.

The CEFR was developed for the purposes of providing a framework which allows for the ‘many parties . . . concerned with organised language learning’ (including teachers, learners, educational authorities, examiners, textbook writers and publishers, test developers, among many other stakeholders) to be able to work according to clearly defined and explicitly stated learning objectives (Council of Europe 2001:v). This is argued to ‘promote and facilitate co-operation among education institutions in different countries, provide a sound basis for the mutual recognition of language qualifications, [and] assist learners, teachers, course designers, examining bodies and educational administrators to situate and coordinate their efforts’ (2001:5). More specifically, the CEFR intends to analyse learners’ needs, specify learning goals, guide the development of learning materials and activities, and provide orientation for the assessment of learning outcomes.

A1.2.1 Reference levels and illustrative descriptors

A major contribution of the CEFR to language education has been its reference levels, which have been widely employed by testing agencies, ministries of education, textbook publishers and more to define transparent and standardised levels of language proficiency (Figueras 2012, Little 2011, Weir 2005). The six levels (A1, A2, B1, B2, C1 and C2) were empirically derived from stakeholder perceptions of difficulty: ‘There does appear to be a wide, though by no means universal, consensus on the nature of levels appropriate to the organisation of language learning and the public recognition of achievement’ (Council of Europe 2001:22–23).

The illustrative descriptors are statements which describe what learners are capable of doing in a language. They are categorised into communication modes (reception, production, interaction, mediation), language activities, and are organised according to difficulty across the six global levels. Each descriptor provides a self-sufficient criterion, defined independently of other descriptors. In the CEFR’s Appendix (Council of Europe 2001:205), the project of their formulation is described. The following are characteristics of illustrative descriptors:

1. Positiveness: are worded in terms of what the learner can do rather than what they cannot.
2. Definitiveness: describe concrete tasks and/or concrete degrees of skill in performing tasks.
3. Clarity: are transparent and non-jargon-ridden.
4. Brevity: capture the essential rather than be exhaustive (roughly two clauses or less or shorter than 25 words).

5. Independence: can stand alone and are not comparative or reliant on other statements for meaning (Council of Europe 2001:206).

The reference levels and illustrative descriptors are now among commonly used terminology by language stakeholders all over the world and are also touted as among the greatest strengths of the CEFR.

A1.2.2 The action-oriented approach in graphic form

The integrationist, praxeological action-oriented approach of the CEFR sees all humans as complex social beings who behave and think according to their own perspectives and worldviews. Language users (and learners) are viewed as social agents who draw on competences and strategies they have developed through their own social, linguistic and cultural knowledge and experiences to complete tasks. Specifically, the CEFR (Council of Europe 2001:9; emphases in original) makes the following statement to describe any form of language use, including language learning:

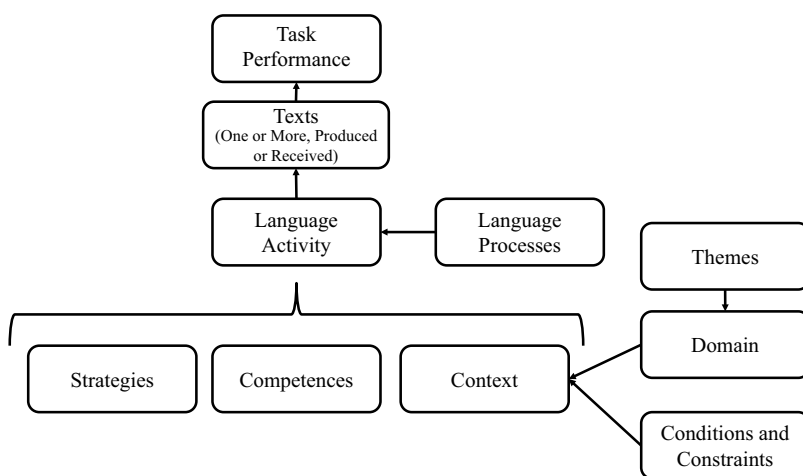
... persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

In the CEFR, although a brief definition of each term precedes this statement, the full explanation corresponds with content which spans numerous chapters. It is also unfortunate that this statement contains at least 13 terms (in bold) between which the relationship is not immediately clear, and nor is it specified until much later on in the framework. One intention of the CV was to better explain such statements (which appear frequently throughout the CEFR), and it succeeds in clarifying the description of language proficiency with a supporting diagram (Council of Europe 2018:30). Such an approach is also taken here, and the same components as those in the CEFR's statement about language use in the previous section have been incorporated into Figure 9. The statement itself is also rephrased with the hopes of making clear how the 13 components relate to one another as follows (the same 13 terms remain in bold):

Language use (which includes language learning) occurs when individuals as members of society/ies need to complete a task. To complete a task, various competences and strategies are drawn on (rather than consciously

selected) by the individual, according to the context. This means that the language used in completing the task reflects the **competences** (both **general** and **communicative language**) and **strategies** of the individual, and the **constraints, conditions, domains** and **themes** of the context. The individual then performs one or more **language activities** (which is itself a result of an interaction of **language processes**). The language activity entails the production or reception of one or more **texts**, i.e. the actual language use that makes up the task performance, and ideally, in doing so, the task is successfully completed. The monitoring of the actions taken and the degree of success in task completion feeds back to the language user's competences, either reinforcing or modifying them.

Figure 9: The CEFR's action-oriented approach to language use in graphic form (simplified)



Later on in the Framework (2001:131), the requirements for participating in communicative events are further discussed: ‘in order to participate with full effectiveness in communicative events, learners must have learnt or acquired:

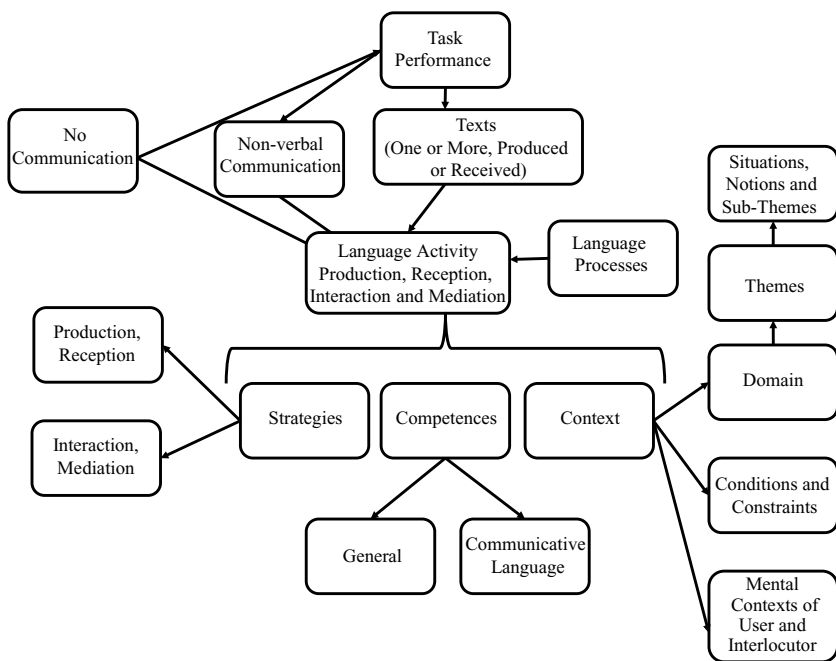
- the necessary competences, as detailed in Chapter 5;
- the ability to put these competences into action, as detailed in Chapter 4;
- the ability to employ the strategies necessary to bring the competences into action.’

The distinction between ‘the ability to put these competences into action’ and ‘the ability to employ strategies necessary to bring the competences into action’ is unclear from this statement alone, and the lack of a chapter reference for the latter does not suggest where clarification can be sought.

The answer can be found on page 47: ‘the ability of all speakers, especially learners, to put their language competence into action depends greatly on the physical conditions under which communication takes place’ (Council of Europe 2001). In other words, in order to participate effectively in communicative events, learners must have learned or acquired the required competences, as well as the abilities to put these into action according to the conditions and constraints of the context (and the mental contexts of the interlocutors, as detailed in Chapter 4) through the use of strategies. The goal of language education thus becomes the development of competences and strategies appropriate to the contexts within which the language learner/user will communicate.

Since a human as a social agent can complete a task in three ways: using language (with the production or reception of one or more texts), non-verbally, or with no external or explicit communication (internal to an individual), the strategies, competences and context continue to interact in the same way that they do in a communicative task. Figure 10 shows these three types of task as well as elaboration for the types of competences (either general or communicative), and language strategies (productive or receptive). It also adds further detail about the context of language use according to: the conditions

Figure 10: The CEFR’s action-oriented approach to language use in graphic form (elaborated)



and constraints, the mental contexts of the user and interlocutor, as well as the domain in which the task is occurring. Domain (one of the four of educational, public, occupational or personal) can further be broken down into situation, theme, sub-theme and notion, which are also sub-categorised (see Council of Europe 2011:45–53). There are four categories of language activities and one for non-verbal communication which all lead to performance of a task.

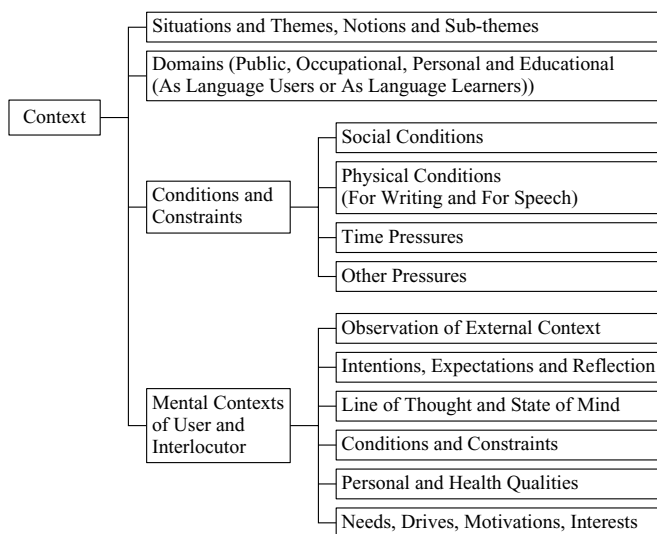
A1.3 Summaries of the CEFR’s Chapters 4 and 5

In the following sections, the CEFR’s Chapters 4 and 5, Language use and the language user/learner, and The user/learners’ competences are summarised in graphic form.

A1.3.1 Context

Context, according to the CEFR, determines language use, since ‘the need and the desire to communicate arise[s] in a particular situation and the form as well as the content of the communication is a response to that situation’ (Council of Europe 2001:45). According to the CEFR (2001:44–53), domains, situations, conditions and constraints, the user’s mental context, and the mental context of the interlocutor are the contextual factors which are consciously and subconsciously taken into consideration by a language user when performing a task. Figure 11 summarises the content from the CEFR’s section on the context of language use.

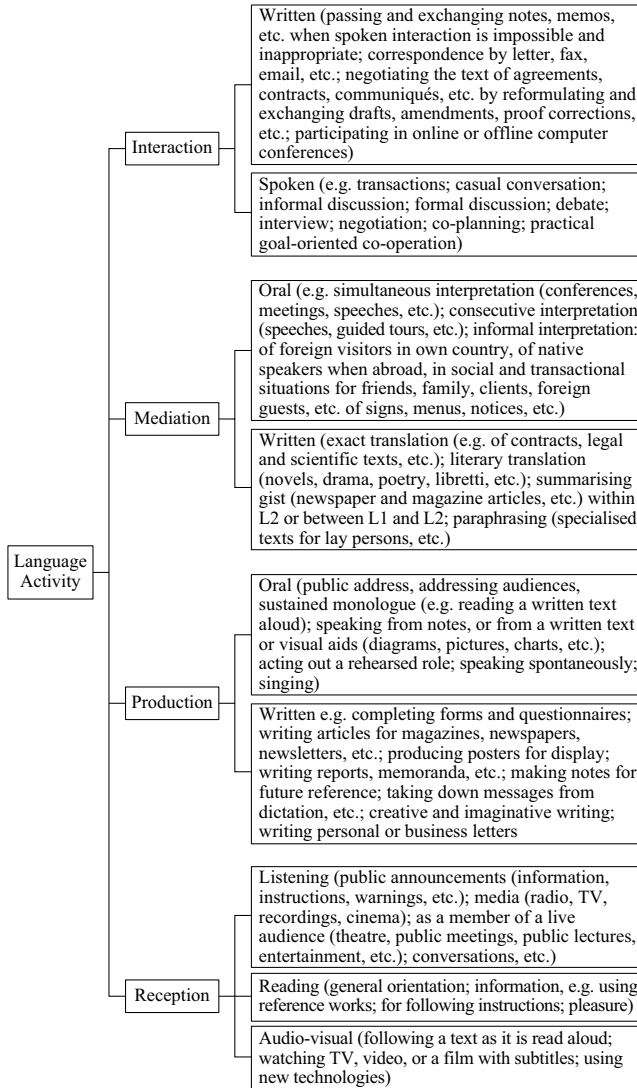
Figure 11: The CEFR’s contexts of language use summarised



A1.3.2 Language activities

In carrying out communicative tasks, the CEFR’s action-oriented approach posits that users must engage in one or more of four types of language activities: interaction, mediation, production or reception (Council of Europe 2001:57–88; shown in Figure 12).

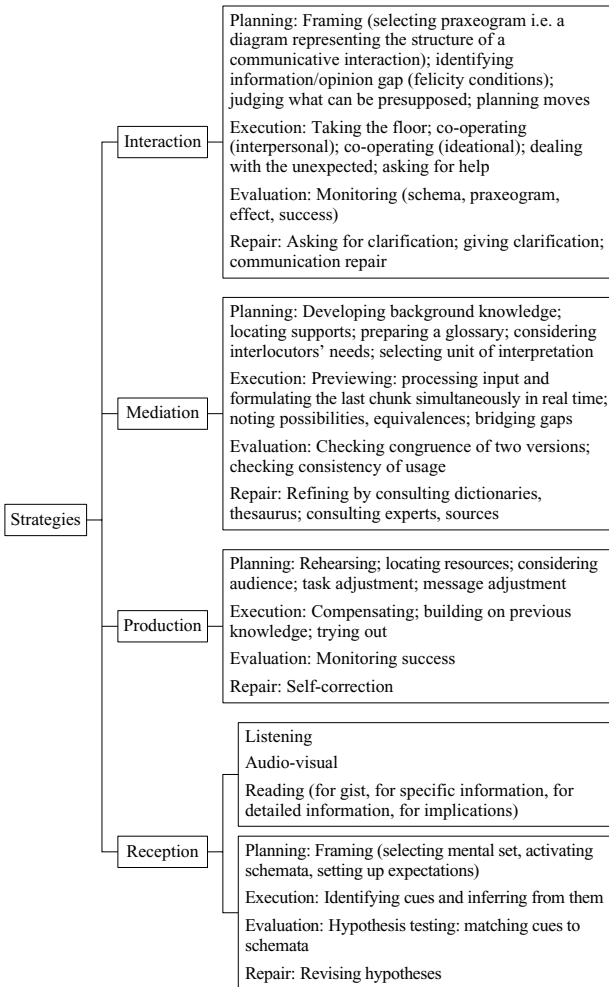
Figure 12: The CEFR’s language activities



A1.3.3 Communication strategies

According to the CEFR, language strategies are what the language user draws upon ‘to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose’ (Council of Europe 2001:57). Four general communication strategies are named (see Council of Europe 2001:57–88): Planning, Execution, Monitoring, and Repair (Council of Europe, 2001:57), for each communicative activity (Figure 13).

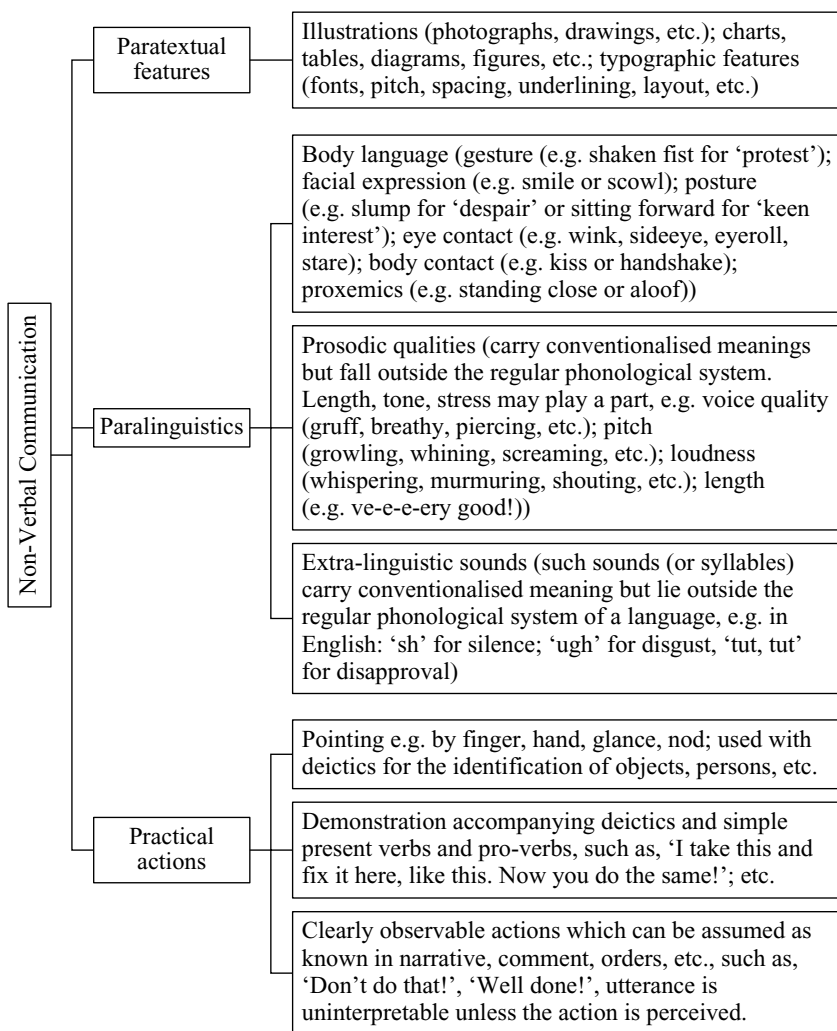
Figure 13: The CEFR’s strategies of language use



A1.3.4 Non-verbal communication

Since the CEFR's action-oriented approach sees communication as the means by which participants achieve mutual understanding, non-verbal communication also plays a role. This includes paralinguistic behaviour, paratextual features and practical actions (Figure 14, Council of Europe 2001:88–90).

Figure 14: Non-verbal communication activities in the action-oriented approach of the CEFR



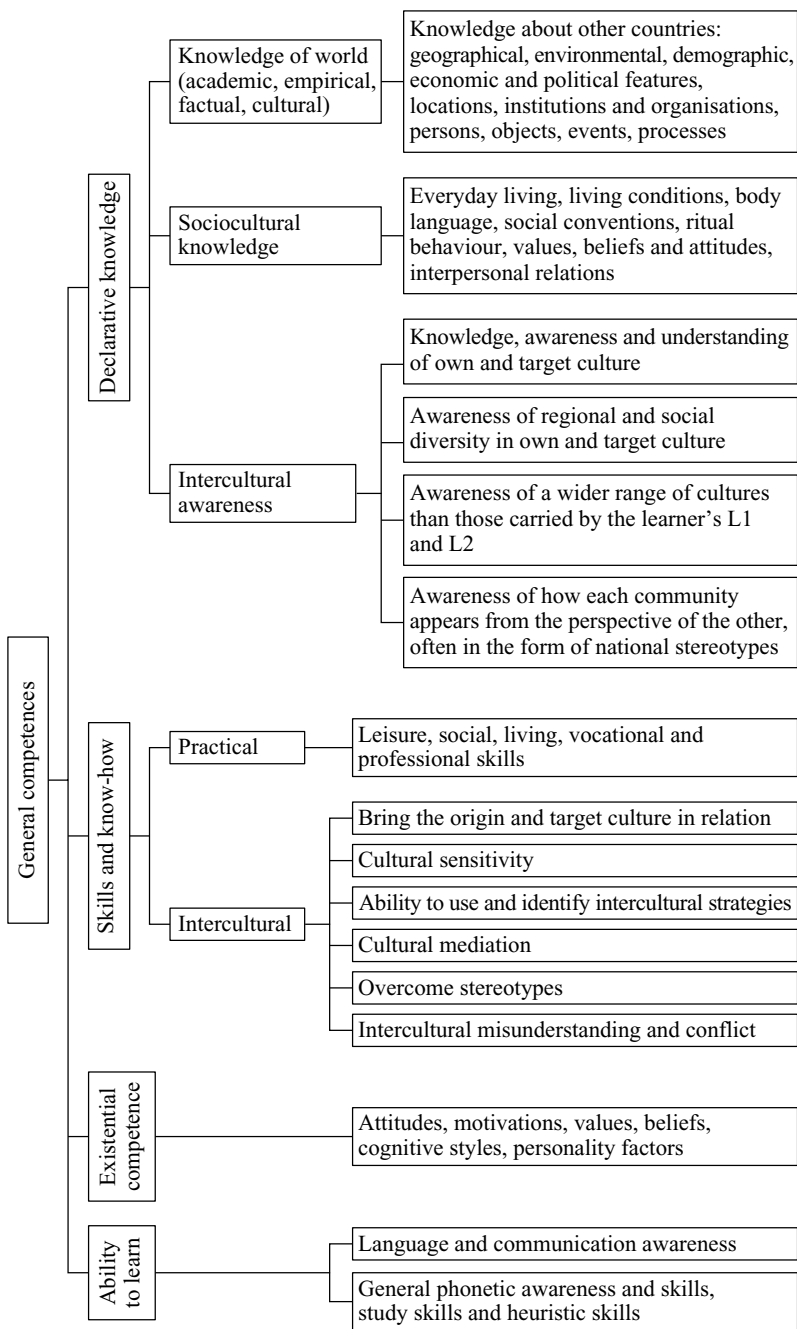
A1.3.5 General competences

As stated in the CEFR (2001:9), ‘Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions’, and ‘users and learners draw upon a number of competences developed in the course of their previous experience’ (2001:101) in order to perform communicative tasks. The CEFR discusses two types: general and communicative language competences. ‘General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities’ (2001:9). There are four types: declarative knowledge, skills and know-how, existential competence, and ability to learn, each of which are sub-categorised. For instance, declarative knowledge is broken down into ‘knowledge of the world’ (which itself is further divided into academic, empirical, factual and cultural knowledge), ‘sociocultural knowledge’ and ‘intercultural awareness’. Skills and know-how consists of two categories: practical and intercultural. Existential knowledge includes attitudes, motivations, values, beliefs, cognitive styles, and personality factors, and ability to learn is made up of the competences of language and communication awareness, general phonetic awareness and skills, study skills and heuristic skills (2001:101–108). These are shown in Figure 15. There are three types of communicative language competences: linguistic, sociolinguistic and pragmatic.

A1.4 Influence of the CEFR

In the second decade following the CEFR’s publication, the collected body of knowledge and scholarly focus on the Framework more than tripled in size compared to what existed 10 years after its publication (Runnels and Runnels 2019). This body of literature spans various geographical locations, disciplines, languages and specific topics of focus within language learning. However, an imbalance of the Framework’s impact on various areas of language education has been observed: in the first 10 years after its publication, its influence on teacher education and classroom practices was not as significant as other areas such as language policy and testing. However, few studies have systematically reviewed or analysed the specific areas in language education in which the CEFR has been influential. This would enable a better understanding of the characteristics or patterns in CEFR-linked research and practice, and may also inform directions to take in future research and practice. It would also confirm the usage of common terms and may contribute to precision in defining CEFR-relevant terminology, one of the challenges highlighted for PLE in the Introduction to the volume. A bibliometric analysis therefore examined the impact of the CEFR on various areas of language education as well as terminology that is highly associated with the CEFR. The analysis spanned the years 2001, at the time of its publication, to 2020.

Figure 15: The CEFR's general competences



A1.4.1 A bibliometric analysis of the CEFR

Bibliometric analysis (BA) examines publication metadata for the purpose of quantifying a body of literature. Typically, a field of literature is condensed into a numerical and graphical depiction, rather than into textual discussions summarising content, as in a literature review. For the current study, a commonly used approach for conducting BAs on emerging literatures similar to those described by Karakaya, Hidalgo and Nuur (2014) and Koskinen, Isohanni, Paajala, Jaaskelainen, Nieminen et al (2008) was employed. The five-step process involved the selection of literature search instruments, search terms, bibliometric indices, the search itself, and the analysis of the search results. The results provide a snapshot of the CEFR's influence on various areas of language education over the past 20 years.

A1.4.2 Instruments and procedures

A1.4.2.1 Selecting instruments

The search instrument employed was Google Scholar, selected for its comprehensive coverage in social science (Harzing and Alakangas 2017). Google Scholar is a publicly accessible web search engine that includes peer-reviewed papers, theses and dissertations, books, abstracts, articles from academic publishers, professional societies, universities and other scholarly organisations (Vine 2006). It is multi-disciplinary and exhibits wide coverage, but it is limited in the accuracy, completeness and selectivity of its citations (Glänzel, Schubert and Czerwon 1999).

A1.4.2.2 Search terms

In Runnels and Runnels (2019), the search term 'Common European Framework of Reference' had the highest number of relevant hits compared to a number of other terms which were tested. It was thus used again in the current BA. Keywords from the CEFR's first chapter were classified into the following nine categories which acted as search terms to examine area of language education:

- Related to language testing and assessment: assessment, certification, testing, examinations, evaluation, assessment criteria, classroom-based assessment
- Related to learning: self-directed learning, autonomy, language awareness, learner awareness, goal-setting, self-setting, self-assessment, needs identification, materials selection, learning methods, reflective learning, Can Do statements, learner autonomy

Related to materials: instructional materials, textbooks, teaching materials, materials development, materials creation, materials selection

Related to curricula: syllabus, syllabus content, curriculum, curriculum content, course, program(me), course objectives, course content, curriculum development

Related to teaching: teaching methods, classroom instruction, teacher training, teacher education, reflective teaching, reflective practice, planning teaching

Related to policy: national policy, language policy

Related to intercultural: international cooperation, intercultural, plurilingual, plurilingualism, pluricultural, pluriculturalism, interculturality, intercultural competence, intercultural communication, pluricultural competence, mobility, respect for identity, cultural diversity, cooperation, cross-cultural competence, cross-cultural communication

Related to language: language use, language competence, language proficiency, language strategies, language activities

Other: reference levels, descriptors, illustrative descriptors, communication with stakeholders, setting objectives

A1.4.2.3 Bibliometric indices

The bibliometric indicator of number of publications was used to profile each of the aforementioned categories to provide estimates or measures of overall productivity in that area (Fagerberg and Verspagen 2009, Van Leeuwen 2006). A second search was performed with the search term ‘Common European Framework of Reference’ plus the keyword in the title of the article. This was also done in Runnels and Runnels (2019) to address issues surrounding the relevancy of publications: the focus on the CEFR could range from a single mention of it at some point in the body of the work, or it could be a specific study about its usage or implementation. If both terms appeared in the title rather than anywhere in the article, it was assumed that these articles had a much greater focus on the CEFR than an article that only contained a single mention of the Framework at some point in the body of the work. The first search intended to be more comprehensive and inclusive, and the second provided a more precise focus on the areas of language education the CEFR had influenced.

A1.4.2.4 Search procedure and pilot test

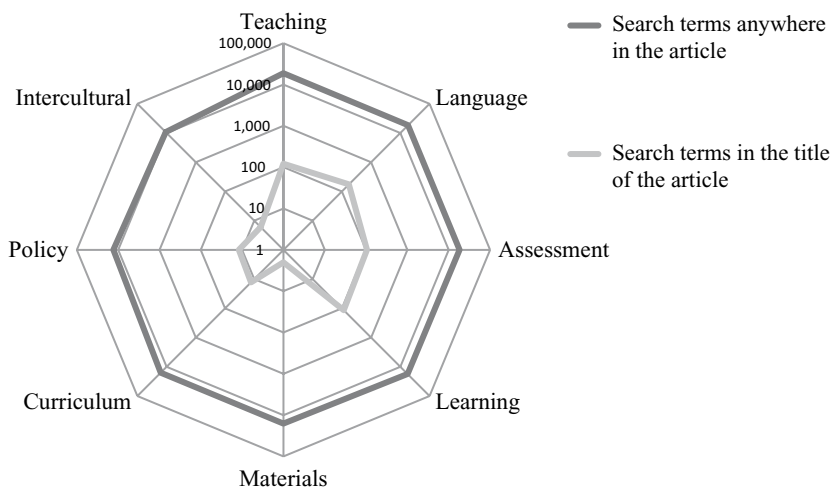
Literature searches were conducted between the years 2001 and 2020. They were repeated on two different days in July 2020 (meaning that the records for the year 2020 were not 100% complete). The same number of retrievals was obtained each time. No screening procedure to control for relevancy of retrievals was employed beyond the first 500 hits of each search. The following keywords, appearing within less than 1% of articles, were removed:

cross-cultural competence, syllabus content, setting objectives, materials selection, syllabus development, materials creation, needs identification, respect for identity, self-setting, communication with stakeholders, cultural diversity. These terms may represent specialised areas or are not terms that are as commonly used in association with the CEFR.

A1.4.3 Results and discussion

In total, 60 search terms were investigated. Each of the following garnered over 11,340 hits (out of 18,900, or over 60%): assessment, testing, evaluation, learning, awareness, materials, reflection, teaching, classroom, policy, curriculum, course, language, programme, language proficiency, intercultural and language use. Although they are general terms they are very strongly associated with the CEFR. Over 95% of all publications containing the term ‘Common European Framework of Reference’ also contained the terms teaching, language, assessment or learning¹. Curriculum and materials were both close to 16,000 retrievals (85%), whereas policy and intercultural retrieved far fewer hits (69% and 57% respectively, see Figure 16). When this same search was performed with the search terms in the title, the rank ordering of each search term did not change substantially among the 500 hits obtained. Language, teaching, learning and assessment all garnered over 100 hits,

Figure 16: Total number of retrievals for the years 2001 to 2020



¹ It was determined that usage of the full title of the Framework did not account for these retrievals.

curriculum and policy each had negligible amounts over 10, whereas intercultural and materials were essentially at zero, with both under 10 hits.

Figure 17 shows the percentage for which the search term appeared (up to 42%) in the total number of articles on the CEFR (not including the overall categories as keywords). As one proceeds down the figure, the topics become more and more specialised in terms of the amount of literature which discusses them. Most of the words from the ‘intercultural’ category appear in the lower half of Figure 17. Pluricultural competence and pluricultural were within the bottom 10% in terms of their mention within publications involving the CEFR.

To examine the changes over time on the focus on various topics in language education, comparisons were made between the periods 2001–10 and 2011–20. In each case, there was an increase in the appearance of the keyword over time, which is to be expected given there was 3.3 times more CEFR-related literature in 2020 than in 2010. Three types of patterns among the areas of language education were evident. The keywords can be divided into three types according to changes in hits over time (see Figure 18):

- those that had a substantial showing in 2010, and then continued to increase over the following 10 years
- those for which there was a moderate impact in 2010, followed by a substantial increase (terms related to plurilingualism fell into this category)
- those for which there was little to no impact in 2010, followed by very little increase from 2010 to 2020.

The first group included (the percentages denote the increase between the total number of articles between 2010 and 2020): materials (40%), curriculum (34.4%), policy (30.8%), intercultural (26.1%) and assessment (20.8%). Textbooks and language use also followed a similar increase: the former increased from 20.3% of all articles in 2010 to 42.4% in 2020 and the latter from 28.7% to 54%.

The second type are those for which there was more of a moderate focus in 2010 (10–20% of all articles), but a significant increase can be seen over the past decade (of about 10 to 15%), meaning that they were associated with between 20% and 30% of all articles by 2020. This indicates a strongly developing interest in the area, or those for which early calls for more research were answered. This is particularly notable for the terms cooperation (16.5%), teacher education (15.3%), teaching methods (13.9%), teaching materials (12.1%), teacher training (11.8%), language policy (11.8%), language competence (11.3%), intercultural communication (10.6%), descriptors (9.6%), mobility (9.6%) and self-assessment (8.3%).

Figure 17: The percentage of all CEFR-related retrievals containing the search term

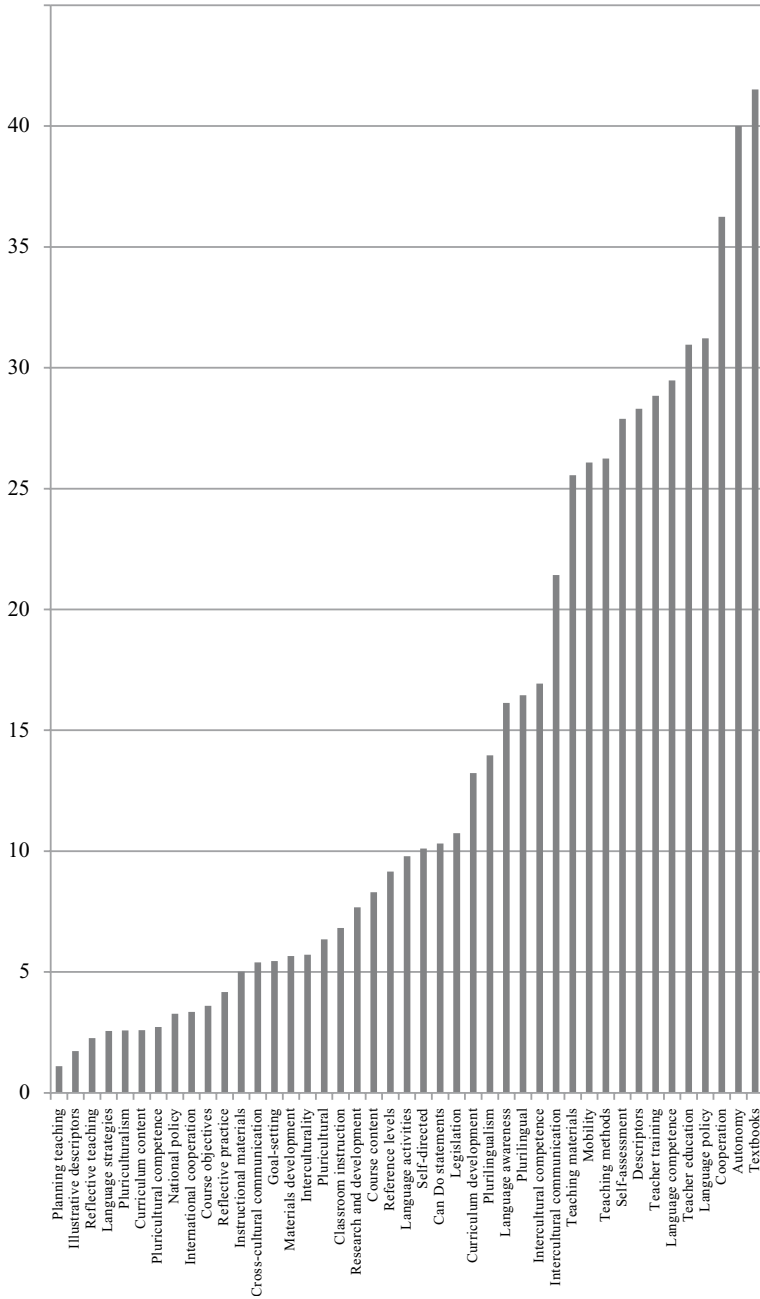
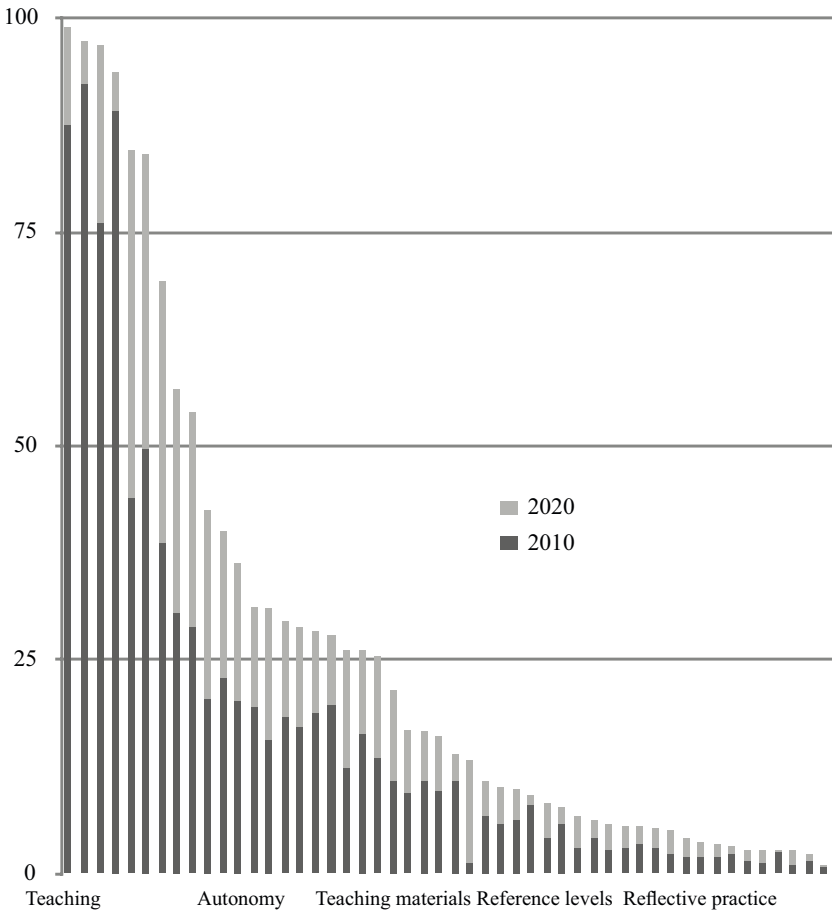


Figure 18: Comparison of retrievals between 2010 and 2020

The third type are those which were not well-established areas of focus in 2010 (less than 5% of all CEFR-related literature touched on this area) and did not exhibit much increase in terms of their impact (an increase of less than 4%). These terms are the following: course content, classroom instruction, language strategies, instructional materials, curriculum content, international cooperation, national policy, goal-setting, course objectives, planning teaching, interculturality, pluriculturalism, reflective practice, pluricultural competence, and reflective teaching. These could represent terms for which there has been little empirical interest within language education, terms that are not commonly used by stakeholders, those that are too specific or those for which gaps in the literature still remain.

When further examinations were conducted in order to determine which of the possibilities were likely, a final category emerged: those for which there has been at least a doubling in the amount research in this area in the last 10 years. These include: intercultural communication, classroom instruction, interculturality, cross-cultural communication, reflective practice, reflective teaching, planning teaching, pluricultural competence, and pluriculturalism; the latter two categories have undergone the most substantial increase.

Altogether, the bibliometric analysis showed that scholarly interest in the CEFR has increased substantially since its publication in 2001, but even more so since 2010. Starting with 138 CEFR-related articles in the year 2001, and about 6,000 in 2010, there were nearly 19,000 hits in 2020. A major caveat to the findings is that the total numbers are not precise: the search engine Google Scholar is not a meticulously curated database of peer-reviewed articles, and many of the retrievals are duplicated, incomplete, or have other inherent issues. Despite the limitations of the search engine, the patterning of numbers discussed can be seen to be reflective of interest in the CEFR, and can be assumed to represent general estimates of productivity. Nonetheless, the results are clear: the influence of the CEFR has been inconsistent depending on the area of language education, and scholarly interest in plurilingualism and pluriculturalism is lacking in comparison to other areas.

A1.5 Semantic content analysis of the CEFR

Semantic content analyses systematically examine the thematic content of a text (Brown and Rodgers 2002). In order to clarify the CEFR's descriptions of pluriculturalism, a semantic content analysis was conducted. It is derived from Budzyńska (2018), whose semantic content analysis examined the multi-dimensionality of the term 'intercultural' within the CEFR. The procedure for the analysis of the term 'pluricultural' in the CEFR is described in the following sections.

A1.5.1 Semantic content analysis of 'intercultural' in the CEFR

Both the current semantic content analysis and Budzyńska's (2018) and Brown and Rodgers' (2002) method for semantic content analysis were modified into the following five steps:

- searching for the term of interest
- ensuring that the context was meaningful (and not simply in a heading, index or as part of a citation)
- scrutinising its usage in context to classify it as a cognitive, pragmatic or affective dimension

- examining the content of the relevant phrases and the relations between them
- compiling the results to elucidate the view of intercultural competence in the examined document.

There are two issues with this methodology:

- the assumption that all references to intercultural in the CEFR relate to intercultural competence
- that the terms ‘intercultural component’ and ‘interculturality’ are the same and were not examined separately, being both within the category of intercultural competence.

Nonetheless, Budzyńska’s (2018) presentation of how intercultural competence is viewed in the CEFR is comprehensive and systematically derived. The conclusions she makes are that in the CEFR, intercultural is a multi-dimensional concept with cognitive, pragmatic and affective dimensions and, among the 27 meaningful appearances of the term ‘intercultural’ within the Framework, only a single mention refers to cognitive dimensions (intercultural misunderstanding). The remainder refer to the pragmatic dimension (intercultural communication, skills and abilities, interaction, discussion, relations) or the affective dimension (approach, experiences and awareness; although ‘intercultural approach’ (Council of Europe 2001:1) appears to actually refer to that taken in language learning in general and should have been removed from the affective dimension list).

A1.5.2 Semantic content analysis of ‘pluricultural’ in the CEFR

In the text of the CEFR, the term ‘pluricultural’ appears 40 times. 33 are meaningful appearances (the seven ‘unmeaningful’ appearances, from headings, references, or reflective questions were excluded from the analysis). Of these, four refer to pluriculturalism (12%), 22 (67%) to the dynamic, uneven, partial nature of plurilingual and pluricultural competence discussed in Chapter 2, two each (6%) for pluricultural profile and repertoire (6%), and one each (3%) for pluricultural dimensions, pluricultural management abilities² and pluricultural approach. The results reiterate the confusion about the unclear relationship between pluriculturalism

² Pluricultural dimensions is a direct reference to dimensions of pluricultural competence, and is thus positioned within that superordinate category rather than being on its own, and the sole mention of pluricultural management abilities refers to how they can be assessed in the CEFR.

and plurilingualism in the CEFR; indeed it suggests an inextricability of plurilingualism and pluriculturalism in some of its content, but also makes clear that the pluricultural profile and repertoire differs from the plurilingual profile and repertoire.

The usage of the term ‘pluricultural’ is vastly different from the usage of the term ‘intercultural’, the latter of which is specifically connected to aspects of communication to be borne in mind in practice (including for instance, intercultural encounters and misunderstandings, skills and abilities, experiences and awareness). The findings therefore also demonstrate the CEFR’s stated view of pluriculturalism as a higher-order, holistic objective to language education which subsumes other competences (including intercultural). Pluriculturalism in this volume is thus seen as a higher-order category, of which interculturality is a component.

A1.6 CEFR-informed autonomous learning

According to the CEFR, autonomous learners are ‘aware of the way they learn, the options open to them and the options that best suit them’, making decisions about their learning according to ‘their own needs, motivations, characteristics and resources’ (Council of Europe 2001:141–142). They have the capacity to determine objectives, define content and progression, select methods and materials, monitor procedures (rhythm, time and place), and evaluate what has occurred. If the development of autonomous learning is supported by language education, this means that once formalised education has ceased, learners have the tools to continue to work towards becoming more proficient language users, if they choose to. They are also mobilised with transferable skills and the capacity to continue learning in other areas. Two major CoE tools for autonomous learning are presented in the next sections.

A1.6.1 The European Language Portfolio

In the ELP, the two primary functions are to report and display what the learner is capable of in another language and to support their autonomous learning development (Little and Perclová 2001:3). This includes documenting plurilingual language proficiency and experiences in a concrete, systematic and reliable way. Using the ELP has been found to ‘enhance the motivation of learners to improve their ability to communicate in different languages, learn additional languages, and seek new intercultural experiences; incite and help learners to reflect on their objectives, ways of learning and success in language learning, plan their learning, and learn autonomously’ (Schneider and Lenz 2001:3).

To facilitate recognition and mobility across Europe, accredited models of

the ELP are available for reference, although as of 2014, it is now no longer possible to validate or register new models since there is a substantial number already publicly available (www.coe.int/en/web/portfolio). Otherwise, when compiling, developing or adapting an ELP for learners, individual stakeholders can decide if it is important to follow official guidelines or if they can adapt versions to their own context, and ignore the inclusion of certain elements required for accreditation.

A portfolio that is based on the guidelines provided by the CoE (2020), explicitly linked to CEFR scales and appropriately adapted to the needs of its learners, ensures that it enables: understanding core CEFR concepts about language use and learning, using descriptors for self-assessment, raising awareness of linguistic and cultural identities, developing capacities for independent language learning and beyond (Council of Europe 2020). If using the ELP for PLE, the learner instruments from Chapter 7 would fit well with some of the passport and biography content, parts of the ELP explained in the next sections.

A1.6.1.1 Parts of the ELP

The ELP is made up of three parts:

- the Language Passport, which is an overview of the learner's current level in relation to the Common Reference levels (i.e. global scale and self-assessment grid)
- the Language Biography, whose purpose is to provide a more detailed description of what the learner can do in each language and their experience with other languages and cultures which facilitates the learner's involvement in planning, reflecting upon and assessing the learning process and progress
- the Language Dossier, which is a collection of materials to document and illustrate the learner's achievements and experiences.

Passport

An interactive (pdf-fillable) version of the standard adult version of the ELP is available at: rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680492ff9. In this version, users are asked to respond to the statements in Box 9, which can be given to learners as homework or be completed in class alone or with peers. Doing so at the outset of a course provides a baseline of learners' reflections on their experiences, perhaps also acting as a primer to some of the thematic topics in the course.

Box 9: Questions on the standard adult version of the ELP

- Language(s) I used or use within my family and neighbourhood (listening/speaking and reading/writing).
- Language(s) I used or use in my school(s) (listening/speaking and reading/writing).
- A self-assessment of languages learned inside or outside formal education.
- Language courses that have played a part in developing the Language Passport holder's profile (primary, secondary education and training, post-secondary or higher education, other language courses).
- Areas of experience that have supported the development of the Language Passport holder's linguistic and intercultural proficiency.
- Using languages for study or training/at work/while living and travelling abroad/mediating between languages (multilingual groups, informal translation, etc.)/other areas of use, certificates and diplomas.

Biography

The Biography is available at www.coe.int/en/web/portfolio/templates-of-the-3-parts-of-a-pel. It contains guidelines which delve deeper into describing the plurilingual profile of the learner and their intercultural experience and awareness. It also includes some templates for goal-setting and learning to learn. The Plurilingual Profile documents consist of the questions in Box 10, each of which requires that learners provide specific details about their experiences (the date, the language, the situation and their thoughts).

The Goal-setting and Learning How to Learn Template, is divided into three sections, one of which, Section 3, is for adolescent and adult learners (Lazenby Simpson and Goullier 2011:40–52), consisting of:

- Thinking about learning in the past (good learning experiences)
- Planning my learning now (finding the best conditions for success)
- How am I really using my time?
- Self-monitoring learning activities
- Self-monitoring classroom learning
- Reflection
- Planning
- Taking and making notes
- My progress in the languages I am learning.

In the Intercultural Experience and Awareness document, the following worksheets are provided:

- Language learning and intercultural experiences
- Things I notice about language and culture
- Attestation of a language learning stay in a region where the language is

Box 10: Questions in the Language Biography for the plurilingual profile

A. Outside language classes, I use/have used the languages which I am learning or already know in the following situations:

- in other classes (in my school, my training course or my workplace)
- round about me in my home area
- during regular meetings with other people (sports, with friends, etc)
- during my leisure activities
- on television, media or the internet
- when reading.

Date	Language(s)	When? Where? With whom?
------	-------------	-------------------------

What I think of that. What I gain from it.

B. I sometimes use/have used several languages at the same time or ‘mediate’/have ‘mediated’ between people from different cultures speaking different languages, for example

- to help a tourist or other person who cannot make themselves understood
- to help a person speaking another language who does not understand something specific about a group to which I belong, my region or my country
- to tell someone else about a text or a message which I have read or heard in another language, etc.

Date	Situation	Languages used	How did I manage?
------	-----------	----------------	-------------------

What I found difficult. What helped me.

My personal objectives

I am learning or would like to learn the following languages because . . .

I would like to be able to do the following with the languages which I am learning:

What I would like to be able to do:

How I intend doing it:

spoken or host to a foreign language speaking guest from a partner school, institution or family or participation in a sustained correspondence with a foreign-language-speaking pen friend

- Cultural awareness
- Periods of residence, study or work experience abroad or exchange.

Dossier

In the Language Dossier, the learner selects materials which provide evidence of their language learning achievements and experience.

A1.6.2 The Autobiography of Intercultural Encounters

The next sections explain the AIE Face-to-Face, the AIE Through Media and the AIE self-study course for educators.

A1.6.2.1 AIE Face-to-Face

The AIE Face-to-Face tool is available at the website (www.coe.int/en/web/autobiography-intercultural-encounters/autobiography-of-intercultural-encounters) and includes the following documents:

- an introduction
- the standard version of the autobiography
- facilitators' notes (including suggestions for how and when the autobiography can be used for adolescent and adult learners), context, concepts and theories (historical, theoretical and conceptual background for further study)
- concepts for discussion in a classroom or seminar group.

The introduction document provides warm-up questions, a 'display text card' and other prompts for learners. It introduces the project which led to the development of the AIE and briefly presents the concepts and theories upon which it is built (such topics as multiple identities, the impact of intercultural encounters, culture, nationality, citizenship, multiculturalism, interculturality, plurilingualism, tolerance, respect and dialogue are covered).

The standard version of the AIE Face-to-Face also consists of a series of questions and prompts carefully designed to guide learner reflections on a single chosen encounter with someone from another sociocultural group. It provides the learner with a structure to analyse the incident and consider what they learned from the encounter. It begins with the optional prompt of: 'How would you define yourself? Think about things that are especially important to you in how you think about yourself and how you like others to see you', and asks the learner to name the encounter, and describe what, where and when it happened.

The learner should indicate why they selected this encounter, who else was involved, and their feelings or thoughts about it. They are asked to imagine being the other party in the encounter and answer similar questions, and then compare and contrast the two. The learner is prompted to think about other aspects of the interaction, such as whether they modified their normal way of communicating, whether previous knowledge or experience helped them, and if anything was puzzling. The reflection section at the end requires learners to share if they feel positively, negatively or otherwise about the interaction and to 'think back and look forward' following this kind of experience. The

AIE Face-to-Face is equivalent to a ‘critical incident’, an activity frequently used in the field of intercultural communication (Section A1.7.1: Culture awareness and identity and A2.1.2: Communication).

The context, concept and theories document outlines the policy context of the AIE’s development, and the concepts and theories underlying the AIE, including culture, cultural discourses, multicultural societies, plurality in culture, religion and values, pluriculturality and interculturality, and other topics pertaining to identity, and intercultural citizenship (these are the same topics for which discussion prompts exist in the concepts for discussion document). It defines the types of cultural boundaries which may be relevant in defining an intercultural encounter (ethnic, religious, language, racial, national, local, supranational) and discusses the competences required for interculturality. Significant overlap between the topics mentioned in the AIE and those in the CEFR is evident. They are: respect for otherness, acknowledgement of identities, tolerance for ambiguity, empathy, communicative awareness, knowledge of social processes, and knowledge of illustrations of those processes and products, skills of interpreting and relating, critical cultural awareness, and action orientation (the willingness to undertake some activity alone or with others as a consequence of reflection with the aim of making a contribution to the common good) (Council of Europe 2009:25).

A1.6.2.2 AIE Through Visual Media

The Images of Others: An Autobiography of Intercultural Encounters through Visual Media tool (www.coe.int/en/web/autobiography-intercultural-encounters/images-of-others) can be used in parallel or in addition to the Face-to-Face version. This version is appropriate for learners who may not have had or be able to recall a Face-to-Face intercultural encounter. Instead, the encounter for reflection is a ‘chosen image of someone from another cultural group’. The Visual Media version consists of questions and prompts to guide learner reflections on the image, including the intentions behind its production, what was learned from it and further activities to better understand or learn more about some of the questions the image raised. The prompts are essentially the same as in the AIE, but refer instead to an image rather than an encounter. The AIE Through Visual Media suggests selecting the image from:

- A natural disaster in another country is front page news with images of people suffering, or a major sporting event is reported on television with images of jubilant supporters.
- A new advertising campaign by an international company plays on images of people with a flamboyant lifestyle in an ‘exotic’ location.
- A video about other people with other religions ‘goes viral’ on the internet with images which are mysterious or raise anxiety.

- A textbook in a geography lesson or a foreign language lesson shows pictures of ‘daily life’ in another country.

The AIE Visual Media consists of an introduction (which provides warm-up questions, a ‘display text card’ and other prompts that could be used to prime the learners for upcoming thematic topics), the standard version of the autobiography itself and facilitators’ notes. The concepts and context document is the same as for the AIE Face-to-Face.

A1.6.2.3 The self-study course for educators

In addition to the two versions of the AIE, an online self-study course for educators supplements the AIE. The course consists of seven modules to help educators and covers:

- understanding how the pedagogic tool functions
- the framework upon which the AIE is based and how it has been translated into practice
- how to plan for introducing the AIE into one’s own context
- how to evaluate its implementation.

Each module is composed of an introductory page, three or four activities and a concluding reflection on learning. For example, in Module 7 ‘Using the AIE in your context’, the AIE planning template asks the educator to consider the following questions:

- Does the AIE fit in with your ideas of what is important?
- Are you happy with the concepts underpinning the AIE?
- Would you want to change anything about the AIE for philosophical reasons?
- Are you interested in using the AIE?
- What personal skills and experience would help you implement the AIE?
- Does the AIE fit in with the current priorities of your institution?
- Does the AIE complement other intercultural learning programmes at your workplace?
- How might the following influence your implementation of the AIE? a) learners b) colleagues c) ethics d) timing e) networking f) permission g) funding and resources

This course is highly recommended by the author as a professional development activity complementary to the contents of this volume. Teachers who have an awareness of cultural diversity, their own biases, and their own expectations of students realise how these beliefs influence their practices in the classroom and ultimately influence student learning, and a course such as this one brings to light many of these aspects.

A1.7 Some terms in the CEFR

One of the criticisms of the CEFR discussed in this volume is its lack of explanation for some terms relevant to pluriculturalism. Some of these terms, namely mediation, interculturality and plurilingualism, have experienced increases in the explorations devoted to them in the CV (Council of Europe 2018), and are further explicated in Chapter 2, but others, including identity, cultural diversity and awareness, are discussed briefly.

A1.7.1 Culture awareness and identity

Language has been discussed as one of many facets of cultural traditions which together contribute to identity: gender, generation, class, family, religion, schooling, urban and rural communities, regions, national heritage and trans-national identities, and even personal preferences such as shared tastes in movies, food, or music are others Joseph (2004). Language, therefore, is positioned as integral and inseparable to the construction of identity, but paradoxically, it is used to claim both identity as sameness and identity as uniqueness. This becomes of relevance to language education when particular identities are assigned to language learners from the native speakers of the languages they are learning (Duff 2002, Norton 2010), which is partly why awareness of identity and culture in language learning because important.

Cultural awareness, an integral part of language learning, has been widely defined as:

- the knowledge, attitudes and value judgements about the self and others, which changes and develops with further information and experiences
- a general awareness of how human cultures are more similar to than different from each other, particularly in terms of associations between linguistic forms and social meanings
- knowledge of cultural conventions and cultural schemas
- the ability to identify potential for miscommunication and meta-awareness
- a willingness to negotiate ambiguous communicative meanings
- the perceptions of our own and other people's cultures
- something that is derived through experience and modified through reflections, comparisons, connections, conflicts, resolutions and accommodations.

During any communicative interaction, a series of observations (conscious and subconscious) based on both verbal and non-verbal cues, are made. If the interaction consists of a conversation, these observations might consist of what the person is wearing, how they look, where they look like they are from or how they are speaking, or sitting or standing. Then, a certain assumption is made about the person based on the observation. For instance,

if someone is too hasty (than typically socially acceptable) to proceed through an interaction, it is easier and more automatic to conclude that they are a rude person, rather than they are running late from picking their child up from school. Media descriptions of tensions between group X and group Y tend to dehumanise the individuals involved or impacted by circumstances outside of their control. There is no simple solution to overcoming a human tendency, but processes which encourage reflection on judgements and the tendency to simplify are seen to be a crucial part of cultural awareness to reevaluate thought processes that can be relatively automatic.

A1.8 Development of the model for PLE

This section presents the steps taken to create the CEFR-informed model for PLE. It hopefully allows the reader to deepen their understanding of the underpinnings of PLE and see how it extends and builds on culture and interculturalism.

A1.8.1 Stage 1: Curation of general competences

The following aspects of general competence are external to this volume's approach to PLE:

From skills and know-how – practical

- Leisure skills: the ability to carry out the actions required for leisure activities such as in arts (painting, sculpture, playing musical instruments, etc.), crafts (knitting, embroidery, weaving, basketry, carpentry, etc.), sports (team games, athletics, jogging, climbing, swimming, etc.), hobbies (photography, gardening, etc.), other leisure activities.
- Living skills: ability to carry out routines of daily life (bathing, dressing, walking, cooking, eating, etc.), maintenance and repair of household equipment, etc.
- Vocational and professional skills: the ability to perform specialised actions (mental and physical) required to carry out the duties of (self-) employment.

From ability to learn

- General phonetic awareness and skills.
- Language and communication awareness.

From existential competence

- Motivations e.g. intrinsic/extrinsic; instrumental/integrative; communicative drive, the human need to communicate.
- Cognitive styles e.g. convergent/divergent; holistic/analytic/synthetic.

- Values e.g. ethical and moral.
- Beliefs e.g. religious, ideological, philosophical.
- Personality factors e.g. loquacity/taciturnity; enterprise/timidity; optimism/pessimism; introversion/extroversion; proactivity/reactivity; intropunitive/extrapunitive/impunitive personality (guilt); (freedom from) fear or embarrassment; rigidity/flexibility; open-mindedness/closed-mindedness; spontaneity/self-monitoring; intelligence; meticulousness/carelessness; memorising ability; industry/laziness; ambition/(lack of) ambition; (lack of) self-awareness; (lack of) self-reliance; (lack of) self-confidence; (lack of) self-esteem.
- Attitudes e.g. the user/learner's degree of: openness towards, and interest in, new experiences, other persons, ideas, peoples, societies and cultures; willingness to relativise one's own cultural viewpoint and cultural value system.

'Ability to distance oneself from conventional attitudes to cultural difference' from the attitudes category, being an ability, was maintained in skills and know-how, but modified to 'ability to distance oneself from conventional attitudes to cultural phenomena (including similarities and differences)'. Maintaining existential competence in the model for PLE was considered since these are arguably relevant to PLE – 'existential competences are culture-related and therefore sensitive areas for inter-cultural perceptions and relations' (Council of Europe 2001:12). However, it is not the intention of this volume's approach to PLE to teach an attitude or a personality trait although pluricultural development may result in attitude change.

The remaining categories from the CEFR's general competences for pluriculturalism are shown in Figure 19.

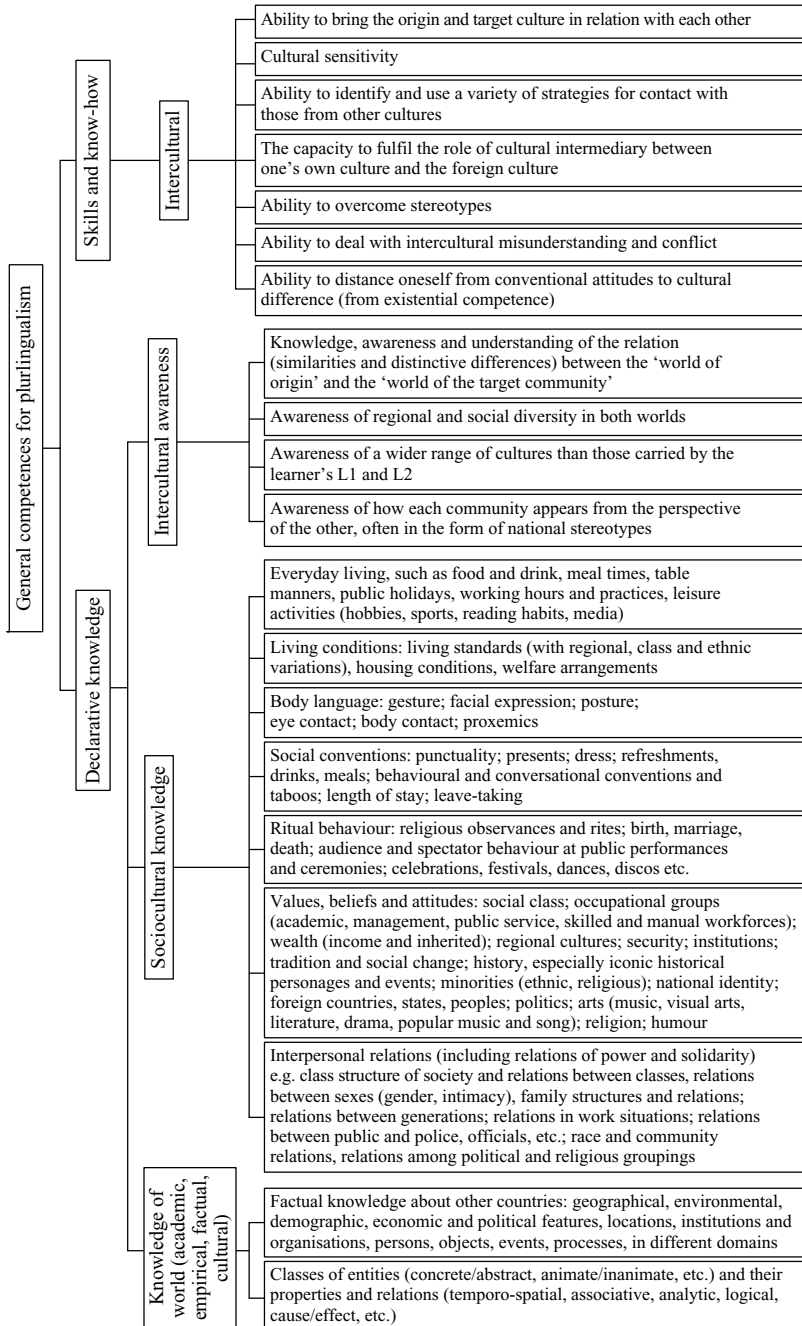
A1.8.2 Stage 2: Cultural and intercultural elements

The case studies in Part 2 cautioned against equating culture or intercultural communication with pluriculturalism. Part 1 of this volume was also clear in its differentiation between PLE and ICLE. Therefore, to pinpoint more precisely the construct of pluriculturalism in the CEFR, cultural and ICLE elements, contained mainly within the Knowledge of the World and Sociocultural Knowledge modules, were also identified as external to this volume's approach to PLE:

From skills and know-how:

- Intercultural e.g. the ability to identify and use a variety of strategies for contact with those from other cultures; ability to deal effectively with intercultural misunderstanding and conflict, ability to overcome stereotyped relationships.

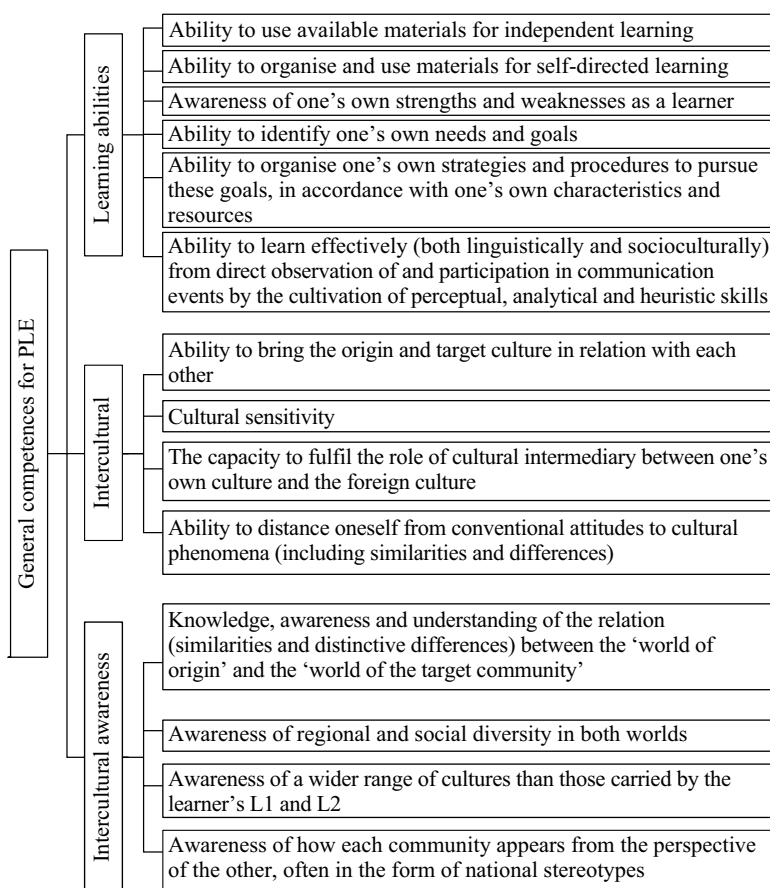
Figure 19: General competences for pluriculturalism in the CEFR



- Practical e.g. social skills: acting according to expected routines and convention (for outsiders and particularly foreigners).

Due to the importance of ability to learning in CEFR-informed language education, the sub-components of study skills and heuristic skills were maintained and edited for relevance. Study skills (Council of Europe 2001:107) was changed to learning abilities, which is thought to better reflect the category's contents since the remaining sub-points all commence with 'ability to'. The higher-order categories of declarative knowledge and skills and know-how were also removed, since only a single sub-component remained in each. These changes produced a version of the CEFR's general competences for PLE, shown in Figure 20.

Figure 20: General competences for PLE in the CEFR



A1.8.3 Stage 3: Other modifications

Several aspects of the CEFR's definitions of 'intercultural awareness' were modified to better align with the pluralistic approaches to language education presented in Chapter 2. The following were changed from:

- knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community'
- awareness of regional and social diversity in both worlds
- awareness of a wider range of cultures than those carried by the learner's L1 and L2
- awareness of how each community appears from the perspective of the other, often in the form of national stereotypes (Council of Europe 2001:103)

To:

- awareness of both identified and potential relations (including similarities and differences) between identities of individuals in the 'world of origin', the 'world of the target community' and oneself
- awareness of diversity (for instance geographic, social, ethnic, religious, professional etc.) in all humans, including individuals in the 'world of origin', the 'world of the target community' and oneself
- awareness of the range of cultures contained within the learner's linguistic repertoire and beyond, and also the range of languages contained within the learner's cultural repertoire and beyond
- awareness of how individuals and their communities can appear from the perspective of others, for instance through generalisations or in the form of stereotypes.

The term 'intercultural' was dropped leaving just awareness. The CEFR's content on plurilingual and pluricultural competence was also incorporated. This included 'an awareness of identity' (Council of Europe 2001:133) and the intention of language learning to help learners 'construct their linguistic and cultural identity through integrating into it a diversified experience of otherness [and] to develop their ability to learn through this same diversified experience of relating to several languages and cultures' (Council of Europe 2001:134).

Similar changes were made for intercultural skills and know-how (Council of Europe 2001:104):

- 'the ability to bring the culture of origin and the foreign culture into relation with each other' was changed to 'ability to bring cultures of the

- “world of origin” into relation with cultures of the “world of the target community” and one’s own cultures’
- ‘to fulfil the role of cultural intermediary between one’s own culture and the foreign culture’ was changed simply to ‘ability to mediate’.

Despite cultural sensitivity³ being in the category ‘intercultural skills and know-how’, it is not thought to be a skill (or at least it extends beyond skills). The CV positions sensitivity as an attitude or a willingness: ‘the will to show sensitivity to differences’ (Council of Europe 2018:158), so it too is not represented in the model. The title ‘intercultural skills and know-how’ was changed to ‘abilities’, leaving two higher-order categories, awareness and abilities.

The Learning Abilities module was also edited. For instance, ‘Ability to use available materials for independent learning’ and ‘Ability to organise and use materials for self-directed learning’ were combined into one statement: ‘Ability to organise and use available and self-created materials for independent and self-directed learning’. ‘Awareness of one’s own strengths and weaknesses as a learner’ was transferred from Abilities to the Awareness category. Finally, ‘Ability to learn effectively (both linguistically and socioculturally) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills’ was changed to ‘Ability to learn reflectively (linguistically, culturally, socioculturally, intercultural, etc.) from observation of and participation in communicative events’. Altogether, these changes produce the description for general competences for pluriculturalism used in this volume (Figure 21).

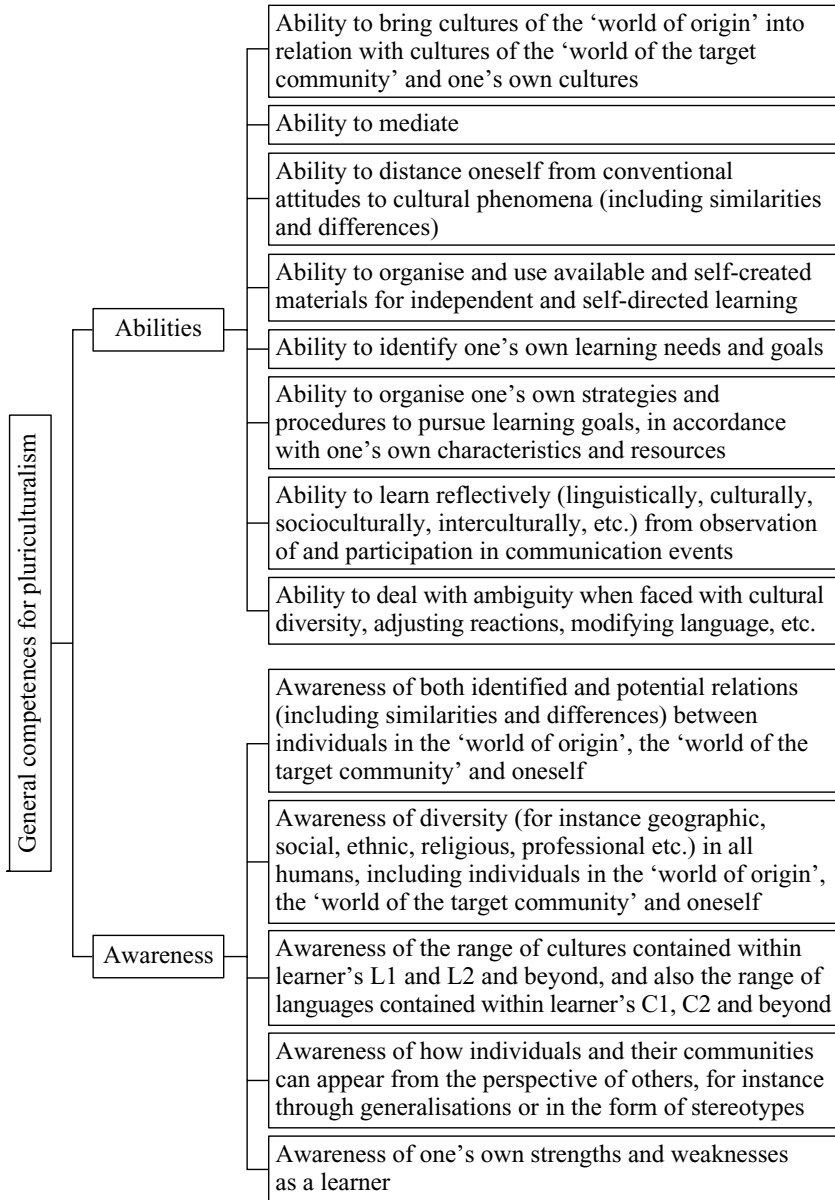
A1.8.4 Stage 4: Corroborating with the CV

Although the model in Figure 21 aligns with the contents of the CV, not all of its pluricultural aspects are adequately represented. For instance, five bullet points below were considered in the development of the scales for ‘Building on pluricultural repertoire’ (Council of Europe 2018:158). They are annotated according to whether they are considered to be an awareness or an ability (Council of Europe 2018:158):

- The need to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying language, etc. (Ability)

3 Cultural sensitivity is described as knowledge, awareness and acceptance of other cultures, and cultural awareness is often used as an equivalent, interchangeable term (Kubokawa and Ottaway 2009).

Figure 21: General competences for pluriculturalism (in this volume)



- The need for understanding that different cultures may have different practices and norms, and that actions may be perceived differently by people belonging to other cultures. (Awareness)
- The need to recognise similarities and use them as a basis to improve communication. (Ability, although it is unclear what kind of similarities it refers to – similarities between speakers, between events, between cultures, languages etc.?)
- The need to take into consideration differences in behaviours (including gestures, tones and attitudes), discussing over-generalisations and stereotypes (this bullet point is considered by the author to be unclear⁴, but is interpreted to mean ‘the need to take into consideration differences in behaviours (including gestures, tones and attitudes), and be aware of over-generalisations and stereotypes’). (Awareness)
- Readiness to offer and ask for clarification: anticipating possible risks of misunderstanding – this is thought to refer to two separate constructs. (The first clause is an attitude – a willingness or readiness to do something – and the second clause could be either an awareness or an ability, depending on the circumstances or the phrasing. It is classified here as an awareness.)

These points were then compared to the contents of Figure 21. Some were already represented in the descriptions while others were either added as their own module or incorporated into existing modules of Figure 21 when appropriate.

A1.8.5 Elaborating the general description for PLE

The final step entailed elaborating the general description from Figure 21 with CEFR scales and specific content. The CEFR’s two scales for pluriculturalism (Building on pluricultural repertoire and Facilitating pluricultural space) were positioned next to the descriptions that reflected the concepts operationalised in the scales.

Aspects of the Knowledge module were elaborated with the CEFR’s content on knowledge of the world and sociocultural knowledge. The CEFR’s examples of knowledge of the world were adapted: for example, instead of ‘factual knowledge concerning the country or countries in which the language is spoken’ (Council of Europe 2001:102), the model reads ‘factual knowledge concerning relevant communities, such as geographical, environmental, demographic, economic, political, social and other features’.

4 Is the need to take into consideration differences in behaviours for when discussing over-generalisation and stereotypes? Or does it refer to the need to take into consideration differences in behaviours, over-generalisations and stereotypes?

'Awareness of diversity (for instance geographic, social, ethnic, religious, professional etc.) in all humans' (Section A1.8.3: Stage 3: Other modifications), is not thought to be reflected adequately in either of the CEFR's scales for pluriculturalism, being that there is no or limited mention of diversity. The Diversity module was thus moved into knowledge.

Since key concepts from sociolinguistic and pragmatic competences align with some of the components of awareness and abilities, flexibility and turn-taking were named alongside the relevant descriptions of ability or awareness. Sociolinguistic appropriateness was moved to the Knowledge module since the scale of descriptors is relatively specific in the constructs operationalised within the scale, and cannot be considered an awareness. Initially, communicative language competence was included as a separate module, but since both Building on pluricultural repertoire and Facilitating pluricultural space are organised according to CEFR level, a separate reference to linguistic competence was not included. Readers are invited to add it to the Abilities module if desired.

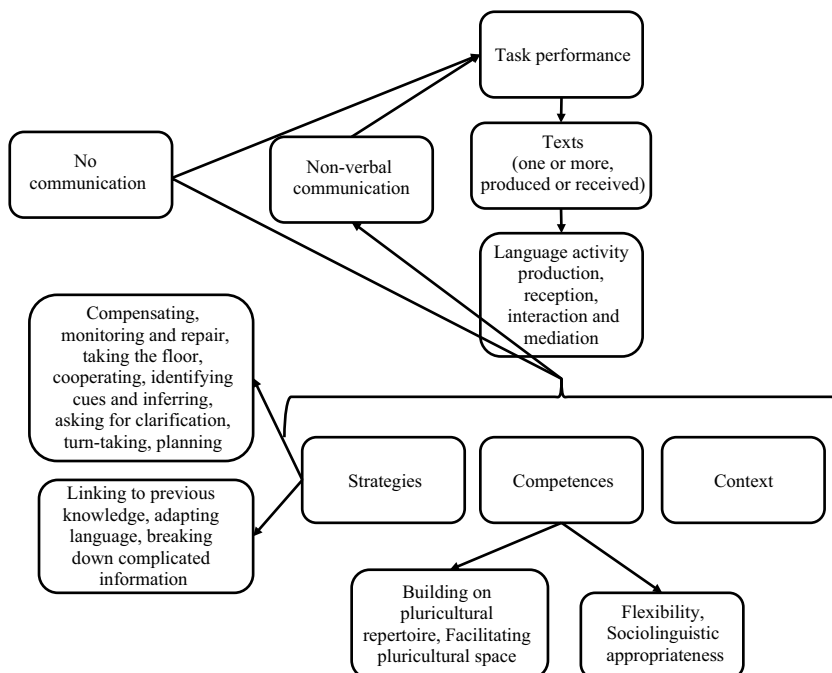
Finally, scales from communicative language strategies of relevance are also included. Those of relevance were identified as: production – Planning, Compensating, Monitoring and repair, mediation – Strategies to explain a concept (linking to previous knowledge, adapting language, breaking down complicated information), reception – Identifying cues and inferring, interaction – Taking the floor, Cooperating, Asking for clarification. Altogether, Figure 22 shows the CEFR's action-oriented approach to language use in PLE.

A1.9 Introduction to Content and Language Integrated Learning (CLIL)

CLIL is 'the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material' (Brinton, Snow and Wesche 1989:ix). This means that subject knowledge is gained concurrently with linguistic knowledge. It is achieved through the medium of an additional language whereby both the language and content have equal importance. While the focus on one or the other may shift to meet the particular knowledge, skills and understanding being taught and learned, the two aspects have parity but remain interdependent.

With its roots in French immersion programmes in anglophone Canada (where anglophone children were first taught only in French (the author recalls) until age 9 to 10 or Grade Three, when the subject of English was introduced to the rotation of weekly classes), CLIL has now become perhaps the most well known of many integrative language learning and teaching models. A well-known CLIL conceptual framework, Coyle's 4Cs (Coyle, Hood and Marsh 2010:43–44), as one example, is briefly presented in the next section.

Figure 22: The CEFR's action-oriented approach to language use curated for PLE



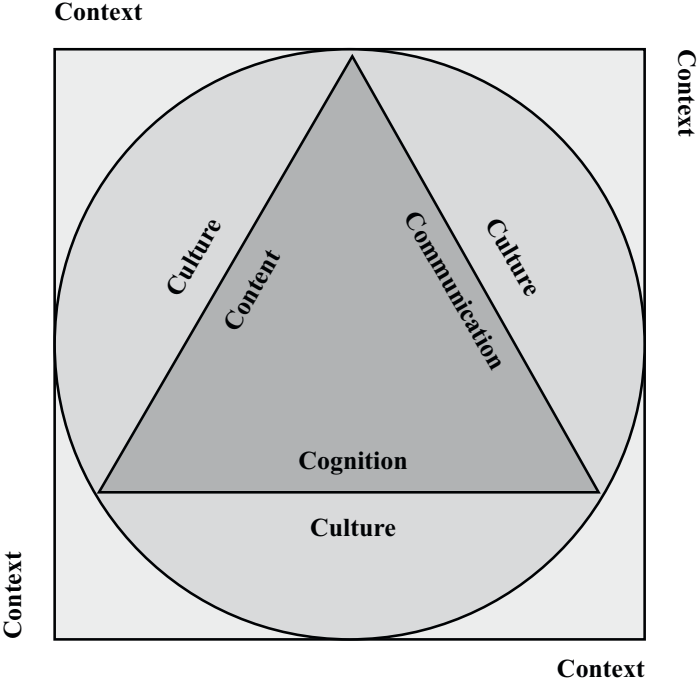
CLIL has been argued to be an innovative approach for language teaching and learning due to the solutions it offered in addressing the challenges globalisation has placed on educational systems. CLIL approaches benefit the learner, the teacher and the educational institution, since knowledge, motivation, pedagogy and opportunities for cross-collaboration are enhanced. Increased motivation of stakeholders is often cited as one of CLIL's main benefits. Increased exposure to the target language, and the opportunity for learners to develop linguistic skills in a more naturalistic environment are also commonly reported. Further evidence is nonetheless required to demonstrate if CLIL approaches result in improved performance for target language learning.

A1.9.1 The 4Cs CLIL framework

The 4Cs (Coyle 2007, Coyle et al 2010:43–44) refer to content (the knowledge and concepts of the subject), communication (the language needed to transmit knowledge and understanding of the content), cognition (the thinking skills

and competences required of the discipline including for language and content and culture) and culture or community (that which is transmitted in materials and tasks, or within communities of practice). Communication is divided into three types: language of learning (terminology of the discipline), language for learning (language needed to communicate content, including for describing, analysing, evaluation and so on), and language through learning (that which is used by learners to demonstrate understanding and used in tasks) (Figure 23).

Figure 23: The 4Cs framework (Coyle et al 2010)



The principles of this CLIL model require that subject matter extends beyond the acquisition of knowledge and skills, such that learners construct their own knowledge and develop skills relevant to their own contexts, using language which is appropriate and accessible. Linguistic demands are taken into consideration at all times, language is learned in context, and cultures and languages are acknowledged as being interrelated in a complex manner.

Appendix 2

Supplementary resources to Part 2

A2.1 A brief introduction to culture and intercultural studies

The following sources were modified and adapted to produce the materials from the case study in Chapter 4 (Section 4.4: Act: The materials): Collins (2018), Spolc (2007), Kulich (2019) and Davies (2020). The general themes are culture, communication and crossing borders. Although the materials tend to refer to English- or French-speaking countries and cultures (being most relevant to the learning context), this is not a requirement for PLE. These materials are not representative of PLE materials and were developed without regard for the CEFR or pluriculturalism.

A2.1.1 Culture

What is culture?

Write down all of the words you can think of that relate to culture.

Choose the five that you think are most important.

Compare these words with those of another individual/pair/group.

Compile (if possible) into a word cloud and reflect on its contents: were there any surprises?

Gandhi (1921) once said:

‘I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.’

What does he mean?

Find another quote about culture. Explain it to your partner.

Write your own quote.

Defining culture

Disciplines such as anthropology, sociolinguistics, culture studies and intercultural communication have each produced their own variations on definitions of culture, with no single one agreed upon. Since cultures are fluid and mobile, its definitions are said to behave similarly. The following conceptions of culture have all been proposed:

Pluricultural Language Education and the CEFR

- the defining characteristics of a given group or society, or a property of a given community or group
- the socially acquired knowledge, ideas, beliefs, values, behaviour and attitudes that are needed for people to function effectively in their social environments
- the collective programming of one's mind which distinguishes the members of one group or category of people from another
- an inward-looking and an outward-looking world view, and a common system of standards for perceiving, believing, evaluating and acting
- the historical transmission of sociocultural and other knowledge from one generation to another
- a changing construct subject to access to new knowledge, contact with other cultures, political, historical, and economic events and developments
- the material, social, subjective dimensions of a community including: physical artefacts, social institutions, beliefs, norms, collective memories, attitudes, values, discourses and practices which group members commonly use as a frame of reference for thinking about, making sense of and relating to the world.

Of these definitions, which ones speak to you the most? Write your own definition for culture.

Aspects of culture

In the 1930s, Murdock (an anthropologist) compiled a list of 900 categories of universal human behaviours in his work called the *Outline of Cultural Materials* (1938). These covered a wide and diverse range of practices performed all over the globe, but in different ways. Some examples include: dancing, funeral practices, leave-taking, birthday parties, meal times etc.

Write down all of the universal human behaviours that you can think of in one minute. Compare with those of another individual/pair/group.

Choose one and share with your partner/group how your culture (country, region, community, family) performs that behaviour. What are the similarities and differences between you?

Hofstede (1991) suggests that culture can be seen as an onion, with both outer and inner layers. Some are visible and the deeper you go into the onion the more invisible the aspects of culture. Peterson (2004) uses an iceberg for his metaphor in classifying aspects of culture (many aspects of which are common themes studied in cultural studies and intercultural communication). Consider the following list of aspects of culture, and put them in the visible or invisible list:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Language • Architecture • Food • Population • Music • Clothing • Art and literature • Pace of life • Emotional display • Gestures • Leisure activities • Eye contact • Sports • Food, clothing, buildings, works of art, language as a code/formal system • Gestures, ways of greeting, ceremonies, the playing of football, dancing • Education, government, law and order, health care, family life • Religious and moral beliefs, attitudes towards other groups, concepts of 'polite' and 'impolite' behaviour | <ul style="list-style-type: none"> • The acceptability of power differences among group members, the importance of respecting tradition, the importance of conforming to social expectations and norms, the right to pursue personal pleasures and interest • Notions of time • How the individual fits into society • Beliefs about human nature • Rules about relationships • Importance of work • Motivations for achievement • Roles of adults and children within family • Tolerance for change • Expectation of macho behaviour • Importance of face, harmony • Preference for leadership systems • Communication styles • Attitudes about gender roles • Preference for thinking style – linear or systematic |
|--|---|

Choose three of the visible and three of the invisible aspects of culture. Could you explain these for your own national culture? Which ones would be difficult to explain? Why or why not?

Can you discuss any of these for other cultures? How do you know?

Cultural preconceptions

Write down the first things that come to mind:

Which three countries in the world enjoy skiing the most?

How would you describe someone from Italy?

Where are these people from? (images of people in traditional dress)

Compare your answers with a partner.

Reflection: If you selected a country such as Canada or Switzerland, you are correct in that skiing is popular in these countries. However, does that mean that every Canadian or Swiss person likes skiing? Or that other countries do not have people who love skiing just as much?

Why did you choose the places you chose? What question would get others to give your country as an answer and why? How accurate would their perceptions be?

Reflection: If you said something like expressive or proud, perhaps you are correct that some people in Italy are both of those things. However, does that mean that every Italian is that way? Is describing an entire nation of people in a few words a realistic task? Why did you choose those words? What do you think people would say for your country and why? How accurate would their perceptions be?

Reflection: In many cases your answers might have been right. However, these are images of people in traditional dress, and they may or may not relate to where the person wearing them is from or what everyone from the entire country would traditionally or historically wear.

What images of traditional dress are there from your country or community?

Have you ever worn something that is not traditionally from your country or community? Why? How did you feel? How do you feel when someone from somewhere else wears something from your country or community?

There are many ways that people develop preconceptions about others (often based on culture) when actually there is a wide range of diversity within those populations. This is something we want to keep in mind.

Cultural differences

Understanding cultural differences is an important step in developing cultural awareness.

Imagine a friend is driving you somewhere. Your friend is speeding, and you tell them that they are going too fast. Your friend does not listen and suddenly slams on the brakes, hitting the car in front of them. No major damage appears to have been done and you go home. Later, there is a knock on your door and there's a police officer. The police officer asks if you were in the car during the accident (you say yes), and then asks if your friend was speeding.

What do you say and why? Is there a right and a wrong way to answer this question? (Discuss with a partner or group.)

Do you think everyone in your country/community would answer similarly?

Do you think everyone in the world would answer similarly?

In fact, to explore one aspect of cultural differences, the organisational theorist Trompenaars asked people from all over the world the same question. He found that 97% of people from Switzerland answered yes to the second question, while in Venezuela, 68% answered no. In China and India, 47% answered no and 54% answered yes. What might this suggest about a culture?

According to Trompenaars, how you answer the second question shows how you understand power, which is one example of a cultural difference. If you say yes, then you have a **universalistic** understanding of power, where rules can never be broken. If you say no, you have a **particularistic** understanding of power where rules being followed depend on the context.

What are the benefits and drawbacks of describing cultural differences in this way?

Although interesting, thinking of cultural differences in an 'either/or' way such as the above example, has been criticised. Why might this be?

(If necessary, use the following to frame your discussion/reflection: the description of the circumstances of the situation in the driving with friend scenario including the relationships of people, the description of context, the type of damage, trust in power, peer-pressure, moral conflict, etc.)

Though we all share universalities, cultural differences can change the way we view things such as perceptions of time, power and individualism. When these dimensions are applied to entire nations however, one negative consequence is that others are encouraged to view that culture as being singular, fixed and even wrong or corrupt. Spolc (2007) provides the following as an example: 'Australians tend to believe that people everywhere [in Australia] are basically Australian. Cultural differences are seen as superficial and that, underneath, people really behave and believe as Australians do. Newcomers are therefore expected to speak English and are expected to conform to the Australian way of life. Failure to do so can be taken as evidence of hostility. Most Chinese, on the other hand, tend to believe that a non-Chinese is different from a Chinese in a way that is almost impossible to overcome' (Brick 1991:6–7).

What do you think about Brick's comments about Australians and Chinese? Are cultural differences unchangeable and permanent? Why do you think so?

Example of a cultural difference (or similarity): Greetings

What are some forms of greeting in your culture?

How do your greetings differ according to region? Age? Relationship with the other person? Location (i.e. on the street versus in the workplace?)

How would you greet: a parent, a friend, a colleague, a romantic partner, someone you just met, someone in a position of authority, someone older than you, someone younger than you, someone you haven't seen in a long time?

All around the world, people greet each other.

What are some forms of greetings in other cultures that you know of?

How do they differ according to region? Age? Relationship with the other person? Location? When they were last in contact with each other?

Reflection: Greetings are one of many behaviours that everyone does all over the world. Although universal and seemingly simple, greeting someone is complex and can be done in many different ways. Choose another culture and explore how to greet the following: a parent, a friend, a colleague, a romantic partner, someone you just met, someone in a position of authority, someone older than you, someone younger than you, someone you haven't seen in a long time etc. Share and compare findings.

What are some other behaviours that could be used in a similar example (i.e. something that is universal to humans, but may differ according to culture)?

Cultural identities

Everyone has a unique cultural background and identity. Write a few sentences about your cultural background:

(Where are you from? Where did you grow up and where do you live now? What languages do you speak/know? What countries or regions make up your heritage? What nationality are you? Is your national identity different from your birth nation?)

Share with a partner.

What is the most important or distinguishing feature of your cultural background?

Have you had experiences where people have made incorrect assumptions about you based on your national identity?

They can relate to affiliation, or to ancestry and history. For example, it might include sharing:

- a favourite sports team
- political views
- socio-economic status
- national identity
- regional or local affiliations
- religion
- ethnicity.

These common bonds offer a sense of belongingness, the basis of part of our identities. Cultural practices within these groupings give people a sense of acceptance into a group. For example sports teams, accents or vocabulary usage, alma mater etc. These are all signs of membership and belonging that can be sources of strength.

Othering

One contradiction of defining culture is that it attempts to help people become more ‘culturally sensitive’ in order to avoid ‘othering’. This can paradoxically lead to further ‘othering’. Defining levels of contexts of culture often entails referring to groups with shared identities of some kind. Members with similar identities can be referred to as being members of an ‘in-group’ whereas those seen to be different as an ‘out-group’, or ‘the others’. Othering has occurred at all levels of history, culture and society. Kapuściński (2018) stated that ‘the whole world of literature is devoted to Others, [and] . . . this reading matter ignited a desire to reach the most far-flung corners of the world, in order to meet and get to know Others. It was the typical illusion of space – the belief that whatever is far away is different, and the further away it is, the more different it is’.

Do you agree with this statement?

What does he suggest about othering – is it positive or negative?

Do you know of any literature that explores others?

Othering can be based on any kind of differences, such as age or ethnicity. Can you think of other kinds of features for the basis of others?

What do you think is the best way to avoid making preconceptions and judgements about other people?

Othering is of great concern more recently with technology which allows the rapid spread of online misinformation (‘fake news’), as part of cyber warfare, which provides easy and immediate opportunities for the propagation of distrust, fear and hatred based on a differentialist bias – that what is different is a threat, and that certain types of interactions, often those that occur across cultures, are incompatible.

Write down a list of 10 ‘groups’ that you are a member of or identities that you have using ‘I am’ (these could be formal groups such as a sports club, but also within a family or social setting):

I am ----

How does your list compare to those of others?

Choose one of the groups that you belong to.

What are some features of that group for you?

What are the benefits for you of belonging to the group? How do you think others who are not part of it view the group? Are there differences between members within that group?

Imagine that same group from a different culture. What similarities or differences do you think might exist between the features of that same group from a different culture?

What contexts of culture do these refer to?

Do you behave in the same way across all groups? If not, what is different between them? When operating within one group, do you draw from aspects of your self that also exist within other groups? Is it possible to have multiple identities or belong to multiple groups at the same time? If so, how do they relate to each other? How easy is it to switch between groups?

A2.1.2 Communication

Globalisation describes the increasing ‘interconnectedness’ of people and places through developments in transport, communications and technology. The forces of modern ‘globalisation’ mean that people, ideas, material and products travel across physical borders with increasing speed, ease and frequency. Globalisation is likewise linked to the opening, blurring and creation of new borders (including cultural ones). This also means that communication is occurring across borders. The field of intercultural communication arose in response.

KASA model

A common model used in intercultural communication is the KASA (knowledge, awareness, skills, attitude) model, explained in the following sections.

Knowledge

Knowledge can be a collection of facts about a particular country, community or context, but it also includes an understanding of the ways in which that country, community or context is organised and functions, including the variety which exists internally. Developing knowledge therefore, might involve the learning of or about practical and everyday life matters, such as knowing how and where to obtain needed information, but it can also involve the development of the knowledge of identity, either one’s own or that of others. Simple examples of this might be the knowledge of the differences or similarities between how people live in urban or rural areas, even though they might share the same national, regional, linguistic (and beyond) identity.

If someone visited your country, region, city, what kind of knowledge do you think it is important that they have and why?

When you journey beyond your normal context, what knowledge do you like to have and why?

Awareness and skills

Julie was riding a train. She took out a snack from her bag and started to eat it. She noticed that other people started to give her strange looks, and turned away from her. Nobody else was eating on the train. She put away her snack.

Interculturalists would say that Julie demonstrated awareness, of herself and of others, and engaged in a critical assessment of her surroundings, which resulted in an evaluation and adaptation of her behaviour according to the apparent expectations of those around her.

Later, she learned that it was bad manners to eat on public transport. She realised, that in her home culture, it might be considered bad manners to eat something in front of someone and not offer to share it with them, and then not to apologise once one realised that they did something wrong. She related the event to her familiar culture and thought about how she might behave if someone did something ‘rude’ in front of her. This latter aspect is one example of intercultural skills – the ability to deal with situations that may arrive in intercultural contact. In Julie’s case, saying sorry and smiling might have been one of the skills that were needed in abating the tension that she had initially caused. Skills usually refer to the practical side of contact, but may also refer to cultural mediation, discovery and interaction at deeper levels.

Have you ever had a similar experience?

Think of examples of awareness or skills that visitors to your country, community or context might need/could benefit from.

Attitude

Successful intercultural interactions are said to depend on attitudes of curiosity, openness, acceptance and sensitivity to other people and situations, and avoiding othering.

Critical incidents

The field of intercultural communication focuses a lot on ‘critical incidents’– this could be a fun thing to do with our learners at all levels. Critical incidents are interactions that challenge existing behaviour or assumptions, and they can be a useful tool for analysing intercultural contact. This is when a certain event is described, and then analysed to understand why it was confusing, why it caused misunderstanding, and to help develop awareness and ways to navigate the situation in the future.

Have you noticed that people from other cultures communicate differently from how you communicate? What things have you noticed? What things are similar to how you communicate?

Share your answers.

What situations have you been in where people from different cultural backgrounds tried to communicate?

Did the situation end as expected? What helped or prevented it from ending as expected?

A trip to Five Dragon Mountain Park – A critical incident

An eager young traveller and student of Chinese named Julia has just arrived in Dalian, a city in China. After studying Chinese for several months in her home country of Switzerland, she was happy to have arrived in China and eager to continue her studies and Chinese practice. After a few weeks of settling in, Julia found that she was far less excited than she had been upon arrival. She was finding everything overwhelming and felt she just needed a break.

On her way to the grocery store one day, she stopped in a quiet, familiarly decorated, air-conditioned fast-food restaurant she had been to in Switzerland for a coffee or two. However, her escape was soon interrupted by a young woman who said hello to her in English. Although Julia did not want to have a conversation, she replied. The young lady introduced herself as Sophie, and informed Julia that she was a student of English and German. Rather than ask Sophie to leave, Julia bought her a cup of coffee and they chatted, ending the interaction with exchanging numbers.

Julia called Sophie on the weekend asking if there was somewhere, like a river or a mountain or something, where she could get some fresh air and quiet. Sophie said that they should go to Five Dragon Mountain Park together and that she would be there at 8 a.m. to pick her up from her apartment the next morning.

The weather was great, and Julia looked forward to a day out, being able to speak German rather than Chinese or English, and talk with someone who might become a friend. As she was getting ready, there was a knock at the door at 7.30 a.m. She was just about to get into the shower, so she popped on a towel and went to answer it. Sophie was there, not on her own but with a male and a female of about the same age. Julia asked them into her living room and hurried to her bedroom to get dressed. Within a few minutes, she was ready to go, but the three were now hanging out in her living room, looking through her books, photos and other possessions. Julia asked Sophie if they could get going, and so they set off for the train station. To buy a ticket, people were just walking up to the front of the line and barging in ahead and pushing others out of the way. Even Sophie's friend did the same thing. They pushed onto the train too when it came.

Once seated, one of Sophie's friends opened her bag to pull out a large container of sunflower seeds. Everyone took handfuls of them, chewing them up and spitting the shells out directly onto the floor. Some shells even landed on Julia's feet. Sophie's friend proudly showed off the dent in her tooth from many years of sunflower seed cracking. Sophie tried to get the four of them

talking, but Julia did not want to engage in conversations with someone who insisted that the conversation be held in broken English when Julia's Chinese was much better. She spent most of the journey pretending to admire the scenery out the window.

Finally, the train arrived at their stop, which seemed to Julia to still be in the city. They squeezed into a small bus where other passengers were smoking, though the windows were closed. After a short drive, they arrived at a full parking lot. People piled out of the coaches, lining up to buy tickets for the park. There was more of the queue-jumping from the train station. They walked up a very busy cemented path to a temple. The temple was nice, but Julia could not enjoy it from feeling anxious and stressed out from the people and noise everywhere. Sophie was sad that Julia was not talking to her or her friends very much and did not understand why. They did not talk again after this outing.

Analysing the critical incident

What happened in Five Dragon Mountain Park?

Was there a misunderstanding? If so, what was it?

What are your thoughts on this story?

Have you had any similar experiences?

There are a number of ways to analyse such cases. Interculturalists tend to break down the events and consider the interactions from the point of view of each participant, for instance, the meeting, the event, the follow-up.

Which aspect of their interactions did you find most interesting or surprising? Why?

If you were to talk with either Julia or Sophie, what would you tell them to help them prepare for future intercultural interactions?

A2.1.3 Crossing borders

Cultural borders do not necessarily mark out physical areas or territories.

What's your opinion about this statement?

When is a time you crossed a border (either with or without travelling)?

Acculturation

Acculturation refers to the process of acclimatising and adapting to different cultures. Acculturation can also refer to the way in which new values and conventions of a group are learned, through which new, composite practices can emerge. In intercultural communication, the following models of acculturation are frequently presented: the U and W curve, and the theory of cross-cultural adaptation. In the former, the key stages are:

1. **Honeymoon**
2. **Crisis** (or culture shock)
3. **Adjustment** (developing competence in the new environment)
4. **Biculturalism** (developing confidence and feeling adjusted)

Share about a time when you felt yourself to be in a different cultural environment.

Like a fish out of water

What does this expression mean? Is there a similar one in your language? How do you think it could relate to culture?

To be 'like a fish out of water' could describe the feeling one gets when one enters a new or foreign culture and feels out of one's comfort zone. When have you felt like a 'fish out of water'?

Returning to the home culture forces an individual to go through a further adaptation process, which involves re-entry shock and readjustment. In the latter, the acculturation process takes on the form of a spiral, where each turn adds new life experiences and ideally, personal growth. The spiral represents an emotional journey which entails some kind of stressful or confusing incident, which provokes a defensive response where the incident causes negative feelings or rejection of the new culture. However, after time and effort, accommodation to the new environment allows for adaptation, growth and a cessation of the perception of the culture as different from or separate to one's home culture, instead seeing overlap and commonality. Consider your return to a once familiar place, or returning to the town or village where you grew up after being away. How did you feel?

Do either of these two models describe your experience? If not, how would you describe your model of acculturation? Share your answer with a partner/group.

Carrying baggage

What does this expression mean? Is there a similar one in your language? How do you think it could relate to culture?

Carrying baggage as it pertains to culture refers to the values, beliefs, attitudes etc. that are carried within oneself as a result of being from a certain culture. It is often hidden, from others and even from oneself. The intention behind intercultural communication is to allow learners to test their own knowledge, thoughts and opinions and be willing to consider those of others too.

Quizzes

Ethnocentrism quiz

(This is taken from Neuliep 2006:34–35).

Rate each statement according to this scale:

Strongly Agree (SA) = 5

Agree (A) = 4

Neutral (N) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

Statement

Rating

1. Most other cultures are backward compared to my culture.
2. My culture should be the role model for other cultures.
3. People from other cultures act strangely when they come into my culture.
4. Lifestyles in other cultures are just as valid as those in my culture.
5. Other cultures should try to be more like my culture.
6. I'm not interested in the values and customs of other cultures.
7. People in my culture could learn a lot from people of other cultures.
8. Most people from other cultures just don't know what's good for them.
9. I respect the values and customs of other cultures.
10. Other cultures are smart to look up to our culture.
11. Most people would be happier if they lived like people in my culture.
12. I have many friends from other cultures.
13. People in my culture have just about the best lifestyles of anywhere.
14. Lifestyles in other cultures are not as valid as those in my culture.
15. I'm interested in the values and customs of other cultures.
16. I apply my values when judging people who are different.
17. I see people who are similar to me as virtuous.

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18. I do not cooperate with people who are different.
19. Most people in my culture just don't know what's good for them.
20. I don't trust people who are different.
21. I dislike interacting with people from different cultures.
22. I have little respect for the values and customs of other cultures.

Calculate your score as follows:

Step 1: Value A = Add together the scores for questions 4, 7 and 9.

Step 2: Value B = Add together the scores for questions 1, 2, 5, 8, 10, 11, 13, 14, 18, 20, 21 and 22.

Step 3: Value C = 18 minus Value A

Step 4: Value D = Value B + Value C

Higher Value D scores indicate higher ethnocentrism. Scores above 55 are considered to show high ethnocentrism. Scores under 30 are considered to show low ethnocentrism.

Do you think this or other quizzes are reliable ways to measure a person's ethnocentrism? How do you feel about your score? What actions could be taken to move it up or down?

Willingness to communicate across borders

Below are examples of six communicative situations. Indicate how comfortable you would be in communicating in each type of situation (0 = very uncomfortable to 4 = very comfortable).

	Score
1. Talk with someone I perceive to be different from me.	
2. Talk with someone from another country.	
3. Talk with someone from a culture I know very little about.	
4. Talk with someone from a different race than mine.	
5. Talk with someone from a different culture.	
6. Talk with someone who speaks English as a second language.	

Scoring

Score	This indicates
< 10	● a general unwillingness to communicate across borders
> 10	● a slight willingness to communicate across borders
> 15	● a moderate willingness to communicate across borders
> 20	● a high willingness to communicate across borders

Do you think this or other quizzes are reliable ways to measure a person's willingness to communicate across borders? How do you feel about your score? What actions could be taken to change your score?

A2.1.4 Making lessons

One goal of this initiative is to increase consistency between our teachers' lessons. For instance, the following contains an example of a vocabulary preparation task which might be used at the beginning of each lesson. The remainder of the workshop time will be spent on brainstorming a general lesson structure for us to follow for our conversation classes.

A2.1.4.1 Vocabulary preparation

Some of the topics in this workshop and set of learning materials may contain unfamiliar vocabulary and concepts for learners. If desired, a vocabulary preparation section can be included with practice exercises, such as those which follow. The point to bear in mind is to keep even simple warm-up exercises related to culture and intercultural communication.

Interpersonal	Scholar	Dimension	Inequality
Framework	Complexity	Stereotype	Unequally

Choose the BEST word to complete the following sentences:

It took several years to solve the problem due to its ____ and the numerous elements involved in the process.

Due to recent occurrences of misunderstandings which are thought to be cultural, we are searching for a manager with good ____ communication skills.

People in some countries avoid public disputes because they have low ____ for conflict.

George has excellent ____ skills and is able to maintain good relationships among co-workers and with management.

What are some other ideas we can incorporate for consistency across conversation classes?

A2.2 Responses to materials

This section presents the responses from teachers to the materials presented in the previous section. Comments on the materials from a pilot study were broken down and divided into several categories: systemic (institutional or administrative), logistic (related to time or access to resources), contextual (academic/content fit), stakeholder (teacher or learner) or other constraints. Positive comments were separated from the constraints.

Systemic constraints

We could not allow the inclusion of some of the materials because they touch on topics which we aren't permitted to talk about (politics and religion etc.).

A bit righteous/too political/too philosophical.

We don't want students to think we are trying to teach them anything beyond language and communication/make the participants feel that they need to learn something about the world or become better, more enlightened people.

I don't think the administration would go for such lessons.

Logistic constraints

I am just learning how to teach, there is no room for this.

I'd need a lot more time to work on this if it's something I'd have to do myself.

Teachers aren't paid enough to prepare complicated lessons on these topics.

Contextual constraints

Much of [this] wouldn't really fit in.

There is no linguistic support for many of these activities.

Where is the grammar and vocabulary?

Stakeholder constraints

Teacher factors

I don't know anything about intercultural language teaching and just looking at these self-study materials is not enough to make me feel like I could develop and teach classes on them.

I'd need a lot of time to work on this if it's something I'd have to do myself.

Our teachers don't have much training beyond a basic TEFL course, and in general they do not tend to include anything about the intercultural – they basically know 1990s CLT – they really need more training in both language teaching in general as a field, and maybe task-based language learning and intercultural language teaching more specifically.

Learner factors

This is levelled way too high for most of our students.

The worldview implied by these materials may not reflect those of some of our students.

I wonder if the students would want to do activities like this.

Positive comments

I like some of these ideas to teach about culture, especially for our VIPs or face to face classes.

One or two classes on the subject might be fun to do, and I'll probably use some of [these materials].

I think body language classes could be fun and that it would be better to do classes on specific cultures, and not just culture in general.

Other

Are we teaching about culture directly? Or about phenomena related to the study of culture? Or both?

Modifications

Modifications that teachers indicated they would make were more pictures to help elicit responses, contextualisation of materials for lower- and higher-level learners, modification of vocabulary, examples for the cultures of interest (home and other), discussion questions which elicit examples for the cultures of interest (home and other) and more linguistic support.

A2.3 Knowledge of the CEFR survey

This section presents part of the questionnaire used to survey teachers about their knowledge of and familiarity with the CEFR. The items were developed using the contents page of the Guide for Users (Council of Europe 2001). A total of 25 multiple-choice or true/false/don't know questions were produced following several rounds of edits based on feedback from Tony Green. The instrument was pilot tested on English language teachers from universities in the UK and the US, and this led to further reduction and refinement of the items before it was administered to teachers from the case study of Chapter 5. The final version of the knowledge of the CEFR questions is presented in Box 11. The next sections provide further details about the survey takers and the results.

Box 11: Survey questions for knowledge of the CEFR

- 1) The lowest level of language proficiency described in the CEFR is:
 - a) Level 1
 - b) C2
 - c) Level 6
 - d) Band 9
 - e) A1
 - f) Don't know

- 2) In the CEFR, the highest level of language users are known as:
 - a) Operational Users
 - b) Advanced Users
 - c) Independent Users
 - d) Mastery Level Users
 - e) Native Level Users
 - f) Proficient Users
 - g) Don't know

- 3) The CEFR has illustrative scales for . . .

Listening as a member of a live audience	True/ False/Don't know
Task fulfilment	True/ False/Don't know
Reading for detailed understanding	True/ False/Don't know
Understanding a native speaker interlocutor	True/ False/Don't know
Apologising and making excuses	True/ False/Don't know
Lexical selection	True/ False/Don't know

- 4) Which of the following are among the CEFR's communicative language modes (check all that apply):
 - Listening
 - Reading

Spoken production
Written production
Reception
Vocabulary
Speaking
Grammar
Production
Mediation
Interaction
Listening
Pronunciation
Spoken interaction
Written interaction
Presentation skills
Creative writing
Don't know

- 5) What are 'illustrative descriptors'?
- Statements of language activities involved in communication, including production, reception, interaction and mediation.
 - Statements of the communicative competence of language users, including what they are able to do with language.
 - Statements of the criteria for evaluating language proficiency, which include range, accuracy, fluency, interaction and coherence.
 - Statements of contexts of language use in the CEFR (including domains, conditions, constraints, the user/learner's mental context and the mental context of the interlocutor).
 - Don't know
- 6) One of the CEFR's aims is:
- To standardise the language education industry in Europe by specifying how the teaching, learning and assessment of languages should occur.
 - To help practitioners communicate with others about language education, and to reflect on their practice.
 - To provide a set of scales to measure language proficiency which are more functional than the terms beginner, pre-intermediate, intermediate, and advanced.
 - To specify the grammatical structures required to navigate the types of situations language learners might find themselves in in real life.
 - Don't know
- 7) Are the following statements true or false?
- The CEFR leaves it to the practitioner to determine how much focus should be put into the development of linguistic competences (such as lexical or phonological competence).
T/F/Don't know

- b) Although the learners can reside anywhere, the CEFR is only applicable for those involved in the teaching or assessment of adult learners of European languages.
T/F/Don't know
- c) The CEFR suggests that in order to move up the levels and gain proficiency, learners should increase their capabilities in completing the following tasks: grammatical exercises and passages for translation in either direction between L1 and L2.
T/F/Don't know
- d) The CEFR's 'Can Do' statements should never be modified or changed, as this would reduce their validity.
T/F/Don't know
- e) The CEFR can be used for specifying the content of language tests.
T/F/Don't know
- f) According to the CEFR's statement on the context of language use, holidays, weddings, visits and industrial disputes are examples of situations of language use.
- g) The CEFR identifies communicative language teaching as the most effective teaching methodology for language learning.
T/F/Don't know
- h) The CEFR is applicable for the teaching and learning of non-spoken languages such as sign language.
T/F/Don't know
- i) The CEFR states that the main aim of language education should be to achieve mastery of one (or two or more) languages with the 'ideal native speaker' as the ultimate model.
T/F/Don't know
- j) The CEFR states that helping learners to develop their ability to learn is important.
T/F/Don't know

A2.3.1 The survey takers

About a third of the teaching staff from the institute (31 teachers), responded to the questions in Box 11 in addition to those about the familiarity and previous experience with the CEFR. Respondents were a mix of permanently contracted and casually employed (meaning that they would be hired for five weeks at a time as the need arose), mostly from Australia, but some from the UK, Canada, the US and South Africa. The survey was administered using Google Forms. Participants were asked to treat the questionnaire as a test and not to refer to any external sources while completing it.

A2.3.2 Survey results

Of the 31 responses, four respondents were excluded from continuing as they had not heard of the Framework. When asked what the abbreviation CEF stood for, 85% of respondents answered correctly, with one selecting I don't know and three Common English Framework. In terms of whether participants had read the Framework, a mean response close to the 'some of it' response option was obtained ($m=2.9$, $SD=1.1$). The mean familiarity rating was 'somewhat familiar' ($m=3.0$, $SD=0.9$). The mean score on the 'Knowledge of the CEFR' test portion was 9.7/25 or 39% ($SD=4.2$). One respondent achieved a near perfect score, while the lowest-scoring participant got 8%. The strength of the correlations between participants' scores on the knowledge of the CEFR test and their self-ratings for familiarity and experience were respectively strong and moderate ($r = .70$, and $r = .57$).

A2.4 CEFR diffusion of innovations study

This section consists of a report on the diffusion of innovations study mentioned in Part 2. Diffusion is defined as 'both the planned and spontaneous spread' of new innovations 'through certain channels over time among the members of the social system' whereby ultimate uptake of the innovation is referred to as adoption (Rogers 2003:5–7). Four components influence how, why and how fast the innovation spreads through a social system: attributes specific to the innovation, the social system and its members, the communication channels, and time. The communication channels allow the transfer of information between members of the social system. Time refers to the length of time it takes an innovation to diffuse through a social system. The CEFR meets all three of Rogers' facets of his definition of an innovation: 'an idea, practice or object' (Rogers 2003:11). The CEFR as an innovation has been discussed in O'Dwyer et al (2017), Runnels and Runnels (2019), Miller (2019), Le Thi (2019), Nguyen and Hamid (2020) and Lee and Kasim (2020). In the study presented in the next section, the CEFR's adoption and diffusion is explored.

A2.4.1 Overview of the study

The study consisted of a two-part survey and an interview. The survey examined the members of the social system (adopter traits, and experience and familiarity with the Framework), the social system (the institution), the usage decision type, and the characteristics of the innovation. Adopter traits with previously demonstrated predictive power include personality traits, beliefs, socioeconomic status, communication behaviours or other traits such

as motivation and ability (Rogers and Jain 1968). The interviews focused on the time since the introduction to the innovation, and the adoption–decision process of both rejecters and adopters.

A2.4.2 The survey

The first part of the survey examined respondents' familiarity and experience with the Framework. It also investigated characteristics of the respondents themselves to determine if there were any adopter traits which either favoured or hindered adoption of the CEFR. The adopter traits were the number of languages taught at their institution, the size of the institution, their job type (whether they were part-time, full-time, tenured or contract-based) or the number of years they had taught English. The survey also investigated sources of exposure to the Framework, and adopters' usage decision types. The results were also used to identify adopters and rejecters of the Framework for the interviews.

A2.4.2.1 Survey Part 1

Respondents

The survey was administered on Google Forms to 44 English language teachers for adult learners from Ireland, the UK, the USA, Australia, Germany, Canada and South Africa, currently teaching in Japan, Korea, China, England, Australia or the USA (all professional contacts of the researcher). Respondents had a range of experience in teaching English from one to 15 years, with an average of 6.8 years. The institutions ranged in size from up to 500 students, to over 10,000. Most of the institutions (70%) were tertiary level, and others were language training institutes within a university. Twenty-five (56%) of the respondents had a Master's degree in a related field, while the remainder had Bachelor's degrees, in a variety of fields.

Familiarity with the innovation

The overall mean for familiarity with the CEFR was rated at 3.5 on a 5-point response scale. Four USA-based respondents (9%) had not heard of it, and were therefore removed from analysis, as they cannot form part of the market share of adopters (Rogers 2003). Another 20% of respondents indicated very limited familiarity with the Framework, five of which were likewise based in the USA and two each in the UK and Japan. After eliminating those with no or limited familiarity with the Framework (30%), the mean rating increased to 4.2 on a 5-point scale, within the 'Familiar' category.

The correlation with the extent to which the CEFR document had been read in its entirety and self-rated familiarity was found to be moderately strong ($r = 0.69$). The correlation between the familiarity with the Framework and the

extent of professional development on the CEFR (reading documents about the CEFR and accessing other media, including presentations, workshops, meetings, explanations from colleagues or other stakeholders) was even stronger ($r = 0.88$). However, when asked about other CEFR supporting or complementary documents, such as the Guide for Users, Case Studies and the Manual for Relating Examinations, familiarity was low.

Although the preliminary analyses did suggest that respondents with a Master's degree appeared to be more likely to have heard of the CEFR than those without and that respondents teaching in Japan, Germany and England were also more likely to have heard of the CEFR than those from the USA, China, Korea, South Africa and Australia, these two findings are thought to be due to sampling issues relevant to the pilot study rather than a significant finding for geography or level of education. No other notable or consistent relationships between respondents' familiarity with the CEFR and the adopter traits discussed in the previous section were found.

Adopters versus rejectors

Seven respondents were familiar with the CEFR but they had not used the CEFR directly in their own practice: they were deemed rejectors of the Framework and sought as interviewees. Twenty-two teachers were classified as adopters of the CEFR. These respondents indicated a range of sources of exposure to the innovation: 'Through colleagues' was selected most frequently but one or more responses from through in-service, pre-service teacher training or at conferences, seminars, workshops or other professional development events were also selected. A single respondent indicated they had come across the CEFR on their own through professional development readings.

Usage decision type

The usage decision type can predict an innovation's diffusion. There are three types: voluntary adoption, a collective innovation-decision (made by a group of stakeholders and voluntarily implemented) or an authority innovation-decision (whereby a decision is made for the social system by individuals in positions of influence or power and not voluntarily implemented). When asked about their usage decision type, the same respondent who had come across the CEFR on their own indicated that CEFR usage was due to their own initiative. The remaining 21 adopters were a mix of voluntary and involuntary users and decision types: six were involved in a collective innovation-decision and were voluntary users. These six, along with the respondent whose CEFR usage was entirely self-motivated, were sought for interviews about their adoption-decision process. The remaining 15 adopters were the subject of authority innovation-decision adopters whereby superiors (including programme directors or institutional administrations)

or colleagues had mandated its usage. Twelve of the 15 were nonetheless voluntary implementers and these were invited to respond to the second part of the survey. Three of these (14% of total adopters) were involuntary adopters of the Framework; the CEFR's usage had been enforced in a top-down way, and its implementation seen as being neither effective nor productive – this did not necessarily mean that these stakeholders held negative perceptions of the CEFR, just the way it had been implemented in their institution.

Sixteen of the 31 respondents familiar with the Framework, being either rejecters (9) or voluntary adopters through an optional innovation-decision (1) or collective innovation-decision (6), were asked to continue to Part 2 of the survey, which investigated their familiarity with the Framework more deeply, and their perceptions on the characteristics of the innovation.

A2.4.2.2 Survey Part 2: Characteristics of the innovation

Fourteen respondents continued to the second part of the survey and began by indicating their familiarity with various aspects of the CEFR. The purposes of the Framework, its intended uses, the common reference levels (both the global scale and the self-assessment grid) and the action-oriented approach were the elements of the CEFR most familiar to respondents. Conversely, the qualitative aspects of language use, the branching approach, the options for curricular design and pluriculturalism and plurilingualism were (in order) the least familiar to respondents, even for those who were identified as strong adopters of the Framework.

Rogers (2003) identified (and others such as Greenhalgh, Robert, Macfarlane, Bate and Kyriakidou 2004 have corroborated) five characteristics of an innovation which can predict adoption and eventual diffusion among members of a social system. *Relative advantage* is the degree to which the innovation is better than what it is replacing, so questions in the current case aimed to determine respondents' perceptions about using the CEFR compared to using another framework or using no framework. *Compatibility* is the degree to which the innovation is consistent with the values and needs of adopters. The compatibility questions from previously developed instruments aimed to ascertain the extent to which the innovation, and in this case CEFR-informed learning materials, classroom instruction and assessment practices, were consistent and compatible with existing values and needs of stakeholders. *Complexity* is the degree to which the innovation is perceived as difficult or easy to adopt. *Trialability* is the degree with which the innovation can be experimented before being adopted. *Observability* is the degree to which results of adopting the innovation are observable to the adopters (Rogers 2003).

The survey items on the characteristics of the innovation were adapted from previous instruments used to examine the five attributes of educational innovations. A lack of instruments for investigating the CEFR

as an innovation meant that the pilot instrument included a wide range of questions, with the intention to further refine the instrument following piloting (Section A2.4.4: Discussion of findings shows the questions which were experimented with in this pilot study).

Relative advantage

Previous examples of relative advantage questions tended to enquire about whether the respondent felt usage of the innovation should increase within the institutional social system, and beyond, whether the innovation enhances various aspects of practice (such as curriculum, courses and lesson learning materials) or whether it simplifies or makes it easier or faster to do one's job compared to not using the innovation. Modified versions of these questions were tested, but without establishing a baseline understanding of how the respondent used the CEFR, responses on this question could not be compared across social systems.

In general, the CEFR was perceived to enhance curriculum, courses, learning materials, teaching practices and assessment practices compared to using no framework at all. Respondents could have indicated if they had used other frameworks (such as American Council on the Teaching of Foreign Languages (ACTFL) or FREPA), but none had. Respondents also found that the substantial time invested in using the CEFR was well spent and worth the extra effort. Respondents did not agree that CEFR-informed instructional products should replace those that are not CEFR-informed. Respondents neither felt that the CEFR made anything easier, nor did they indicate that the CEFR should be more widely used at other institutions. Unsurprisingly, CEFR adopters overall felt the CEFR was beneficial to their practice.

Compatibility and complexity

In terms of compatibility, respondents felt that CEFR-informed materials and classroom practices are flexible and adaptable to a range of teaching styles and methodologies, and that the philosophies of the CEFR are consistent with the learning goals and objectives of their courses, curricula and departments. The complexity questions received the lowest ratings: adopters felt that using the CEFR was time-consuming, neither easy nor straightforward to adopt for the development of learning materials, classroom and assessment practices, and that it was difficult to find appropriate supporting resources.

Trialability and observability

Trialability received even lower ratings than complexity – the extent to which CEFR-informed practices could be trialled or piloted before being adopted was not possible in their current teaching contexts. The observability results focused on the perceived outcomes of using the CEFR. Respondents tended to indicate that the greatest impact of the CEFR was indeed one of

its stated aims: that it increased communication and collaboration between stakeholders, particularly with other teachers and with learners. In contrast to DoI studies outside of education, the CEFR received mixed reviews as an innovation: high marks for relative advantage, compatibility and observability, and low marks for complexity and trialability, even by strong adopters of the Framework.

A2.4.3 The interviews

The interviews were designed to investigate the innovation-decision process and characteristics of the adopters and rejectors. In DoI, individuals undergo a five-stage decision-making process known as the adoption process, which leads to adoption of the innovation (or not). Over time this leads to diffusion of the innovation as more and more individuals within the social system adopt. At any point in the process, an individual may reject the innovation, exiting the adoption-decision process. Factors such as knowledge, experience or familiarity, interest and motivation impact how and to what extent an individual proceeds through the decision-making stages (Rogers 2003).

The five stages are as follows: knowledge, persuasion, decision, implementation, confirmation. In the knowledge stage, the individual is first exposed to the innovation. If they are not interested in pursuit of the innovation, they will not seek further information about it and the innovation-decision process does not proceed. If interest is at a sufficient enough level, this generally leads to performing research or searching for relevant information on it in the persuasion stage, so called because an individual is either being persuaded or persuading themselves to move forward in their relationship with the innovation. In the third stage, the member of the social system considers both the advantages and disadvantages of adopting the innovation and makes a decision about implementing it. To implement it, the innovation is operationalised or put into practice. Finally, a further decision about usage of the innovation is made whereby the individual finalises whether they will continue to use it or not. As with the surveys, previously developed diffusion instruments were modified to investigate the innovation-decision process of adopters and rejectors of the Framework identified through the survey. The questions are reported in Section A2.4.5: The questions.

Knowledge, persuasion and decision

The knowledge component examined where the respondent had first heard of the CEFR and the circumstances surrounding their exposure. It also enquired about their teaching situation at the time, probing into why they decided to learn more about the CEFR. All of the respondents (all of European origin except for one American) noted that they were first exposed to the CEFR between 2004 and 2010, through an MA course, at a conference, a teacher

training workshop, or through colleagues. Some were in the midst of a shift towards more task-based practice (from grammar-driven, teacher and test-centred practice) for which the CEFR offered substantial support. Another teacher was interested in the learner-centred, self-assessment aspects of the CEFR, feeling that the content of the CEFR ‘made a lot of sense’ and was compatible with what they wanted to achieve with learners. Another’s institution was considering its usage with the belief that it might offer a progressive solution for issues they saw in their Presentation, Practice and Production curriculum. One gravitated towards it due to its rejection of a native-speaker model, and the plurilingual aspects of it, having been part of a working group of professionals interested in a single working curriculum of English, German and Russian for Polish learners.

In each case, stakeholders sought out or received further information on the Framework by reading the CEFR, attending professional development meetings on the topic, doing both further readings of sources beyond the CEFR itself, or listening to and discussing with colleagues and institutional staff. None of the adopters decided to reject after the persuasion stage.

Implementation and confirmation

For three respondents (whose circumstances permitted) experimentation with its usage with their own learners came next. For one, their adult learners of English were entirely unresponsive, and not interested in being told ‘how to learn’, and did not want any responsibility for their own learning, which led to a pause in its usage for several years until a change of institution. For another, their Japanese high-school learners did not engage in any way in the self-assessment processes which led to the teacher’s further exploration in supporting autonomous learning in students accustomed to a teacher-centred education system, a challenging endeavour the respondent still pursues over 15 years later. Another pitched it to a network of teachers as a quick proficiency levelling instrument for groups of university students, but other teachers ‘weren’t ready and didn’t like the idea’ and the usage of time-consuming oral placement tests was maintained. None of these hurdles led to rejection of the CEFR however, but it was a change in institution that generally allowed them to implement and experiment with the Framework in earnest.

Rejectors

The two interviewees that rejected the Framework never had the opportunity to organically proceed through the decision-making process. Although neither expressed negative perceptions towards the Framework, both felt that the top-down way the CEFR initiative had been introduced and carried out at their institution was ineffective and tokenistic. It entailed a haphazard levelling of all courses to CEFR levels and the mandatory but tokenistic

usage of descriptors as objectives as a gimmick. It was seen as a marketing ploy with no real alignment with the educational philosophies upon which the CEFR was based.

A2.4.4 Discussion of findings

Despite DoI theory's predictions, characteristics of the adopters, the innovation, the social system, the decision-making process and time were all factors unable to account for the CEFR's uptake in the current study. The results suggested:

- 1) that the CEFR document itself was less influential compared to other sources of information,
- 2) that the communication channels and access to supporting resources were of substantial importance in the CEFR's adoption and diffusion, and
- 3) that other same-level stakeholders, i.e. colleagues, played a more important role than usage decision type in predicting adoption.

The results also suggested that usage of the CEFR is time-consuming and challenging, but has potential for advantages and benefits which surpass what could be achieved without the use of a framework. The CEFR's adoption (and that of educational innovations in general) can differ widely according to the social system. This is unlike other innovations such as a new generation communication device, or a cross-fit class, for which adoption is more readily identified. What was also clear with all adopters (and even the rejectors to some extent), is that their CEFR usage has evolved substantially since the decision-making process they recalled undergoing over 10 years prior to the data collection and their initial attempts to use the Framework. It has continued to evolve according to their immediate and extended teaching contexts, their learners and the social systems in which they operate (both local and global), and this occurred despite its problems, weaknesses, and issues; the CEFR continues to be identified and acknowledged as a tool with the potential to provide advantages and benefits which surpass what can be achieved without the use of a framework.

A2.4.5 The questions

The following section shows the questions which were compiled and adapted from previous instruments used in educational innovation diffusion. Not all of these questions were administered to respondents, but were used as a basis to develop the survey and interview instruments.

Characteristics of the innovation

Relative advantage

At your institution, to what extent do you agree that:

The CEFR should be more widely used by other stakeholders at your institution.

The CEFR should be more widely used by other institutions.

Compared to not using any framework, or using another framework:

CEFR-informed materials enhance curricula at your institution.

CEFR-informed materials enhance courses at your institution.

CEFR-informed materials enhance lessons at your institution.

The CEFR is an effective tool to draw from for improving:

learning materials

teaching practices

assessment practices.

Using the CEFR makes it easier to do your job as an English language teacher.

Overall, you find using the CEFR to be beneficial to your practice as an English language teacher.

Comments:

Compatibility

CEFR-informed materials are consistent with your teaching style.

CEFR-informed classroom practices are consistent with your teaching style.

CEFR-informed assessment practices are consistent with your teaching style.

You can easily find CEFR-informed ideas to incorporate into your practice.

The contents of the CEFR are consistent with the learning goals and objectives of the courses you teach.

The contents of the CEFR are consistent with the learning goals and objectives of the programme in which you teach.

Using the CEFR is compatible with many aspects of your teaching.

Complexity

Incorporating the CEFR into your overall practice as a language teacher was easy.

Incorporating the CEFR into your materials development was easy.

Incorporating the CEFR into your classroom instruction practices was easy.

It takes less time to design CEFR-informed learning materials when compared to not using a framework (or using another framework).

It takes less time to use the CEFR in your teaching practice when compared to using other frameworks or using none at all.

It is easy to find information on CEFR-informed instructional strategies to use in your practice.

You understand how to implement the CEFR in your classroom.

You understand how to implement the CEFR for materials development.

You understand how to implement the CEFR for assessment.

Overall, you have found the CEFR easy to use.

Observability

It is easy to notice the CEFR in use at your institution.

Your interest in the CEFR has encouraged other instructors to become involved in the CEFR.

You can easily observe what others do using the CEFR.

The CEFR is often talked about between staff at your institution.

CEFR-related issues regularly appear on meeting agendas for discussion.

The resulting changes through usage of the CEFR are noticeable.

Trialability

If you wanted to do so:

you could easily pilot CEFR-informed courses.

you could easily pilot CEFR-informed instructional strategies.

you could easily pilot CEFR-informed classroom materials.

Professional development related to implementing the CEFR is readily available to you within your institution.

You do not have to expend very much effort to try out implementing the CEFR.

You have adequate opportunities to try out different CEFR-informed practices with your learners.

Adoption decision process

Knowledge

Where did you first hear about the CEFR? What did you know about it at that time? (Were you teaching at that time? Where?)

What led you to the CEFR? Was there a need? Did you notice a problem with what was happening at your institution and feel that the CEFR might offer a solution?

What was the situation in terms of the curricula or content of materials (e.g. grammar-driven syllabus etc.) when you first heard of the CEFR?

Persuasion

So, after having heard about the CEFR, can you remember what happened next? Did you actively seek information about it? Where did you look? And what did you find out?

Did you read the document itself? What did you find out?

How did you feel about the information that you found?

After learning more about it, did you have any reservations about using it at that point?

Do you remember having any thoughts about what using the CEFR might bring to your situation at the time? What were they?

Did you have any thoughts about both the advantages and disadvantages?

How did you answer any questions you had at the time?

Did you get any info about the innovation from colleagues or superiors? (Can you tell me about that?)

Decision

What happened to lead to you using the CEFR? (Did you ever decide to implement it? Or were you told to?)

Were you ever, or did you ever trial the CEFR in practice at any point? What did you do and how did you do this? What were the results of these trials for you?

What did you think the consequences of using the CEFR were going to be when you made the decision to 'use' it?

Implementation

Had you read the CEFR? How did you know how to 'use' it?

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What did you do with it first?

Do you remember what problems you had with it at first or now and how you overcame them?

What kind of changes did/do you think would happen by starting to use it? Did those changes actually happen?

Do you feel there was a point when all of your teaching started to involve the CEFR to some extent? When did this happen (about how long after you had been first introduced to it)? What did involving the CEFR mean for you then?

Also, what does it mean now for you? Is it any different now from what it was back then? Has your usage differed in any way since then? In what ways? What have you learned more about?

Confirmation

After using the CEFR for some time, did you receive any kind of feedback or recognise any kind of benefits from using it? Tell me about those.

Did you ever promote the CEFR to your colleagues/peers/supervisors or anything? What did this involve?

How important do you think it is for others to read the actual book?

Appendix 3

Supplementary resources to Part 3

A3.1 Instrument to assess instructional products for PLE

This section contains the two versions (simplified and elaborated) of the instrument to assess elements of PLE in instructional products with no explicit alignment to the CEFR (Section 7.1: Assessing instructional products for PLE). Though any response scale can be used, the recommended response scale presented here was adapted from that used in the ECML's Quality assurance matrix for CEFR use (ECML 2019b) as follows:

- 4: This is to great extent a feature of the instructional product. This is systematically the case and/or the vast majority of people do this and/or it happens very frequently.
- 3: This is to some extent a feature of the instructional product, although it is not systematic and/or the majority of people do this and/or it happens frequently.
- 2: This is something that is partially dealt with and/or which sometimes happens and/or which some people do – it is not systematised at all.
- 1: This is not really a feature of the instructional product, even though it may be addressed by some aspects.
- 0: Not at all. This does not appear whatsoever in the instructional product.

A3.1.1 Simplified version

The instructional product fosters:					
	0	1	2	3	4
Communicative strategies (for reception, production, interaction, and/or mediation)					
Knowledge of diversity (for instance, linguistic, cultural, sociocultural, geographic, social, ethnic, religious, professional etc.)					
Reflective activities (for instance cultural, linguistic, perspective, learning to learn, feeding forward etc.)					
Awareness of diversity					
Awareness of perspective					
Discourse competence					

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The ability to deal with ambiguity when faced with diversity and/or differing perspectives.					
Total score (/28) =					

A3.1.2 Elaborated version

1) PLE strategies: The following strategies are fostered in the instructional product:					
	0	1	2	3	4
Planning					
Compensating					
Monitoring and repair					
Strategies to explain a concept – linking to previous knowledge					
Strategies to explain a concept – adapting language					
Strategies to explain a concept – breaking down complicated information					
Taking the floor (turn-taking)					
Cooperating					
Identifying cues and inferring					
Asking for clarification					
Score (/40) =					
2) PLE knowledge: The following areas are covered in the instructional product:					
	0	1	2	3	4
Knowledge of the world					
Knowledge of diversity					
Sociocultural knowledge					
Sociolinguistic appropriateness					
Score (/16) =					
3) PLE learning features: The instructional product exhibits the following features:					
	0	1	2	3	4
Self-assessment					
Goal-setting					
Reflective activities: Cultural					
Reflective activities: Linguistic					
Reflective activities: Ability to learn					
Reflective activities: Feeding forward					
Peer-assessment, editing and feedback					
Cyclical learning					

Lifelong learning (such as a portfolio or learning-oriented assessment)					
Score (/36) =					
4) PLE general aims: The instructional product aims to develop the following:					
	0	1	2	3	4
Awareness of both identified and potential relations (including similarities and differences) between the identities of individuals in the 'world of origin', the 'world of the target community' and oneself					
Awareness of diversity (for instance geographic, social, ethnic, religious, professional etc.) in all humans, including individuals in the 'world of origin', the 'world of the target community' and oneself					
Awareness of the range of cultures contained within learner's linguistic repertoire and beyond, and also the range of languages contained within learner's cultural repertoire and beyond					
Awareness that different cultures may have different practices and norms of behaviour (including gestures, tones and attitudes); and that actions may be perceived differently by different individuals, which can increase risk of misunderstanding in communicative situations					
Awareness of one's own strengths and weaknesses as a learner and of ways to organise learning (via strategies and procedures) to address one's own characteristics					
Ability to bring cultures of the 'world of origin' into relation with cultures of the 'world of the target community' and one's own cultures					
Ability to mediate					
Ability to distance oneself from conventional attitudes to cultural phenomena (including similarities and differences)					
Ability to organise and use available and self-created materials for independent and self-directed learning					
Ability to identify one's own learning needs and goals					
Ability to learn reflectively (linguistically, culturally, socioculturally, interculturally, etc.) from observation of and participation in communication events and about one's own learning					
Ability to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying language					
Score (/48) =					

5) Overall: The instructional product fosters the following aspects of PLE:					
	0	1	2	3	4
Facilitating pluricultural space					
Building on pluricultural repertoire					
Discourse competence (flexibility and turn-taking)					
Score (/12) =					
Overall score (/152) =					

A3.2 Instrument to assess CEFR-informed PLE

This section contains the instrument to assess the PLE elements of instructional products that are ostensibly CEFR-informed (Section 7.2: Assessing instructional products for CEFR-informed PLE). The same response scale and approach to scoring from Section A3.1 can be used. References to the model and scales of descriptors in the questions are to the CEFR-informed model and the scales of descriptors for PLE in Section 2.6.

The instructional product					
	0	1	2	3	4
The model for PLE is used to plan and develop instructional products focused on developing PLE competences (awareness, abilities and knowledge).					
The scales of descriptors for PLE are used to provide an instructional product focused on developing PLE competences (awareness, abilities, knowledge).					
Descriptors for PLE are used as learning objectives.					
Descriptors from Building on pluricultural repertoire and Facilitating pluricultural space are used as learning objectives.					
The descriptors for PLE have been adapted in order to make them appropriate for the particular context.					
The CEFR has been used to analyse the strengths and weaknesses/gaps in the instructional product.					
The CEFR has been used to analyse the strengths and weaknesses/gaps in current practice.					
The instructional product (programme, course, unit, lesson, task etc.) has learning aims expressed as a descriptor for PLE.					
Learning tasks refer to PLE descriptors and related language aims from the model for CEFR-informed PLE.					

Learners are sensitised to sociolinguistic appropriateness aspects of language use (e.g. level of formality and politeness, register, expressions for particular situations) via the descriptors.					
Learners are informed about the aims of instructional products in terms of descriptors for PLE.					
The instructional product learning objectives include the development of PLE strategies.					
The PLE model and descriptors are used to communicate to learners and other stakeholders what will realistically be achieved by the time the instructional product is completed.					
Can Do checklists from the PLE descriptors are used to assess progress at certain 'milestones' (e.g. end of unit, end of term), including self-assessment and/or peer assessment.					
Activities and opportunities that encourage learners to practise PLE strategies are included.					
Activities and opportunities that encourage learners to practise mediation are included.					
Assessment is used to provide targeted feedback to learners via the model for CEFR-informed PLE and the scales of descriptors, rather than solely for the purpose of assigning grades.					
When marks/grades for assignments are given, the opportunity to complete or develop practice materials for further development and advice about PLE strategies and learning strategies are also given.					
Learner progress and results are systematically reported in terms of CEFR levels (and/or sublevels (e.g. A2+, A2.2) and PLE descriptors.					
In addition to the grades, learners are provided with comments concerning, e.g. PLE strategies, awareness, knowledge, and further learning.					
Learners are encouraged to exercise their communicative language competences alongside their knowledge for PLE (knowledge of the world, sociocultural and diversity knowledge, sociolinguistic appropriateness etc.).					
Score (/16) =					
Learners' needs and development					
	0	1	2	3	4
Learners have been consulted on their needs from an early stage of planning the instructional products.					
In designing the instructional products, other stakeholders (beyond learners) have been involved and consulted.					

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Learners' linguistic and cultural repertoires are taken into account when setting learning objectives.					
Learners' real-world communication needs, personal experiences and interests are drawn on.					
The steps to fill the 'gap' between where learners are now and where they need to be in order to achieve the objectives have been planned according to the CEFR's PLE descriptors.					
There is an ongoing diagnostic assessment of learners' strengths and weaknesses as learners.					
Learners are regularly provided with clear and structured feedback and with suggestions for follow-up work.					
Score (/28) =					
The action-oriented approach					
	0	1	2	3	4
A mix of teacher-centred and work in pairs or small groups, with greater emphasis on collaboration between learners, is ensured.					
Tasks intend to be purposeful, meaningful, and collaborative, with a clear goal and product stated in terms of descriptors.					
New structures and vocabulary are presented in a meaningful context.					
Score (/12) =					
Managing and evaluating CEFR-informed PLE initiatives					
	0	1	2	3	4
The necessary steps to implement the instructional product have been planned (e.g. coordination meetings, workshops, piloting, dissemination etc.).					
Other constraints (such as expertise, materials, support, time and budget) have been considered.					
Training sessions on the implementation of PLE are included as an opportunity for teacher development.					
Teachers are provided with further opportunities for self-learning and development on PLE, with scaffolded steps to self-direction.					
Samples of example instructional products are available for reference or consultation.					
Various stakeholder groups have been involved and consulted in the planning and implementation of initiatives.					

The quality and process of instructional products from tasks are both assessed and evaluated using the model for CEFR-informed PLE and scales of descriptors (by learners, teachers and other stakeholders).					
Learners' progress is used to evaluate the instructional product in identifying reasons for success/limited success.					
After identifying reasons for (limited) success, future action is planned on all levels (including the learner, the class, the course, the programme etc.).					
Score (/36) =					
Overall score (/160) =					

A3.3 Instrument to assess CEFR-informed classroom instruction (CICI) for PLE

This section contains the observational scheme for assessing the extent of CEFR-informed PLE exhibited in classroom instruction. Although the scheme can be used in real time by a teacher who is very familiar with the lesson contents and materials, an observer is recommended, as it was challenging to manage the lesson while coding. Practice with the scheme is also recommended though it was found to be relatively straightforward by its second use.

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Time		
Activities and episodes		
Participant organisation	T/S; S/SC; Choral	Class
	Same task/different task	Group
	Same task/different tasks	Individual
Content	Discipline	Management
	Discourse/sociolinguistics	Language
	Diversity/perspective	Other topics
Content control		Teacher/text
		Teacher/text/student
		Student
Materials	Minimal text	Type
	Extended text	
	Audio	
	Visual	Source
	Language	
	Authentic	
	Adapted authentic	
	Specially composed	
	Student-made	
Reflective activities		Cultural/linguistic/ learning etc.
Editing and feedback		Own/Peer
Focus on descriptors		Self-assessment
		Goal-setting
		Task objectives
		Other

A3.4 Instruments to explore pluricultural repertoires

A3.4.1 Pluricultural repertoire self-assessment instrument

This section explains how to create and use a self-assessment instrument in general, and provides an example of a self-assessment instrument based on the CEFR's scales for pluriculturalism. It includes descriptors from Building on pluricultural repertoire and Facilitating pluricultural space updated according to the issues discussed in Section 2.5.2: Changes to descriptors.

To create a CEFR-informed self-assessment instrument, a list of CEFR descriptors and a response scale are required. A common practice when turning descriptors into self-assessment Can Do statements is simply by adding 'I' to the beginning (Bower et al 2017, Lenz and Schneider 2004) and then modifying the language in the remainder of the descriptor so that it is sensible and level-appropriate. To complete the instrument, response options need to be selected. The response scales discussed throughout this volume have consisted of three levels, such as 'I need lots more practice', 'I can do this a little' or 'I can do this well'. Three levels are generally found to be appropriate for ascertaining learning progress. If the feedback on the self-assessment is being used to make decisions about future CEFR-informed PLE action to be taken however, then obtaining a wider breadth of responses for decision-making is recommended (such as four or five levels of responses). Nonetheless, any number of response options can be used according to the needs of the context.

Proficiency level	Self-assessment versions for Building on pluricultural repertoire	Self-assessment statements for Facilitating pluricultural space
A1	I can recognise different ways of numbering/measuring distance/ telling the time etc. even though this might be difficult for me to use in simple everyday situations.	I can facilitate exchanges between members of different communities by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether I understand when addressed directly.
A2	I can recognise and apply basic cultural conventions for everyday social exchanges (for example different greetings rituals). I can recognise that my behaviour in everyday situations might convey a message different to the one I intend to convey, and can try to explain this simply.	I can contribute in exchanges between members of different communities by using simple words to ask people to explain things and to get clarification of what they say. I can contribute in exchanges between members of different communities by using my repertoire to express agreement, to invite, to thank etc.

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	<p>I can recognise when difficulties occur in interaction with members of other cultures/communities, even though I might not be sure how I should behave in the situation.</p>	
B1	<p>I can act according to conventions regarding posture, eye contact and distance from others.</p> <p>I can generally respond appropriately to the most commonly used cultural cues.</p> <p>I can explain features of my own culture/community's behaviour and general values to others.</p> <p>I can explain features of other cultures/communities' behaviour and values to members of my own culture/community.</p> <p>I can explain in simple terms how my own values and behaviours influence my views of other people's values and behaviour.</p> <p>I can discuss in simple terms the way in which things that may look strange to me in another context may be 'normal' for the other people concerned.</p> <p>I can discuss in simple terms the way my own culturally determined actions may be perceived differently by people from other cultures/communities.</p>	<p>I can support communication across cultures/communities by initiating conversation, showing interest and empathy by asking and answering simple questions and expressing agreement and understanding.</p> <p>I can act in a supportive manner in encounters involving members of different communities, recording the feelings and different world views of other members of the group.</p> <p>I can support an exchange between members of different communities using a limited repertoire to introduce people from different backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.</p> <p>I can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.</p>
B2	<p>I can discuss the balance of information and objectivity of the opinions expressed in the media about my own and other communities.</p> <p>I can identify and reflect on similarities and differences in culturally determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p> <p>I can recognise that what I normally take for granted in a particular situation is not necessarily shared by others, and can react and express myself appropriately.</p>	<p>I can exploit knowledge of sociocultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved.</p> <p>I can demonstrate appreciation of perspectives other than my own normal worldview, and express myself in a way appropriate to the context.</p> <p>I can clarify misunderstandings and misinterpretations during encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.</p>

	<p>I can generally interpret cultural cues appropriately in the culture concerned.</p> <p>I can reflect on and explain particular ways of communicating in my own and other cultures/communities and the risks of misunderstanding they generate.</p>	<p>I can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.</p> <p>I can work collaboratively with people who have different orientations, discussing similarities and differences in views and perspectives.</p> <p>I can, when collaborating with people from other cultures/communities, adapt the way I work in order to create shared procedures.</p>
B2+	<p>I can describe and evaluate the viewpoints and practices of my own and other social groups, and show awareness of the implicit values on which judgments and prejudices are frequently based.</p> <p>I can interpret and explain a document or event from another culture/community and relate it to documents or events from my own culture(s) and/or documents or events I am familiar with from other culture(s).</p>	
C1	<p>I can identify differences in sociolinguistic/pragmatic conventions, critically reflect on them, and adjust my communication accordingly.</p> <p>I can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on previous experiences – encounters, reading, film, etc.</p> <p>I can explain my interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of my own community and of other communities that I am familiar with.</p> <p>I can deal with ambiguity in communicative situations and express my reactions constructively and culturally appropriately in order to bring clarity.</p>	<p>I can act as a mediator in encounters with people from different communities, contributing to a shared communication culture by managing ambiguity, offering advice and support, and heading off misunderstandings.</p> <p>I can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.</p>

C2	I can initiate and control my actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings.	I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences. I can guide a sensitive discussion effectively, identifying nuances and undercurrents.
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A3.4.2 Instrument to explore learners’ experiences, needs and interests

This section explains how the instrument to explore learners’ pluricultural experiences, needs, interests and knowledge was developed using the database of descriptors from FREPA (Section 2.3.2: The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)). FREPA’s database contains over 450 descriptors for Knowledge, Attitudes and Skills in pluralistic approaches to education. To create the instrument, a curation process over several rounds eliminated all descriptors seen to extend beyond this volume’s interpretation of PLE. This entailed the following eliminations:

- descriptors related to ‘language as semiological system’, such as ‘knows some of the principles of how languages work’ including ‘knowledge of a linguistic nature about a particular language (e.g. the mother tongue, the language of schooling, foreign languages, etc.)’
- descriptors considered too complex such as ‘Has cultural references which structure one’s knowledge and perception of the world or other cultures as well as one’s intercultural social and communicative practices’
- vague descriptors such as ‘knows sociolinguistic situations can be complex’
- redundant descriptors such as ‘Sensitivity to linguistic or cultural differences’, ‘Sensitivity to linguistic or cultural similarities’ and ‘Being sensitive both to differences and to similarities between different languages and/or cultures’
- some of the attitudes descriptors including those for openness, curiosity or disposition were not included (since PLE does not explicitly aim to teach attitudes but rather attitudes may change as a result of engaging in PLE)
- descriptors with overlapping or repetitive content from those in Building on pluricultural repertoire or Facilitating pluricultural space scales such as ‘Can reformulate e.g. by simplifying the structure of the utterance, by varying the vocabulary or by making an effort to pronounce more clearly’, ‘Can ask an interlocutor to reformulate what has been said’ and ‘Can ask an interlocutor to repeat what has been said in a simpler way’.

About 100 descriptors remained after the changes, all from the areas of Culture, Language, and Learning, and all corresponding to the modules of Awareness, Abilities and Knowledge of the CEFR-informed model for PLE. These were further refined and modified, and converted into survey questions in the following sections: About You, Your Experiences, Confidence, Interest and Needs, Knowledge, Ability and Attitudes. The instrument has not been adapted for different levels of language proficiency and many need to be translated or adapted for use with learners.

The questions in the first two sections (About You and Your Experiences) begin to explore the respondents' experiences and observations about culture, language and diversity in their immediate environments and beyond. The next two sections (Confidence and Interest) explore learners' personal perceptions towards their learning and may be useful for comparative feedback at the end of an initiative. The Knowledge, Ability and Attitude sections on the instrument (numbers 5, 6 and 7) correspond with various aspects of the PLE model from Section 2.6, as follows:

	Awareness	Abilities	Knowledge
Cultural	5D (relations between cultures)	6B	5B (general), 5C (diversity)
Language	7A (diversity of language users)	6A	5A (diversity)
Learning	7C (language), 7D (culture)	6C	5E

If a certain aspect of pluricultural competence is of greater relevance to a learning context (for example diversity), then other sections of the instrument could be removed.

1) About You

Questions	Responses
What languages do you use on a daily basis?	
What languages are used in your: <ul style="list-style-type: none"> ● Class? ● Community? ● Region? ● Country? 	
What nationalities or ethnicities can you observe in your: <ul style="list-style-type: none"> ● Class? ● Community? ● Region? ● Country? 	

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What languages do you have connections to (either through family, friends, national history, etc.)?					
What nationalities or ethnicities do you have connections to (either through family, friends, national history, etc.)?					
Name three languages used in your country.					
Name three countries where your language is used.					
What important cultural areas (linked to history, religion, language, etc.) are there in your: <ul style="list-style-type: none"> ● Community? ● Region? ● Country? 					
	Not at all	A little	Moderately	Very	Extremely
How culturally diverse is: <ul style="list-style-type: none"> ● Your class? ● Your neighbourhood? ● Your community? ● Your region? ● Your country? ● The world? 					
How linguistically diverse is: <ul style="list-style-type: none"> ● Your class? ● Your neighbourhood? ● Your community? ● Your region? ● Your country? ● The world? 					
To what extent do you understand how identity is constructed?					
To what extent can you discuss the construction of your own cultural identity?					

2) Your Experiences

Questions	Responses
What languages have you used and learned within educational settings?	
Outside of educational settings, what languages have you used?	

Where have you been that uses a different language to your home language? (What language?)	
What countries have you travelled to (if any)? What regions, cities, neighbourhoods in your home country have you travelled to (if any)?	
Have you ever: <ul style="list-style-type: none"> ● Felt anxious in an interaction with speakers of other languages? ● Experienced a cultural situation which did not conform to your expectations? ● Felt like you were an outsider? ● Helped someone from another culture or language or accepted help from someone of another culture or language? 	

3) Confidence

How would you rate your level of self-confidence . . .	None	A little	Moderate	Good	Very high
. . . for communicating with persons from different cultures?					
. . . for communicating with persons who speak another language?					
. . . in your own learning abilities?					
. . . for helping others communicate in a situation with diverse language users?					
. . . knowing how to adopt your behaviour while travelling?					

4) Interests and Needs

	None	A little	Moderate	Good	Excellent
CULTURE, LANGUAGE AND DIVERSITY					
To what extent are you interested in learning more about:					
. . . the linguistic, cultural and social diversity of your environment?					

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... linguistic, cultural, social diversity in the world in general?					
... how your own cultures work and compare to others?					
... how your own languages work and compare to others?					
LEARNING					
To what extent are you interested in learning more about:					
... conscious learning according to your own learning style?					
... how to follow up the learning started within a formal teaching context in an autonomous fashion?					
... learning techniques and strategies?					
... how to track learning progress over time?					
OTHER ASPECTS OF PLURICULTURAL COMMUNICATION					
What languages are you interested in learning more about?					
What cultures are you interested in learning more about?					
Which of the following sociocultural topics are you interested in learning about:					
<p>Everyday living, e.g.:</p> <ul style="list-style-type: none"> ● food and drink, meal times, table manners ● public holidays ● working hours and practices ● leisure activities (hobbies, sports, reading habits, media). <p>Living conditions, e.g.:</p> <ul style="list-style-type: none"> ● living standards (with regional, class and ethnic variations) ● housing conditions ● welfare arrangements. <p>Interpersonal relations (including relations of power and solidarity) e.g. with respect to:</p> <ul style="list-style-type: none"> ● class structure of society and relations between classes ● relations between sexes (gender, intimacy) ● family structures and relations ● relations between generations ● relations in work situations ● relations between public and police, officials, etc.; race and community relations ● relations among political and religious groupings. <p>Values, beliefs and attitudes in relation to such factors as:</p> <ul style="list-style-type: none"> ● social class ● occupational groups (academic, management, public service, skilled and manual workforces) 					

<ul style="list-style-type: none"> ● wealth (income and inherited) ● regional cultures ● security ● institutions ● tradition and social change ● history, especially iconic historical personages and events ● minorities (ethnic, religious) ● national identity ● foreign countries, states, peoples ● politics ● arts (music, visual arts, literature, drama, popular music and song) ● religion ● humour. <p>Body language.</p> <p>Social conventions, e.g. with regard to giving and receiving hospitality, such as:</p> <ul style="list-style-type: none"> ● punctuality ● presents ● dress ● refreshments, drinks, meals ● behavioural and conversational conventions and taboos ● length of stay ● leave-taking. <p>Ritual behaviour in such areas as:</p> <ul style="list-style-type: none"> ● religious observances and rites ● birth, marriage, death ● audience and spectator behaviour at public performances and ceremonies ● celebrations, festivals, dances, discos, etc. 	
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5) Knowledge

How would you rate your knowledge on:	None	A little	Moderate	Good	Excellent
	0	1	2	3	4
5A) . . . language varieties of your home language (e.g. regional, social, generational, professional or specific-public related, dialects etc.)?					
. . . categories of languages with regard to their status (e.g. official language, regional language, slang, etc.)?					
. . . language varieties of other languages?					
. . . the linguistic diversity within your community, region or country?					
Score (/16) =					

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5B) . . . what cultures are and how they work?					
. . . how one acquires or learns a culture?					
. . . schemes of interpretation of knowledge of the world specific to certain cultures (e.g. numbering, methods of measurement, ways of telling time, etc.)?					
. . . proximity and distance between cultures (through historical relationships such as common origin, old contacts, etc.)?					
Score (/16) =					
5C) . . . the (local, regional, social or generational) variants of a same culture?					
. . . the cultural diversity within your community, region or country?					
. . . variation of cultural practices according to social, regional or generational groupings?					
. . . social practices or customs from neighbouring or distant cultures?					
Score (/16) =					
5D) . . . similarities and differences between one's own culture and other cultures?					
. . . similarities and differences between the cultures of different (social, generational or regional) groups in one's immediate environment?					
. . . stereotypes other cultures have about one's own culture?					
.. elements which one's own culture has given to other cultures?					
Score (/16) =					
5E) . . . strategies for learning cultures and languages?					
. . . general learning strategies and how they can be applied (e.g. listening and repeating, copying several times, translation, trying to produce utterances by oneself)?					

... strategies for managing emotions created by participation in another culture?					
... strategies to adapt your own communicative repertoire to the social and cultural context within which communication is taking place?					
Score (/16) =					
Overall self-rated knowledge score (/80) =					

6) Ability

How would you rate your ability to:	None	A little	Moderate	Good	Excellent
6A) ... help a person who possesses partial knowledge of a language and is having difficulty in communicating?					
... communicate in the language of others in a manner considered appropriate by others?					
... communicate in groups where individuals have different home languages taking into account the repertoire of one's interlocutors?					
... identify differences in verbal or non-verbal communication in different cultures?					
Score (/16) =					
6B) ... identify (or recognise) specific forms of behaviour linked to cultural differences?					
... analyse misunderstandings due to cultural differences?					
... identify (or recognise) cultural prejudice?					
... perceive or establish linguistic or cultural proximity and distance?					
Score (/16) =					
6C) ... identify one's own learning needs or objectives and progress (or the lack thereof) in achieving them?					
... make use of resources which facilitate one's own learning?					

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... observe or monitor one's own learning process in a reflective manner?					
... benefit from previous learning experiences in new learning situations (or can transfer learning)?					
Score (/16) =					
Overall self-rated ability score (/48) =					

7) Attitudes

To what extent do you agree that:	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
7A) ... one must not confuse country with language?					
... one must not confuse culture with country?					
... it is often difficult to distinguish one culture from another?					
... within one culture there are cultural subgroups corresponding to social, regional or generational sub-populations?					
Score (/16) =					
7B) ... each culture determines or organises (at least partly) the perception of the world or way of thinking of its members?					
... the interpretation that others give to one's behaviour may be different from that which that same person gives to that same behaviour?					
... the perception of one's own culture and of the culture of others depends on individual factors (e.g. previous experiences, personality traits, etc.)?					
... the same act may have a different meaning, value or function according to different cultures?					
Score (/16) =					
7C) ... it is normal to commit errors when one has not yet mastered a language?					

... learning a language is a long and arduous process and there is always room for improvement?					
... one can learn better if one has a positive attitude towards linguistic differences and diversity?					
... the perception one has of a language influences the learning of that language?					
Score (/16) =					
7D) ... it is normal to commit 'errors' of behaviour or interpretation of behaviours when one does not sufficiently know a culture?					
... acculturation or belonging to a culture is the result of a long (largely implicit and subconscious) process of learning?					
... one can apprehend a new culture as long as one wants to and one accepts the values linked to that culture?					
... trying to understand the differences in behaviour, in values or in attitudes of others is important for successful communication?					
Score (/16) =					
Overall Score for Attitudes (/64) =					

A3.5 CEFR-informed curriculum overview creation

This section covers the production of a CEFR-informed curriculum overview. While the outcome presented in Chapter 8 is contextualised for PLE, the process here is not, so that readers can systematically respond to all of the CEFR's reflective statements in a structured way, according to their own needs and contexts.

A3.5.1 Introduction to the worksheet

Using North (2006) as a basis, the worksheet guides readers through making CEFR-informed formulations in the following sections of a curriculum overview: Educational Philosophy, Objectives, Methods and techniques,

Syllabus, Language and Assessment. For each component, reflective statements from the CEFR are noted alongside response options. Following the presentation of the worksheet, examples corresponding to the reforms in Chapters 4, 5 and 6 are provided (it is thought that these would have contributed to reducing some of the constraints faced in each of the case studies). Before beginning with the worksheet however, some background information for using the reflective statements and curriculum design is presented.

A3.5.1.1 Using the reflective statements

In the CEFR, all of the reflective statements are prefaced by an explanatory text. For instance, following the explanation in ‘the context of language use, Domains’ section of the CEFR, the reflective statement is then presented: ‘Users of the Framework may wish to consider and where appropriate state: • in which domains the learner will need/be equipped/be required to operate’ (Council of Europe 2001:45).

As was discussed in Section 8.3.1: The CEFR’s reflective statements, if the topic of the text is deemed irrelevant or unimportant in a given learning context, then this section of the Framework (and the worksheet) can be ignored or skipped over. If the specific domain in which the language training will occur is important and relevant, this should be stated in the curriculum overview. If the domain of language training is not of relevance, then this part of the worksheet is skipped over and not included in the curriculum overview.

A3.5.1.2 Types of reflective statements

There are three types of responses to the reflective statements in the CEFR:

- scales of illustrative descriptors
- descriptive categories
- a few suggested things to think about.

Each type makes different implications for how the reflective statements are positioned within the curriculum overview. In the example of the previous section on domains the response to the reflective statements is the second: where there are descriptive categories, but no corresponding illustrative descriptors. Conversely, in the CEFR’s Chapter 6 Language learning and teaching section ‘How do learners learn?’ (Council of Europe 2001:140) the reflective statement asks users of the Framework to consider ‘the assumptions concerning language learning on which their work is based and their methodological consequences’. The response in this case is the third type; a few general ways are offered (2001:139). In general, the approach taken on the curriculum overview is that reflective statements which can be answered with scales of illustrative descriptors are positioned within the Objectives or

Language categories on the curriculum overview. Those with things to think about generally appear in the Educational Philosophy section (such as how learners learn). The descriptive categories as responses appear in Syllabus and Methods; techniques for instance.

A3.5.1.3 Backward, forward or central design?

Although the worksheet assumes a backward design approach, due to the CEFR's flexible nature (as discussed in Section 8.3: Design), a backwards, forwards or central approach to curriculum design can be taken. Once the Educational Philosophy section has been completed, the remainder of the worksheet should be completed in the order stipulated by the approach. In forward design, the syllabus then methodology are determined prior to learning outcomes, whereas in central design, methodology is determined ahead of the syllabus and learning outcomes.

A3.5.2 The worksheet

To use the worksheet, a rudimentary but straightforward system for responding to the reflective statements is provided. Each point on the worksheet is positioned alongside the options of 'Yes', 'No', or 'Revisit'. Using the three points does not require any preparation or supplementary materials, and it allows for revisiting decisions throughout the process (some answers will be immediately obvious, while others will require further reflection). Readers may opt for an alternative method of making a selection that better suits their purposes (rating on a scale, ranking, sorting, discussion and voting with other stakeholders etc.).

To use the worksheet, each point should be considered one by one to determine if it should be included on the curriculum overview. Once the entire worksheet contents have been dealt with in this way, the remainder is compiled into passages on the curriculum overview, such as those in Section A3.5.3: Worksheet in use: Sample CEFR-informed curriculum reform overviews. The numbers of the questions in the worksheet below correspond to the question stems on the evaluation instruments in Section A3.7: Curriculum overview-based reflection/evaluation instrument. The final section of the worksheet 'Other' contains the reflective statements about communicative language processes as these were not felt to fit within any of the categories of North's (2006) curriculum overview. Following the completion of the worksheet, the process of refining the learning objectives is covered in Section A3.5.3 and corresponds to the content of Section 8.3.3: Refining learning objectives.

A3.5.2.1 Educational Philosophy

The Educational Philosophy section includes adapted reflective statements from the CEFR’s Chapters 4, 6 and 8 on the following topics: how learners learn, the role of competences, and cultural and linguistic plurality.

A3.5.2.1.1 How learners learn

Adapted reflective statements from the CEFR’s Chapter 6	Yes/No/Revisit
<p>Is it important to distinguish between language learning and language acquisition? If yes, do you use language acquisition to refer to (2001:139):</p> <ul style="list-style-type: none"> a) a general term b) interpretations of the language of non-native speakers in terms of current theories of universal grammar (e.g. parameter setting) c) untutored knowledge and ability to use a non-native language resulting either from direct exposure to text or from direct participation in communicative events? <p>1) Do your learners learn (2001:143):</p> <ul style="list-style-type: none"> a) by direct exposure to authentic use of language in L2 in one or more of the following ways: face to face with native speaker(s); overhearing conversation; listening to radio, recordings, etc.; watching and listening to TV, video, etc.; reading unmodified, ungraded, authentic written texts (newspapers, magazines, stories, novels, public signs and notices, etc.); using computer programs, CD-ROM, etc.; participating in computer conferences on- or off-line; participating in courses in other curriculum subjects which employ L2 as a medium of instruction; b) by direct exposure to specially selected (e.g. graded) spoken utterances and written texts in L2 (‘intelligible input’); c) by direct participation in authentic communicative interaction in L2, e.g. as a conversation partner with a competent interlocutor; d) by direct participation in specially devised and constructed tasks in L2 (‘comprehensible output’); e) autodidactically, by (guided) self-study, pursuing negotiated self-directed objectives and using available instructional media; f) by a combination of presentations, explanations, (drill) exercises and exploitation activities, but with L1 as the language of classroom management, explanation, etc.; g) by a combination of activities as in f), but using L2 only for all classroom purposes; 	

<p>h) by some combination of the above activities, starting perhaps with f), but progressively reducing the use of L1 and including more tasks and authentic texts, spoken and written, and an increasing self-study component;</p> <p>i) by combining the above with group and individual planning, implementation and evaluation of classroom activity with teacher support, negotiating interaction to satisfy different learner needs, etc.?</p> <p>2) How far should learners be expected or required to:</p> <p>a) follow all and only the teacher's instructions in a disciplined, orderly way, speaking only when called upon to do so;</p> <p>b) participate actively in the learning process in co-operation with the teacher and other students to reach agreement on objectives and methods, accepting compromise, and engaging in peer teaching and peer assessment so as to progress steadily towards autonomy;</p> <p>c) work independently with self-study materials including self-assessment;</p> <p>d) compete with each other?</p> <p>2A) Are learners expected to learn (2001:147) by:</p> <p>a) simple participation in spontaneous activities;</p> <p>b) simple participation in tasks and activities planned as to type, goals, input, outcomes, participant roles and activities, etc.;</p> <p>c) participation not only in the task but in pre-planning as well as post-mortem analysis and evaluation;</p> <p>d) as c) but also with explicit awareness-raising as to goals, the nature and structure of tasks, requirements of participant roles, etc.?</p> <p>3) Will learners' abilities to use communicative strategies be (2001:147):</p> <p>a) assumed to be transferable from the learner's L1 usage or facilitated:</p> <p>b) by creating situation and setting tasks (e.g. role play and simulations) which require the operation of planning, execution, evaluation and repair strategies;</p> <p>c) as b), but using awareness-raising techniques (e.g. recording and analysis of role plays and simulations);</p> <p>d) as b), but encouraging or requiring learners to focus on and follow explicit strategic procedures as the need arises?</p> <p>4) Will learners be expected to develop their study and heuristic skills and accept responsibility for their own learning in any of the following ways (2001:149)?</p>	
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<ul style="list-style-type: none"> a) simply as ‘spin-off’ from language learning and teaching, without any special planning or provision; b) by progressively transferring responsibility for learning from the teacher to the pupils/students and encouraging them to reflect on their learning and to share this experience with other learners; c) by systematically raising the learners’ awareness of the learning/teaching processes in which they are participating; d) by engaging learners as participants in experimentation with different methodological options; e) by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly. 	
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A3.5.2.1.2 The role of competences

General, sociolinguistic and pragmatic competences (CEFR Chapter 4)	Yes/No/Revisit
<ul style="list-style-type: none"> 5) How will the learner’s personality features, motivations, attitudes, beliefs, etc. be treated in the curriculum? <ul style="list-style-type: none"> a) ignored as the learner’s personal concern; b) taken into account in planning and monitoring the learning process; c) included as an objective of the learning programme. 6) How will general competences be treated in the curriculum? <ul style="list-style-type: none"> a) assumed to exist already, or be developed elsewhere (e.g. in other curricular subjects conducted in L1 sufficiently to be taken for granted in L2 teaching); b) treated <i>ad hoc</i> as and when problems arise; c) by selecting or constructing texts that illustrate new areas and items of knowledge; d) by special courses or textbooks dealing with area studies (Landeskunde, civilisation, etc.) i) in L1, ii) in L2; e) through an intercultural component designed to raise awareness of the relevant experiential, cognitive and sociocultural backgrounds of learners and native speakers respectively; f) through role play and simulations; g) through subject teaching using L2 as the medium of instruction; h) through direct contact with native speakers and authentic texts. 7) How will sociolinguistic competence be treated in the curriculum? <ul style="list-style-type: none"> a) assumed to be transferable from the learner’s experience of social life, or facilitated; b) by exposure to authentic language used appropriately in its social setting; 	

<p>c) by selecting or constructing texts that exemplify sociolinguistic contrasts between the society of origin and the target society;</p> <p>d) by drawing attention to sociolinguistic contrasts as they are encountered, explaining and discussing them;</p> <p>e) by waiting for errors to be made, then marking, analysing and explaining them and giving the correct usage;</p> <p>f) as part of the explicit teaching of a sociocultural component in the study of a modern language.</p> <p>8) How will pragmatic competence be treated in the curriculum?</p> <p>a) assumed to be transferable from education and general experience in the mother tongue (L1), or facilitated:</p> <p>b) by progressively increasing the complexity of discourse structure and the functional range of the texts presented to the learner;</p> <p>c) by requiring the learner to produce texts of increasing complexity by translating texts of increasing complexity from L1 to L2;</p> <p>d) by setting tasks that require a wider functional range and adherence to verbal exchange patterns;</p> <p>e) by awareness-raising (analysis, explanation, terminology, etc.) in addition to practical activities;</p> <p>f) by explicit teaching and exercising of functions, verbal exchange patterns and discourse structure.</p> <p>8A) Is it important to distinguish (Council of Europe 2001:102):</p> <p>a) what knowledge of the world the language learner will be assumed/required to possess;</p> <p>b) what new knowledge of the world, particularly in respect of the country in which the language is spoken, the learner will need/be equipped to acquire in the course of language learning;</p> <p>c) what prior sociocultural experience and knowledge the learner is assumed/required to have;</p> <p>d) what new experience and knowledge of social life in his/her community as well as in the target community the learner will need to acquire in order to meet the requirements of L2 communication;</p> <p>e) what awareness of the relation between home and target cultures the learner will need so as to develop an appropriate intercultural competence;</p> <p>f) what practical skills and know-how the learner will need/be required to possess in order to communicate effectively in an area of concern;</p> <p>g) what cultural intermediary roles and functions the learner will need/be equipped with/be required to fulfil;</p> <p>h) what features of the home and target culture the learner will need/be enabled with/required to distinguish;</p>	
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<ul style="list-style-type: none"> i) what provision is expected to be made for the learner to experience the target culture; j) what opportunities the learner will have of acting as a cultural intermediary; k) whether, and if so which personality features learners will need/ be encouraged to develop/equipped with/required to develop/ display; l) whether, and if so in what ways, learner characteristics are taken into account in provisions for language learning, teaching and assessment; m) what steps if any are taken to develop the learner's language and communication awareness; n) what auditory discrimination and articulatory skills the learner will need/be assumed/equipped with/required to possess; o) what study skills learners are encouraged/enabled to use and develop; p) what heuristic abilities learners are encouraged/enabled to use and develop; q) what provision is made for learners to become increasingly independent in their learning and use of language? 	
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A3.5.2.1.3 Cultural and linguistic plurality

Linguistic diversification and the curriculum (CEFR Chapter 8) (2001:176)	Yes/No/ Revisit
<p>8B) The instructional product takes into consideration and intends to build on:</p> <ul style="list-style-type: none"> a) whether the learners concerned already have some experience of linguistic and cultural plurality, and the nature of this experience; b) whether learners are already able, even if only at a very basic level, to function in several linguistic and/or cultural communities, and how this competence is distributed and differentiated according to the contexts of language use and activities; c) what experience of linguistic and cultural diversity learners may have at the time of their learning (for example parallel to and outside their attendance at a learning institution); d) how this experience might be built on in the learning process; e) what types of objectives appear best suited to learners at a particular point in the development of a plurilingual and pluricultural competence, taking account of their characteristics, expectations, interests, plans and needs as well as their previous learning path and their existing resources; f) how to encourage, for the learners concerned, the 	

<p>decompartmentalisation and establishment of an effective relationship between the different components of plurilingual and pluricultural competence in the process of being developed; in particular, how to focus attention on and draw on the learners' existing transferable and transversal knowledge and skills;</p> <p>g) which partial competences (of what kind and for what purposes) might enrich, complexify and differentiate learners' existing competences;</p> <p>h) how to fit learning concerned with a particular language or culture coherently into an overall curriculum in which the experience of several languages and several cultures is developed;</p> <p>i) what options or what forms of differentiation in curriculum scenarios exist for managing the development of a diversified competence for particular learners; what economies of scale can be envisaged and achieved, if appropriate;</p> <p>j) what forms of organisation of learning (a modular approach, for example) are likely to favour management of the learning path in the case of the learners in question;</p> <p>k) what approach to evaluation or assessment will make it possible to take account of and accord proper recognition to the partial competences and the diversified plurilingual and pluricultural competence of learners.</p>	
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A3.5.2.2 Objectives

The Objectives section on the curriculum requires identifying the scales of illustrative descriptors of relevance. The worksheet here lists those for PLE, and then guides the selection of additional scales for communicative language competence and communicative language strategies. If no page number is indicated the scale can be found in the CEFR, otherwise the page numbers refer to the CV.

A3.5.2.2.1 CEFR scales for PLE

CEFR scales for PLE (according to the PLE model)	Yes/No/ Revisit
<p>The following scales for PLE are of relevance/importance:</p> <p>Turntaking (discourse competence)</p> <p>Flexibility (discourse competence)</p> <p>Planning (production strategy)</p> <p>Compensating (production strategy)</p> <p>Monitoring and Repair (production strategy)</p> <p>Strategies to explain a concept – linking to previous knowledge, adapting language, breaking down complicated information (mediation strategy)</p>	

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<p>Taking the floor (interaction strategy) Cooperating (interaction strategy) Asking for clarification (interaction strategy) Identifying cues and inferring (reception strategy) Sociolinguistic appropriateness (sociolinguistic competence) Facilitating pluricultural space (mediating communication) Building on pluricultural repertoire (plurilingual and pluricultural competence)</p>	
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A3.5.2.2.2 Additional scales

Linguistic competence scales	Yes/No/Revisit
<p>General linguistic range (pg. 110) Vocabulary range (pg. 132) Vocabulary control (pg. 134) Grammatical accuracy (pg. 133) Phonological control (pg. 136) Sound articulation (pg. 137) Prosodic features (pg. 137) Orthographic control (pg. 137)</p> <p>There are no scales available for the linguistic competence aspects of:</p> <ul style="list-style-type: none"> ● morphological elements and processes (see pg. 114–115) ● semantic relations (see pg. 115–116) ● sounds and prosody (pg. 136) ● for whether phonetic accuracy and fluency are an early learning objective or developed as a longer-term objective (see pg. 117). <p>If learners will need or be required to handle these elements, a descriptor may need to be created.</p>	
Pragmatic competence scales	Yes/No/Revisit
<p>Discourse: Thematic development (pg. 143) Coherence and cohesion (pg. 144) Qualitative progress: Spoken fluency (pg. 144) Propositional (pg. 143)</p> <p>There are no scales available for the pragmatic competence scales of:</p> <ul style="list-style-type: none"> ● macrofunctions (pg. 125) 	

<ul style="list-style-type: none"> ● microfunctions (pg. 125–126) ● interaction schemata (pg. 126–128). <p>If learners will need or be required to handle these elements, a descriptor may need to be created.</p>	
Pluricultural and plurilingual competence scales	Yes/No/Revisit
Plurilingual comprehension (pg. 160)	
Mediation strategies	Yes/No/Revisit
<p>Strategies to simplify a text: Amplifying a dense text (pg. 129) Streamlining a text (pg. 129)</p>	

A3.5.2.3 Methods and techniques

The Methods and techniques section spans several of the CEFR's chapters and covers classroom organisation, the roles of stakeholders, tasks, instructional media and texts, and errors and mistakes. Some of these may also be relevant for Educational Philosophy.

Stakeholder roles and classroom organisation (Council of Europe 2001:144–147)	Yes/No/Revisit
<p>9) What different proportions of class time should be spent:</p> <ol style="list-style-type: none"> a) by the teacher expounding, explaining, etc. to the whole class; b) in whole-class question/answer sessions (distinguishing between referential, display and test questions); c) in group or pair working; d) in individual working? <p>10) During individual, pair or group working, should the teacher:</p> <ol style="list-style-type: none"> a) simply supervise and maintain order; b) circulate to monitor work; c) be available for individual counselling; d) adopt the role of supervisor and facilitator, accepting and reacting to students' remarks on their learning and co-ordinating student activities, in addition to monitoring and counselling? <p>11) Are the following important for a teacher in your context?</p> <ol style="list-style-type: none"> a) teaching skills; b) classroom management skills; 	

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<ul style="list-style-type: none"> c) ability to engage in action research and to reflect on experience; d) teaching styles; e) understanding of and ability to handle testing, assessment and evaluation; f) knowledge of and ability to teach sociocultural background information; g) intercultural attitudes and skills; h) knowledge of and ability to develop students' aesthetic appreciation of literature; i) ability to deal with individualisation within classes containing diverse learner types and abilities. 	
<p>Tasks (Council of Europe 2001:167)</p>	<p>Yes/No/Revisit</p>
<p>12) Will consideration be given to:</p> <ul style="list-style-type: none"> a) the extent learners engage with real-life tasks vs. pedagogic tasks; b) the principles by which real-life versus pedagogic tasks are selected or weighted; c) the criteria for selecting tasks which are purposeful and meaningful; d) how the task provides a challenging but realistic and attainable goal; e) the extent to which the learner is involved; f) the extent to which the task allows for different learner interpretations and outcomes; g) the relationship between tasks that are primarily meaning-oriented versus those whose learning experiences specifically focus on form versus those whereby learners' attention is focused on both in a balance of accuracy and fluency; h) the ways of taking learners' strategies of relating competences into account; i) the performance of challenging tasks under varying conditions and constraints; j) ways of facilitating task accomplishment and learning (including activating learners' competences in preparatory phase); k) criteria and options for selecting tasks; l) manipulations of task parameters to modify level of task difficulty (to accommodate learners' differing competences and characteristics); m) how the level of difficulty of a task might be taken into account in evaluating a performance? 	

Instructional media and texts (Council of Europe 2001:94–97, 144–147)	Yes/No/ Revisit
<p>13) What use can and should be made of instructional media (audio and video, computers, etc.)?</p> <ul style="list-style-type: none"> a) none; b) for whole-class demonstrations, repetitions, etc.; c) in a language/video/computer laboratory mode; d) in an individual self-instructional mode; e) as a basis for group work (discussion, negotiation, co-operative and competitive games, etc.); f) in international computer networking of schools, classes and individual students. <p>14) How are learners expected or required to learn from spoken and written texts:</p> <ul style="list-style-type: none"> a) by simple exposure; b) by simple exposure, but ensuring that new material is intelligible by inferencing from verbal context, visual support, etc.; c) by exposure, with comprehension monitored and ensured by L2 question and answer, multiple choice, picture matching, etc.; d) as c), but with one or more of the following: comprehension tests in L1; explanations in L1; explanations (including any necessary <i>ad hoc</i> translation), in L2; systematic pupil/student translation of text into L1; pre-listening and/or group listening activities, pre-reading activities, etc.? <p>15) Should the written or spoken texts presented to learners be:</p> <ul style="list-style-type: none"> a) 'authentic', i.e. produced for communicative purposes with no language teaching intent, e.g. untreated authentic texts that the learner encounters in the course of direct experience of the language in use (daily newspapers, magazines, broadcasts, etc.); b) authentic texts selected, graded and/or edited so as to be judged appropriate to the learner's experience, interests and characteristics; c) specially composed for use in language teaching, e.g. texts composed to resemble authentic texts as (b) above (e.g. specially written listening comprehension materials recorded by actors); d) texts composed to give contextualised examples of the linguistic content to be taught (e.g. in a particular course unit); isolated sentences for exercise purposes (phonetic, grammatical, etc.); e) textbook instruction, explanations etc., test and examination rubrics, teacher's classroom language (instructions, explanations, classroom management etc.)? 	

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<p>15A) In receptive, productive and interactive modes, will learners be expected to differentiate text types:</p> <ul style="list-style-type: none"> a) to develop different styles of listening, reading, speaking and writing as appropriate; b) acting both as individuals and as members of groups (e.g. by sharing ideas and interpretations in the processes of comprehension and formulation)? <p>15B) Are the following of consideration in the curriculum?</p> <p>Whether and, if so, how, the differences in the medium and in the psycholinguistic processes involved in speaking, listening, reading and writing in productive, receptive and interactive activities are taken into account:</p> <ul style="list-style-type: none"> a) in the selection, adaptation or composition of the spoken and written texts presented to learners; b) in the way that the learners are expected to handle the texts; c) in the evaluation of the texts which learners produce. <p>Whether and, if so, how learners and teachers are made critically aware of the textual characteristics of:</p> <ul style="list-style-type: none"> a) classroom discourse; b) testing and examination rubrics and answers; c) instructional and reference materials. <p>Whether and, if so, how learners are brought to make the texts they produce more appropriate to:</p> <ul style="list-style-type: none"> a) their communicative purposes; b) the contexts of use (domains, situations, recipients, constraints); c) the media employed. 	
<p>Errors and mistakes (Council of Europe 2001:155–156)</p>	<p>Yes/No/Revisit</p>
<p>16) Which of the following are true for your context?</p> <ul style="list-style-type: none"> a) errors and mistakes are evidence of failure to learn; b) errors and mistakes are evidence of inefficient teaching; c) errors and mistakes are evidence of the learner's willingness to communicate despite risks; d) errors are an inevitable, transient product of the learner's developing interlanguage; e) mistakes are inevitable in all language use, including that of native speakers. <p>17) How will learner mistakes and errors be treated?</p> <ul style="list-style-type: none"> a) all errors and mistakes should be immediately corrected by the teacher; b) immediate peer-correction should be systematically encouraged to eradicate errors; 	

<p>c) all errors should be noted and corrected at a time when doing so does not interfere with communication (e.g. by separating the development of accuracy from the development of fluency);</p> <p>d) errors should not be simply corrected, but also analysed and explained at an appropriate time;</p> <p>e) mistakes which are mere slips should be passed over, but systematic errors should be eradicated;</p> <p>f) errors should be corrected only when they interfere with communication;</p> <p>g) errors should be accepted as 'transitional interlanguage' and ignored.</p> <p>18) What use is made of the observation and analysis of learner errors:</p> <p>a) in planning future learning and teaching on an individual or group basis;</p> <p>b) in course planning and materials development;</p> <p>c) in the evaluation and assessment of learning and teaching, e.g. are students assessed primarily in terms of their errors and mistakes in performing the tasks set? If not, what other criteria of linguistic achievement are employed?</p> <p>Are errors and mistakes weighted and if so according to what criteria?</p> <p>18A) What relative importance is attached to errors and mistakes in:</p> <ul style="list-style-type: none"> ● pronunciation ● spelling ● vocabulary ● morphology ● syntax ● usage ● sociocultural content ● sociolinguistic content ● pragmatic content? 	
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A3.5.2.4 Syllabus

This section of the worksheet guides readers through identifying the scales of relevance from all available options for communicative language activities, in addition to responding to the reflective statements about the language activities. Using descriptors from all of the scales at once may be a hindrance more than a benefit in terms of manageability and feasibility on the curriculum overview. Selection of the communicative language activity scales of greatest importance and relevance and how they are reflected on the curriculum overview should therefore be done thoughtfully. The Syllabus section covers linguistic competence, grammatical competence, pronunciation and orthography in Micro-skills.

A3.5.2.4.1 Micro-skills

Linguistic competence (Council of Europe 2001:108–118)	Yes/No/ Revisit
<p>19) Lexical competence</p> <p>In which of the following ways should learners be expected or required to develop their vocabulary?</p> <ul style="list-style-type: none"> a) by simple exposure to words and fixed expressions used in authentic spoken and written texts; b) by learner elicitation or dictionary, etc. look-up as needed for specific tasks and activities; c) through inclusion in context, e.g. in coursebook texts and subsequent recycling in exercises, exploitation activities, etc.; d) by presenting words accompanied by visuals (pictures, gestures and miming, demonstrative actions, realia, etc.); e) by the memorisation of wordlists, etc. with translation equivalents; f) by exploring semantic fields and constructing ‘mind-maps’, etc.; g) by training in the use of monolingual and bilingual dictionaries, thesauruses and other works of reference; h) by explanation and training in the application of lexical structure (e.g. word formation, compounding, collocations, phrasal verbs, idioms, etc.); i) by a more or less systematic study of the different distribution of semantic features in L1 and L2 (contrastive semantics). <p>19A) How will lexical selection (the selection of key words and phrases) occur?</p> <ul style="list-style-type: none"> a) in thematic areas required for the achievement of communicative tasks relevant to learner needs; b) which embody cultural difference and/or significant values and beliefs shared by the social group(s) whose language is being learned; c) to follow lexico-statistical principles selecting the highest-frequency words in large general word counts or those undertaken for restricted thematic areas; d) to select (authentic) spoken and written texts and learn/teach whatever words they contain; e) not to pre-plan vocabulary development, but to allow it to develop organically in response to learner demand when engaged in communicative tasks. 	

19B) Will any of the following be of consideration?

- a) what size of vocabulary (i.e. the number of words and fixed expressions) the learner will need/be equipped with/be required to control;
- b) what range of vocabulary (i.e. the domains, themes etc. covered) the learner will need/be equipped with/be required to control;
- c) what control over vocabulary the learner will need/be equipped with/be required to exert;
- d) what distinction, if any, is made between learning for recognition and understanding, and learning for recall and productive use;
- e) what use is made of inferencing techniques and how their development is promoted;
- f) according to which principle(s) lexical selection has been made.

Grammatical competence

20) How will learners be expected to develop their grammatical competence?

- a) inductively, by exposure to new grammatical material in authentic texts as encountered;
- b) inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning;
- c) as b), but followed by explanations and formal exercises;
- d) by the presentation of formal paradigms, tables of forms, etc. followed by explanations using an appropriate metalanguage in L2 or L1 and formal exercises;
- e) by elicitation and, where necessary, reformulation of learners' hypotheses, etc.

21) If formal exercises are used, which of the following types will be employed?

- a) gap-filling;
- b) sentence construction on a given model;
- c) multiple choice;
- d) category substitution exercises (e.g. singular/plural, present/past, active/passive, etc.);
- e) sentence merging (e.g. relativisation, adverbial and noun clauses, etc.);
- f) translation of example sentences from L1 to L2;
- g) question and answer involving use of particular structures;
- h) grammar-focused fluency exercises.

21A) Will any of the following be of consideration?

- a) the basis on which grammatical elements, categories, structures, processes and relations are selected and ordered;
- b) how their meaning is conveyed to learners;

<p>c) the role of contrastive grammar in language teaching and learning;</p> <p>d) the relative importance attached to range, fluency and accuracy in relation to the grammatical construction of sentences;</p> <p>e) the extent to which learners are to be made aware of the grammar of (a) the mother tongue (b) the target language (c) their contrastive relations;</p> <p>f) how grammatical structure is a) analysed, ordered and presented to learners and (b) mastered by them;</p> <p>g) how and according to what principles lexical, grammatical and pragmatic meaning in L2 is conveyed to/elicited from learners, e.g.:</p> <ul style="list-style-type: none">● by translation from/into L1● by L2 definition, explanation, etc.● by induction from context. <p>22) Pronunciation</p> <p>How will learners be expected to develop their pronunciation?</p> <p>a) simply by exposure to authentic spoken utterances;</p> <p>b) by chorused imitation of i) the teacher; ii) audio-recorded native speakers; iii) video-recorded native speakers;</p> <p>c) by individualised language laboratory work;</p> <p>d) by reading aloud phonetically weighted textual material;</p> <p>e) by ear-training and phonetic drilling;</p> <p>f) as d) and e) but with the use of phonetically transcribed texts;</p> <p>g) by explicit phonetic training;</p> <p>h) by learning orthoepic conventions (i.e. how to pronounce written forms);</p> <p>i) by some combination of the above.</p> <p>23) Orthography</p> <p>How will learners be expected to develop their ability to handle the writing system?</p> <p>a) by simple transfer from L1;</p> <p>b) by exposure to authentic written texts: printed, typewritten, handwritten;</p> <p>c) by memorisation of the alphabet concerned with associated phonetic values (e.g. Roman, Cyrillic or Greek script where another is used for L1), together with diacritics and punctuation marks;</p> <p>d) by practising cursive writing (including Cyrillic or 'Gothic' scripts, etc.) and noting the characteristic national handwriting conventions;</p> <p>e) by memorising word-forms (individually or by applying spelling conventions) and punctuation conventions;</p> <p>f) by the practice of dictation.</p>	
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<p>23A) Should learners know and be able to perceive and produce:</p> <ul style="list-style-type: none"> a) the form of letters in printed and cursive forms in both upper and lower case; b) the proper spelling of words, including recognised contracted forms; c) punctuation marks and their conventions of use; d) typographical conventions and varieties of font, etc. e) logographic signs in common use (e.g. @, &, \$, etc.)? <p>23B) Will learners need to convert text from spoken to written form and vice versa?</p>	
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A3.5.2.4.2 Language

Communicative language activities (Council of Europe 2001:57–93)	Yes/No/ Revisit
<p>24) Please consider:</p> <ul style="list-style-type: none"> a) what range of oral production (speaking) activities the learner will need/be equipped with/be required to engage in; b) for what purposes the learner will need/be equipped/be required to engage in which writing activities; c) to what range of inputs the learner will need/be equipped/be required to listen; d) for what purposes the learner will listen to the input; e) in what mode of listening the learner will engage; f) for what purposes the learner will need, or wish/be equipped/be required to read; g) in which modes the learner will need or wish/be equipped/be required to read; h) in which kinds of communicative interaction the learner will need/be equipped/be required to engage; i) which roles the learner will need/be equipped/be required to play in the interaction; j) the mediating activities in which the learner will need/be equipped/be required to engage; k) how skilled learners will need/be equipped/be required to be in matching actions to words and vice-versa; l) in which situations they will need/be equipped/be required to do so; m) which target paralinguistic behaviours the learner will need/be equipped/be required to: a) recognise and understand, b) use; n) which paratextual features the learner will need/be equipped/be required to: a) recognise and respond to, b) use. 	

24A) Will learners produce the following texts? These may be:

Spoken:

- written texts read aloud
- oral answers to exercise questions
- reproduction of memorised texts (plays, poems, etc.)
- pair and group work exercises
- contributions to formal and informal discussion
- free conversation (in class or during pupil exchanges)
- presentations

Written:

- dictated passages
- written exercises
- essays
- translations
- written reports
- project work
- letters to penfriends
- contributions to class links using fax or email

24B) Will learners produce or receive the following texts:

- public announcements, speeches and instructions
- lectures, presentations, sermons
- rituals (ceremonies, formal religious services)
- entertainment (drama, shows, readings, songs)
- sports commentaries (football, cricket, boxing, horse-racing, etc.)
- news broadcasts
- public debates and discussion
- inter-personal dialogues and conversations
- telephone conversations
- job interviews
- books, fiction and non-fiction, including literary journals
- instruction manuals (DIY, cookbooks, etc.)
- textbooks
- comic strips
- brochures
- prospectuses
- leaflets
- advertising material
- public signs and notices
- supermarket, shop, market stall signs
- packaging and labelling on goods
- tickets, etc.

<ul style="list-style-type: none"> ● forms and questionnaires ● dictionaries (monolingual and bilingual), thesauri ● business and professional letters, faxes ● personal letters ● essays and exercises ● memoranda, reports and papers ● notes and messages, etc. ● databases (news, literature, general information, etc.). 	
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Scales of communicative language activities			
The following communicative language activity scales are of relevance/importance in our syllabus:	Yes/No/Revisit		Yes/No/Revisit
<p>Reception activities</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> ● Overall listening comprehension ● Understanding conversation between other speakers ● Listening to a member of a live audience ● Listening to announcements and instructions ● Listening to the radio and audio recordings <p>Reading comprehension</p> <ul style="list-style-type: none"> ● Overall reading comprehension ● Reading correspondence ● Reading for orientation ● Reading for information and argument ● Reading instructions ● Reading for a leisure activity <p>Audio-visual reception</p> <p>Watching TV, film and video</p>		<p>Production activities</p> <p>Spoken production</p> <ul style="list-style-type: none"> ● Overall spoken production ● Sustained monologue: Describing experience ● Sustained monologue: Giving information ● Sustained monologue: Putting a case (e.g. in a debate) ● Public announcement ● Addressing audiences <p>Written production</p> <ul style="list-style-type: none"> ● Overall written production ● Creative writing ● Written reports and essays <p>Interaction activities</p> <p>Spoken interaction</p> <ul style="list-style-type: none"> ● Overall spoken interaction ● Understanding an interlocutor ● Conversation ● Informal discussion ● Formal discussion 	

<p>Mediation activities</p> <p>Mediating a text</p> <ul style="list-style-type: none"> ● Relaying specific information ● Explaining data ● Processing text ● Translating a written text in speech ● Translating a written text in writing ● Note-taking ● Expressing a personal response to creative texts ● Analysis and criticism of creative texts <p>Mediating concepts</p> <ul style="list-style-type: none"> ● Facilitating collaborative interaction with peers ● Collaborating to construct meaning ● Managing plenary and group interaction ● Encouraging conceptual talk <p>Mediating communication</p> <ul style="list-style-type: none"> ● Acting as intermediary in informal situations ● Facilitating communication in delicate situations and disagreement 		<ul style="list-style-type: none"> ● Goal-oriented cooperation ● Obtaining goods and services ● Information exchange ● Interviewing and being interviewed ● Using telecommunications <p>Written interaction</p> <ul style="list-style-type: none"> ● Overall written interaction ● Correspondence ● Notes, messages and forms <p>Online interaction</p> <ul style="list-style-type: none"> ● Overall online interaction ● Online conversation and discussion ● Goal-oriented transactions and collaboration 	
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A3.5.2.5 Assessment

Assessment (Council of Europe 2001:40–42, 192)	Yes/No/Revisit
<p>25) In considering assessment in the curriculum overview to what extent is the following important:</p> <p>a) to what extent their interest in levels relates to learning objectives, syllabus content, teacher guidelines and continuous assessment tasks (constructor-oriented);</p>	

<p>b) to what extent their interest in levels relates to increasing consistency of assessment by providing defined criteria for degree of skill (assessor-oriented);</p> <p>c) to what extent their interest in levels relates to reporting results to employers, other educational sectors, parents and learners themselves (user-oriented), providing defined criteria for degrees of skill (assessor-oriented);</p> <p>d) to what extent their concern relates to the establishment of a set of profiling levels to record progress in proficiency within their system as a whole;</p> <p>e) to what extent their concern relates to the provision of transparent criteria for the award of grades of achievement in the objectives set for a particular proficiency level, perhaps operationalised by an examination, perhaps assessed by teachers;</p> <p>f) to what extent their concern relates to the development of a common framework to establish coherent relationships between a range of educational sectors, proficiency levels, and assessment types within their system.</p> <p>25A) Is the following important in your curriculum:</p> <p>a) the way in which the assessment of achievement (school-oriented; learning-oriented) and the assessment of proficiency (real world-oriented; outcome-oriented) are balanced and complemented in their system, and the extent to which communicative performance is assessed as well as linguistic knowledge;</p> <p>b) the extent to which the results of learning are assessed in relation to defined standards and criteria (criterion-referencing) and the extent to which grades and evaluations are assigned on the basis of the class a learner is in (norm-referencing);</p> <p>c) the relevance of the specifications and scales provided in the Framework to their context, and the way in which they might be complemented or elaborated.</p> <p>25B) Will teachers be:</p> <p>a) informed about standards (e.g. common descriptors, samples of performance);</p> <p>b) encouraged to become aware of a range of assessment techniques;</p> <p>c) trained in techniques and interpretation.</p> <p>25C) Is it:</p> <p>a) desirable and feasible to develop an integrated approach to continuous assessment of coursework and fixed-point assessment in relation to related standards and criteria definitions;</p> <p>b) desirable and feasible to involve learners in self-assessment in relation to defined descriptors of tasks and aspects of</p>	
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<p>proficiency at different levels, and operationalisation of those descriptors in – for example – series assessment.</p> <p>25D) Are the following of importance:</p> <ul style="list-style-type: none"> a) the way in which theoretical categories are simplified into operational approaches in their system; b) the extent to which the main factors used as assessment criteria in their system can be situated in the set of categories introduced in Chapter 5 for which sample scales are provided in the Appendix, given further local elaboration to take account of specific domains of use. 	
<p>The following types of assessment are listed as part of a non-exhaustive list in the CEFR (Council of Europe 2001:183, 196)</p>	<p>Yes/No/Revisit</p>
<ul style="list-style-type: none"> 1 Achievement assessment; Proficiency assessment 2 Norm-referencing (NR); Criterion-referencing (CR) 3 Mastery learning CR; Continuum CR 4 Continuous assessment; Fixed assessment points 5 Formative assessment; Summative assessment 6 Direct assessment; Indirect assessment 7 Performance assessment; Knowledge assessment 8 Subjective assessment; Objective assessment 9 Checklist rating; Performance rating 10 Impression; Guided judgement 11 Holistic assessment; Analytic assessment 12 Series assessment; Category assessment 13 Assessment by others; Self-assessment <p>25E) Are the above types of assessment:</p> <ul style="list-style-type: none"> a) more relevant to the needs of the learner in the system; b) more appropriate and feasible in the pedagogic culture of the system; c) more rewarding in terms of teacher development through ‘washback’ effect? 	

A3.5.2.6 Other

<p>Communicative language processes (Council of Europe 2001:90–93)</p>	<p>Yes/No/Revisit</p>
<p>26) Will the neurology and physiology involved in communication be assumed to exist already, or be developed elsewhere?</p> <p>If not, will the following be developed as skills are needed?</p> <p>To speak, the learner must be able to:</p> <ul style="list-style-type: none"> ● plan and organise a message (cognitive skills); 	

<ul style="list-style-type: none"> ● formulate a linguistic utterance (linguistic skills); ● articulate the utterance (phonetic skills). <p>To write, the learner must be able to:</p> <ul style="list-style-type: none"> ● organise and formulate the message (cognitive and linguistic skills); ● hand-write or type the text (manual skills) or otherwise transfer the text to writing. <p>To listen, the learner must be able to:</p> <ul style="list-style-type: none"> ● perceive the utterance (auditory phonetic skills); ● identify the linguistic message (linguistic skills); ● understand the message (semantic skills); ● interpret the message (cognitive skills). <p>To read, the learner must be able to:</p> <ul style="list-style-type: none"> ● perceive the written text (visual skills); ● recognise the script (orthographic skills); ● identify the message (linguistic skills); ● understand the message (semantic skills); ● interpret the message (cognitive skills). <p>27) To what extent will the following reference aids to assist comprehension be required:</p> <ol style="list-style-type: none"> a) dictionaries (monolingual and bilingual); b) thesauruses; c) pronunciation dictionaries; d) electronic dictionaries, grammars, spell-checkers and other aids; e) reference grammars. 	
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A3.5.3 Worksheet in use: Sample CEFR-informed curriculum reform overviews

The next few sections provide examples of curriculum overviews for each of the case studies in Part 2 of the volume. The worksheet was employed with the three-point response system (section A3.5.1.2: Types of reflective statements) and then the remainder was compiled and edited for clarity. Despite using the same worksheet, each description shows a different approach taken to describing the curriculum, but nonetheless, provides a fairly comprehensive description.

A3.5.3.1 Chapter 4 example

Our new approach to complementary classes: Culture!

Currently, our students learn by direct participation in authentic communicative interaction in L2, e.g. as a conversation partner with the

teacher. Our classes often consist of the teacher talking to the whole class at once, or in whole-class question and answer sessions. The learners participate spontaneously. Pronunciation is developed by exposure to authentic spoken utterances by the teacher, but we rarely spend time on this, except for in the event of a pronunciation class. Sometimes we use requests from students to decide on a specific topic for a complementary course.

Here's what learners trained by us can do:

- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
- Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

What we want to start working towards, is having a learner-centred class where the majority of class time is spent with the students working in pairs or small groups, with the teacher circulating to monitor and help when needed. We would like for them to be learning by direct participation in specially devised and constructed tasks in English on sociocultural topics and intercultural communication. This means that we may also start to select and construct lessons that illustrate new areas and items of knowledge by using texts which deal with area studies, or through an intercultural component designed to raise awareness of the relevant experiential, cognitive and sociocultural backgrounds of learners and us as native speakers. We want to do more role plays and simulations and activities that the learners can work through themselves, without needing a teacher to guide them through. The explicit teaching of a sociocultural aspect from your own culture is an example of a topic of interest. We want to always be thinking about the following question: What can I give that will be of lasting value, in whatever different ways their careers may later diverge?

We want learners to be able to:

- become aware of salient politeness conventions and act appropriately
- generally act according to conventions regarding posture, eye contact and distance from others
- explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture
- recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals)

- act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.

Please note that the content should not be restricted to English-speaking or French cultures, but for other cultures as well (naturally, we will maintain using English as the language of communication).

A3.5.3.2 Chapter 5 example

Before

In the Integrated Skills curriculum, learners presently learn in a variety of ways including the following:

- by direct exposure to authentic use of language in L2: face to face with native speaker(s); listening to radio, recordings, etc.; watching and listening to TV, video, etc.; using computer programs, CD-ROM
- by direct exposure to specially selected (e.g. graded) spoken utterances and written texts in L2
- by direct participation in authentic communicative interaction in L2 (e.g. as a conversation partner with a competent interlocutor, for example in homework activities, for learners to interact with native English speakers they do not know for homework)
- by direct participation in specially devised and constructed tasks in L2
- by a combination of presentations, explanations, (drill) exercises and exploitation activities, but with L2 as the language of classroom management, explanation, etc. in the classroom.

No explicit consideration is given to how learners are expected to learn – this is inherent in the textbook materials. Our teachers are experts in teaching and classroom management, and are left to determine how class time should be managed or what they should do during individual, pair or group work. Likewise will they determine how to treat (if at all) any errors or mistakes, as these are seen as evidence of the learner’s willingness to communicate despite risks.

Instructional media (audio, video and computers) are used for whole-class demonstrations, repetitions, etc. and in a language laboratory mode. The spoken and written texts presented to learners are a mix of both authentic (newspapers, magazines and news segments) and composed for language learning, with the latter making up the majority of materials. The latter includes both texts composed to resemble authentic texts and those composed to give contextualised examples of the linguistic content to be

taught, isolated sentences for exercise purposes (phonetic, grammatical, etc.), textbook instruction, explanations etc.

The types of spoken and written texts learners are expected to produce are spoken: written texts read aloud; oral answers to exercise questions; pair and group work exercises; contributions to formal and informal discussion; free conversation (in class or during pupil exchanges); presentations; and written: dictated passages; written exercises; essays; written reports; letters to penfriends. None of the texts are graded, although the teacher gives individualised feedback on each piece of written text. The development of sociolinguistic competence is facilitated by exposure to authentic language used appropriately in its social setting, particularly if a student has a home stay experience.

Consideration of vocabulary development does not extend beyond that given inherently within textbooks, which draw on the following methods: inclusion in context, e.g. in coursebook texts and subsequent recycling in exercises, exploitation activities, etc. and by presenting words accompanied by visuals (pictures, gestures and miming, demonstrative actions, realia, etc.). Lexical selection likewise is according to what is already in the textbooks.

Learners are expected to develop their grammatical competence by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning; and preceded by explanations and formal exercises including gap-filling, sentence construction on a given model, multiple choice, category substitution exercises (e.g. singular/plural, present/past, active/passive, etc.), sentence merging (e.g. relativisation, adverbial and noun clauses, etc.) question and answer involving use of particular structures and other grammar-focused fluency exercises.

Learners are expected to develop their pronunciation through exposure to authentic spoken utterances by native speakers, by chorused imitation of the teacher, and audio-recorded native speakers and individualised language laboratory work.

After

The reformed curriculum will maintain the current approach to how learners learn. However, how learners are expected to learn is of far greater concern.

Learners' communicative strategies will be facilitated by creating situations and tasks which require the operation of planning, execution, evaluation and repair strategies. They are expected to learn by participation in the classroom tasks, but also by engaging in the planning, analysing and evaluating of their performance. Class time should be spent, as much as possible, in group, pair or individual working and the teacher should adopt the role of supervisor and facilitator, accepting and reacting to students'

remarks on their learning and co-ordinating student activities, in addition to monitoring and counselling.

The reform intends to emphasise the development of sociolinguistic and intercultural competence beyond what is presently contained in the curriculum. General competences will be developed through an intercultural component designed to raise awareness of the relevant, experiential, cognitive and sociocultural backgrounds of learners and native speakers respectively. The development of sociolinguistic competence will be facilitated: by exposure to authentic language used in a social setting, by drawing attention to sociolinguistic contrasts as they are encountered and discussing them, and as part of the explicit teaching of a sociocultural component. Further consideration will also be given to the learners' cultural plurality and the nature of their pluricultural experiences and the cultural diversity they have and are faced with at the time of their learning. Another major change is that learners will be expected to take responsibility for their own learning by progressively transferring responsibility for learning from the teacher to the students, and encouraging them to reflect on their learning and to share this experience with others.

A3.5.3.3 Chapter 6 example

Language learning in our context occurs in a variety of ways:

- face-to-face interactions with native speakers; listening to recordings, or videos
- by direct exposure to specially selected graded spoken utterances and written texts in L2 designed in-house
- by direct participation in specially devised and constructed tasks
- by guided self-study
- by pursuing negotiated self-directed objectives and using available instructional media, with progressive increases of the self-study component over time.

Learners are expected to learn by participation in the communicative tasks, but also in pre-planning and analysis following performance of the task (a cyclical task-supported methodology is frequently referenced as a basis for course design). Likewise learners participate actively in the learning process in co-operation with the teacher and other students to reach agreement on objectives and methods. They engage in peer teaching and peer assessment and independent self-study, and progress steadily towards becoming more autonomous. Class time mostly consists of group, pair and individual work over having the teacher expounding and explaining to the whole class. During group work, the teacher adopts the role of supervisor and facilitator, accepting and reacting to students' remarks on their

learning and co-ordinating student activities, in addition to monitoring and counselling.

All instructional media is electronically available, and is both used for whole-class demonstrations and for individual self-instructional mode. Learners are expected to learn from spoken and written texts by exposure supported by multiple-choice and picture-matching tasks etc, and also explanations and pre-task activities. Texts are mainly composed for use in language learning, and may be written to resemble authentic texts or composed to give examples of the target linguistic content. Learners will produce the following texts: spoken: written texts read aloud; oral answers to exercise questions; reproduction of memorised texts (plays, poems, etc.); pair and group work exercises; contributions to formal and informal discussion; free conversation (in class or during pupil exchanges); presentations. Written: dictated passages; written exercises; essays; written reports; project work; emails to friends; contributions to class links using email. Learners' individual personality features, motivations, attitudes, beliefs, etc. are taken into account in the planning and monitoring throughout the learning process. Learners are also expected to develop their study and heuristic skills and accept responsibility for their own learning by progressively accepting responsibility for their learning from the teacher. They are encouraged to reflect on their learning and to share this experience with other learners.

A3.5.4 Refining learning objectives

Completing sections Objectives (A3.5.2.2) and Language (A3.5.2.4.2) will have produced a list of scales out of all those possible in the CEFR. This section covers reducing and refining this list across three steps, either for the curriculum overview if desired, or for any other smaller-scale instructional product (course, unit, lesson etc.). It corresponds with the content in Section 8.3.3: Refining learning objectives.

The easiest way to do this is to indicate a proficiency level or a range of levels as this restricts the breadth of descriptors which can act as learning objectives. If no information about proficiency is available, consider the study time¹ required to progress to the next CEFR level or the descriptors from the global scale (Council of Europe 2001:24) below. Which most closely describes what learners can do and should be able to do following the undertaking of the learning product?

¹ Nagai et al (2020) suggest calculating the number of hours allocated to lessons and expected self-study and then comparing them to evidence-based time estimates that exist for the advancement from one CEFR level to the next. Estimates for the average number of hours of study needed for someone who is a beginner are: A1 90–100; A2 180–200; B1 350–400; B2 500–600; C1 700–800; C2 1,000–1,200.

Global scale (Council of Europe 2001:24)

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Once proficiency level has been stipulated, the steps discussed in Section 8.3.3 for the refinement of learning objectives can be undertaken, and a check for redundancy conducted after the refinement process is completed. The remaining descriptors may nonetheless require modification in order to act as appropriate learning objectives as in the next section.

A3.5.4.1 Convergence across scales

For instance, in the following example, there are 11 descriptors (no descriptors for communicative language activities are included) at the A2 level for a hypothetical pluricultural course which has the following scales as objectives: General linguistic range, Sociolinguistic appropriateness, and Building on pluricultural repertoire.

General linguistic range

Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

Sociolinguistic appropriateness

Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

Can socialise simply but effectively using the simplest common expressions and following basic routines.

Can handle very short social exchanges, using everyday polite forms of greeting and address.

Can make and respond to invitations, suggestions, apologies etc.

Building on pluricultural repertoire

Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).

Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.

Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.

Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.

The descriptors, although they are from different scales, have elements in common. For instance, the Sociolinguistic appropriateness descriptors of ‘Can

handle very short social exchanges, using everyday polite forms of greeting and address’, or ‘Can make and respond to invitations, suggestions, apologies etc.’ overlap implied learning content with the Building on pluricultural repertoire descriptor of ‘Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology’. Neither of these are exclusive to the descriptor of ‘Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information’. Either some content can be removed or combined according to some of the procedures in the following section.

A3.5.4.2 Creating and adapting descriptors

The practice of contextualising descriptors is encouraged by the CEFR (Council of Europe 2001), North (2014) and Green (2012) to ensure that the form of any descriptor corresponds with the purpose it is intended to serve. The process in this section covers creating entirely new descriptors for existing materials.

A descriptor must include elements that stipulate the performance (task, which answers the question of ‘what?’), the condition (content, ‘in what circumstances?’) and the criterion (quality, or ‘how well?’) (Green 2012:49). For performance, this entails selecting a communication mode according to how the learner engages with the content: production, reception, interaction and mediation. Condition represents the task difficulty, and answers the question of ‘under what circumstances?’. Criterion answers the question of how good the performance is. Performance, condition and criterion act as the steps in creating or modifying a descriptor (Semmelroth 2013).

This section assumes that descriptors are being created from scratch. In the case of adaptation or modification, the same process could occur, but the focus is only on the parts of the descriptor which require adjustments. To create entirely new descriptors for existing materials, breaking up all of the learning content into chunks is recommended as a starting point. Each chunk will be represented by a descriptor. The division can begin from the top-down (starting with an entire curriculum, and proceeding to course, lesson or task), or from the bottom-up as in the example provided in this section (starting with creating a descriptor for a specific task in a lesson, and then working up to lesson, course and curriculum). The communication mode (reception, interaction, mediation, production) and language activity for the chunk is identified (listening, reading, audio-visual reception, spoken or written production, spoken, written or online interaction, mediating a text, concepts, or communication etc.). If the language activity corresponds to one of the CEFR scales, it may be worth considering if an existing descriptor can be contextualised instead of creating one from scratch.

Following the breaking up of learning content and the identification of the communicative mode and language activity for the materials of interest,

the ‘cooperation’ required of the learner to accomplish the activity is the next step in producing the descriptor (Semmelroth 2013). For performance, the instructions that the learners receive to complete the activity should be consulted, as these answer the question of ‘what is being done’. One or more verbs or actions will likely appear in the performance part of the descriptor (Semmelroth 2013) such as: understand, scan, ask, answer, talk about/discuss, express, agree, disagree, infer, select, catch, evaluate, identify, write, read.

Once an action verb (or verbs) is chosen to describe learner performance, the first part of the descriptor begins to take shape (i.e. can ask and answer). To provide more detail on task, the next part should reflect the specific content or topic of the materials (e.g. can ask and answer questions about daily schedules, written descriptions of fields of academic study, news segments about climate change etc.). To provide more detail of performance, adjectives (e.g. short, extended, clear, detailed, basic, straightforward, familiar, high/low-frequency, simple, long, complex, smooth, well-structured, logical etc.) can be added (‘Can ask and answer basic questions about daily schedules’).

For the condition part of the descriptor, Semmelroth (2013) suggests the following: imagine the performance of ‘Can ask and answer questions about my daily schedule’ in two situations: in a classroom with a list of vocabulary items, example sentences and other scaffolding, and following practice or on a noisy street with no preparation or support, and an interlocutor who speaks quickly, quietly and in a strange accent. It is the condition aspect of the descriptor which distinguishes the difficulty or proficiency required to successfully realise the task in each scenario.

Some examples of condition from the CEFR, usually preceded by terms such as given, if, provided, even or even when, though etc., are:

- people speak slowly and clearly
- delivery is slow and clear
- it is not clearly structured
- an opportunity to adjust to a non-standard accent or dialect
- especially if the accent is unfamiliar
- in a noisy environment
- can be made to understand, if the speaker can take the trouble
- delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Adding in condition to the ongoing example produces something akin to: ‘Can ask and answer basic questions about daily schedules in a noisy environment even if the accent is unfamiliar (for the noisy street scenario)’ versus ‘Can ask and answer basic questions about daily schedules delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker (for the classroom scenario)’. The first corresponds to condition

requirements of B2 and even C1, even though the performance task might not be considered to be that difficult. Conversely, the second example would be at an A1 level.

Finally, to include an aspect of criterion, the question of ‘how well’ should be addressed (Green 2012), such as:

- can ask for repetition and if some help with the formulation of his/her reply is possible
- can ask for clarification occasionally
- provided some help to express what he/she wants to
- can backtrack and restructure
- may need to confirm occasional details
- though will sometimes have to ask for repetition of particular words and phrases
- can ask for repetition or reformulation from time to time
- the occasional use of a dictionary.

Semmelroth (2013:14) suggests the following for pedagogic tasks: using prepared language, unprepared language, idiomatic language, non-idiomatic language, wide range of vocabulary, narrow range of vocabulary, simple language, following a written example, using a dictionary, with chances for repetition, with visual prompts in conjunction with an adverb such as: slowly, quickly, carefully, frequently pauses, fluently, spontaneously, effortlessly. The CEFR uses the following: smoothly, flowing, well-structured, with an effective logical structure, catch the main point, understand most/the majority, with ease, with difficulty.

Following these three steps, some artistry may be required in putting the pieces together in a single descriptor which is clear, positively worded, brief, independent and definitive. When completed, the level of difficulty may already be evident (given that the language used in the descriptor reflects the language used at various CEFR bands). If not, the final step is to align the descriptor with a CEFR level according to the condition, criterion, and (less so) the performance aspects of the descriptor. It may be worth seeking the help of and input from other stakeholders at this stage and have them perform some sort of ranking, sorting or matching with the descriptors and levels (as was done in the development of the descriptors in the CEFR itself, Appendix A, Council of Europe 2001:207).

A3.6 Determining subject matter

This section engages the reader in identifying aspects of learners’ context of language use as a precursor to determining themes of communication. This entails stipulating the domains (and by extension, the situations, locations,

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institutions/organisations, persons, objects, events and actions) with which language learners will be concerned.

Context of Language Use (Council of Europe 2001:42)	Yes/No/ Revisit
<p>Is it possible to determine: In which domains the learner will need/be equipped/be required to operate (Personal, Public, Occupational, Educational)?</p> <p>If the educational domain, will the learners be required to act:</p> <ol style="list-style-type: none"> a) as participants in guided, goal-oriented interactions, projects, simulations, roleplays, etc., b) in other ways when the L2 (second language) is used as the medium of instruction in teaching of: <ol style="list-style-type: none"> i) the language itself ii) other curricular subjects, etc. c) the situations which the learner will need/be equipped/be required to handle; d) the locations, institutions/organisations, persons, objects, events and actions with which the learner will be concerned. See Council of Europe (2001:48–49) for the list of locations, institutions, persons, objects, events, operations, texts? <p>Which of them are of relevance?</p> <p>The following will be of consideration in the curriculum:</p> <ul style="list-style-type: none"> ● Physical conditions under which the learner will have to communicate ● Number and nature of interlocutors ● Time pressures ● Assumptions about learner’s ability to observe and identify relevant features of the external contexts of communication ● Learner’s drives, motivations and interests and their relation to communicative activities ● Reflection on experience ● How the mental characteristics of the learner condition and constrain communication ● Adjusting to interlocutor’s mental context ● Ludic and aesthetic uses of language <p>If none of this information is available, can I prepare for obtaining this information from learners at the outset of instruction? How?</p>	

A3.6.1 Descriptors categorised according to construct

The table in this section has classified Building on pluricultural repertoire descriptors and the list of sociocultural topics in the CEFR according to whether the main construct in each is related to communication and communicative situations, culture and diversity, perspective or language. The resulting divisions are to be taken as suggestions only: the positioning of one sociocultural topic does not exclude it from being relevant for another category.

Building on pluricultural repertoire descriptors	Some ideas for themes
Communication	
<p>C2 Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.</p> <p>C1 Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.</p> <p>B2 Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p> <p>B2 Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.</p> <p>B1 Can generally act according to conventions regarding posture, eye contact, and distance from others.</p> <p>A2 Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.</p> <p>A2 Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.</p>	<ul style="list-style-type: none"> ● Table manners ● Interpersonal relations (relations between generations) ● Relations in work situations ● Family relations ● Relations between public and police, officials, etc. ● Relations between sexes (gender, intimacy) ● Relations among political and religious groupings ● Audience and spectator behaviour at public performances and ceremonies ● Other everyday living communicative situations such as small talk with strangers and acquaintances etc.

Perspective	
<p>B2+ Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar with.</p> <p>B2+ Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.</p> <p>B2 Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.</p> <p>B2 Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately.</p> <p>B1 Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.</p> <p>B1 Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.</p> <p>A2 Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.</p>	<ul style="list-style-type: none"> ● Family structures, living standards (with regional, class and ethnic variations) ● Housing conditions ● Welfare arrangements ● Class structure of society and relations between classes ● Social class ● Occupational groups (academic, management, public service, skilled and manual workforces) ● Race and community relations, wealth (income and inherited), security ● Institutions ● Foreign countries, states, peoples ● Ritual behaviour in such areas as: religious observances and rites; birth, marriage, death
Culture	
<p>C1 Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</p> <p>C1 Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with.</p> <p>B2 Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p>	<ul style="list-style-type: none"> ● Food and drink, public holidays, working hours and practices, leisure activities (hobbies, sports, reading habits, media) ● Regional cultures ● Tradition and social change ● History, especially iconic historical personages and events ● Minorities (ethnic, religious)

<p>B2 Can generally interpret cultural cues appropriately in the culture concerned.</p> <p>B1 Can generally respond appropriately to the most commonly used cultural cues.</p> <p>B1 Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.</p> <p>B1 Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.</p> <p>A2 Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).</p>	<ul style="list-style-type: none"> ● National identity ● Politics ● Arts (music, visual arts, literature, drama, popular music and song) ● Religion ● Humour ● Social conventions (punctuality; presents; length of stay; dress; refreshments, drinks, meals; celebrations, festivals, dances, discos, etc.)
Language	
<p>C1 Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly.</p> <p>A1 Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.</p>	<ul style="list-style-type: none"> ● Meal times ● Body language ● Social conventions, e.g. with regard to giving and receiving hospitality, such as: behavioural and conversational conventions and taboos; leave-taking.

A3.7 Curriculum overview-based reflection/evaluation instrument

This section shows the question stems for a hypothetical evaluative feedback instrument corresponding to the curriculum overview worksheet in Section A3.5.2: The worksheet. For each of the numbered questions, a corresponding question stem is provided, to be filled in with the selected options from the curriculum overview. For instance, in the section of stakeholder roles and classroom organisation (Question 9, Section A3.5.2.3: Methods and techniques) the worksheet enquired about how different portions of class time should be spent. In the evaluation instrument, the question stem is modified to request feedback from either learners or other stakeholders (including teachers). For each section, two additional questions were formulated (one close-ended and one open-ended) for general feedback and comments. Two versions, a full and an abridged, are presented. Neither includes a response scale or response options. The abridged version corresponds to the sample PLE curriculum overview in Section 8.3.2: A CEFR-informed PLE

curriculum overview (Box 7), and the full version to the full worksheet. The numbers for each question correspond with the questions from the original worksheet in Section A3.5.2.

The evaluation survey (in either form) is only appropriate to be read by language education professionals rather than language learners, and even then, it may only function for those who already have familiarity with the CEFR. It may require substantial adaptation before being appropriate for use. If the intention is to use with learners, wordings of question stems should (at least) be modified and simplified – for instance, if using the word curriculum may be confusing for learners, as in ‘In the present curriculum, to what extent do you agree . . .’, alternative vocabulary options or configurations of the question can be considered, such as ‘In this class, to what extent . . .’. Simplified or contextualised versions of the response options may also be required for both learners and teachers. For instance, instead of ‘To what extent did the present curriculum allow the learners to learn by direct participation in authentic communicative interaction in L2, e.g. as a conversation partner with a competent interlocutor?’, the response option could be modified to ‘through conversations with an English speaker outside of the training centre’ or ‘through participating in conversations with your teacher’.

A3.7.1 Abridged version for PLE

This section includes the contextualised curriculum feedback instrument for PLE corresponding to the sample curriculum overview in Section 8.3.2: A CEFR-informed PLE curriculum overview, Box 7 (and the sections Educational Philosophy and Methods and techniques). All question stems begin with ‘In the present curriculum, to what extent do you agree’ unless marked otherwise.

- 1) that learners/you learned:
 - by direct exposure to authentic use of language in L2
 - by direct exposure to specially selected (graded) materials in L2 (including an increase of authentic texts over time)
 - by direct participation in authentic communicative interaction in L2
 - by direct participation in specially devised and constructed tasks in L2 (with a reduction of these over time), autodidactically
 - by (guided) self-study, pursuing negotiated self-directed objectives and using available (or self-created) instructional media (gradually reducing the guidance needed over time).
- 2) that learners/you learned:
 - by participating actively in the learning process in co-operation with the teacher and other students to reach agreement on objectives and methods, accepting compromise, and engaging in peer teaching and peer assessment so as to progress steadily towards autonomy
 - by working independently with self-study materials including self-assessment.

2A) that learners/you learned:

- by a combination of presentations, explanations, (drill) exercises and exploitation activities, with L1 and/or L2 as the language of classroom management, explanation as required, perhaps starting with L1 and progressively reducing its use as proficiency increases over time
- by combining all of the above with group and individual planning, implementation and evaluation of classroom activity (with teacher support), and negotiating interactions to satisfy different learner needs etc.
- by participation in tasks, to participate in their planning (as to type, goals, input, outcomes, participant roles and activities etc.), and also pre-planning as well as post-mortem analysis and evaluation, with explicit awareness-raising as to goals, the nature and structure of tasks, requirements of participant roles, etc.
- the learner's/your abilities to use communicative strategies were facilitated through situations and tasks which require the operation of strategies, and awareness-raising techniques for following explicit strategies as the need arises
- learners/you progressively developed their/your study and heuristic skills and accept responsibility for their own learning:
 - by systematically raising awareness of the learning/teaching processes in which they are participating
 - by engaging learners as participants in experimentation with different methodological options
 - by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly
 - by reflecting on their learning and sharing this experience with other learners.

5) learners'/your personality features, motivations, attitudes, beliefs, etc. were:

- taken into account in planning and monitoring the learning process
- reflected in the objectives of the learning programme.

6) learners'/your general competences were adequately and/or appropriately treated:

- by selecting or constructing texts that illustrate new areas and items of knowledge
- by materials that deal with area studies
- through a pluricultural component designed to raise awareness of the relevant and diverse experiential, cognitive, and sociocultural backgrounds of individuals in communicative situations
- through subject teaching using L2 as the medium of instruction.

7) learners'/your sociolinguistic competences were adequately and/or appropriately treated:

- by exposure to authentic language used appropriately in its social setting

- by selecting or constructing texts that exemplify sociolinguistic contrasts between the society of origin and the target society
 - by drawing attention to sociolinguistic contrasts as they are encountered, explaining and discussing them, and as part of the explicit teaching of a sociocultural component in the study of a modern language.
- 8) learners'/your pragmatic competences were treated:
- by progressively increasing the complexity of discourse structure and the functional range of the texts presented to the learner
 - by setting tasks that require a wider functional range and adherence to verbal exchange patterns
 - by awareness-raising (analysis, explanation, terminology, etc.) in addition to practical activities
 - by explicit teaching and exercising of functions, verbal exchange patterns and discourse structure.
- 9) time in the classroom was mostly spent: on group or pair or individual work.
- 10) during individual, pair or group work, the teacher: adopted the role of supervisor and facilitator, accepting and reacting to students' remarks on their learning and co-ordinating student activities, in addition to monitoring and counselling.
- 11) see full version.
- 12) adequate and/or appropriate consideration was given to:
- the mix of tasks in terms of being real-life tasks vs. pedagogic tasks
 - tasks taking into account the role of strategies in relating competences and performance in the successful accomplishment of tasks under varying conditions and constraints
 - tasks being structured in a way to facilitate successful task accomplishment and learning (including activation of the learner's prior competences in a preparatory phase)
 - task parameter being manipulated in order to modify the level of task difficulty so as to accommodate learners' differing and developing competences, and diversity in learner characteristics (ability, motivation, needs, interests)
 - learner contributions to task selection, management and evaluation whereby metacommunication around task implementation and language use in carrying it out is determined by learners.
- 13) instructional media and texts were adequately and/or appropriately made use of:
- for whole-class demonstrations,
 - for individual self-instructional mode, and

- as a basis for group work, which may extend to groups outside of the immediate teaching group.
- 14) see full version.
- 15) the selection of written or spoken tests as a mix of authentic, i.e. those that are specially composed for language learning, and produced by the learners themselves.
- 15A) and B) see full version.
- 16) the errors and mistakes were adequately and/or appropriately addressed as evidence of the learner's willingness to communicate despite risks, and an inevitable, transient product of the learner's developing interlanguage.
- 17) errors and mistakes were adequately and appropriately treated as follows:
- being immediately corrected by the teacher when appropriate
 - through systematically encouraging peer-correction or
 - noted for addressing at a future time and if necessary, analysed and explained.
- 18) observation and analysis of learner/your errors was adequately and/or appropriately put to use through being noted and used for the planning of future learning when appropriate.
- 18A)–25E) see full version.

A3.7.2 Full version

Unless marked otherwise, all question stems begin with 'In the present curriculum, to what extent do you agree?'

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- 1) that learners/you learned: Complete with relevant options from 1).
- 2) the learners/you adequately and/or appropriately expected or were required to: Complete with relevant options from 2).
- 2A) that learners/you learned: Complete with relevant options from 2A).
- 3) the learner's/your abilities to use communicative strategies were: Complete with relevant options from 3).
- 4) learners/you developed their/your study and heuristic skills by: Complete questions with relevant options from 4).
- 5) learners'/your personality features, motivations, attitudes, beliefs, etc. are: Complete with relevant options from 5).

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<p>6) learners'/your general competences were adequately and/or appropriately treated: Complete with relevant options from 6).</p> <p>7) learners'/your sociolinguistic competences were adequately and/or appropriately treated: Complete questions with relevant options from 7).</p> <p>8) learners'/your pragmatic competences were treated according to: Complete with relevant options from 8).</p> <p>8A) the following were adequately and/or appropriately addressed: Complete with relevant options from 8A).</p> <p>8B) the following were adequately and/or appropriately addressed: Complete with relevant options from 8B).</p>
<p>Objectives: CEFR scales for PLE, descriptors as learning objectives, additional scales</p>
<p>. . . the following scales were adequately and appropriately addressed: Add in relevant PLE scales.</p>
<p>. . . the following scales were adequately and appropriately addressed: Fill in with scales for linguistic competence Fill in with scales for pragmatic competence Building on plurilingual comprehension Fill in with mediation strategy scales (amplifying a dense text, streamlining a text)</p> <p>After completing the present curriculum, to what extent do you feel the learners/you can . . . Complete the following question stem with specific descriptors as learning objectives.</p>
<p>Methods and techniques: Stakeholder roles and classroom organisation, instructional media and texts, errors and mistakes</p>
<p>9) time in the classroom was mostly spent: Complete with relevant options from 9).</p> <p>10) the teacher: Complete with relevant options from 10).</p> <p>11) the teacher adequately demonstrated the following: Complete with relevant options from 11).</p> <p>12) adequate and/or appropriate consideration was given to: Complete with relevant options from 12).</p> <p>13) instructional media and texts were adequately and/or appropriately made use of: Complete with relevant options from 13).</p> <p>14) learners/you adequately and/or appropriately learned from spoken and written texts: Complete with relevant options from 14).</p> <p>15) the selection of written or spoken tests as follows was appropriate and/or adequate: Complete with relevant options from 15).</p> <p>15A) learners were expected to differentiate text types as follows: Complete with relevant options from 15A).</p>

<p>15B) the following were adequately and/or appropriately addressed: Complete with relevant options from 15B).</p> <p>16) the errors and mistakes were adequately and/or appropriately addressed as follows: Complete with relevant options from 16).</p> <p>17) errors and mistakes were adequately and appropriately treated as follows: Complete with relevant options from 17).</p> <p>18) observation and analysis of learner/your errors was adequately and/or appropriately put to use in the following ways: Complete with relevant options from 18).</p> <p>18A) the relative importance attached to errors and mistakes in the following was adequately and/or appropriately addressed: Complete with relevant options from 18A).</p>
<p>Syllabus: Linguistic competence</p>
<p>19) learners/you developed their/your lexical competence in the following ways: Complete with relevant options from 19).</p> <p>19A) lexical selection adequately and/or appropriately occurred: Complete with relevant options from 19A).</p> <p>19B) the following was adequately and/or appropriately addressed: Complete with relevant options from 19B).</p> <p>20) learners/you developed their/your grammatical competence in the following ways: Complete with relevant options from 20).</p> <p>21) the following types of formal grammar exercises were adequately and/or appropriately employed: Complete with relevant options from 21).</p> <p>21A) the following was adequately and/or appropriately addressed: Complete with relevant options from 21A).</p> <p>22) learners/you were expected to develop their/your pronunciation in the following ways: Complete with relevant options from 22).</p> <p>23) learners/you were expected to develop their/your ability to handle the writing system in the following ways: Complete with relevant options from 23).</p> <p>23A) the following was adequately and/or appropriately addressed: Complete with relevant options from 23A).</p>
<p>Language: Communicative language activities</p>
<p>. . . the following scales were adequately and appropriately addressed: Complete with communicative language activity scales.</p>
<p>24) the range of the following oral production (speaking) activities were adequately and/or appropriated addressed: Complete with relevant options from 24).</p> <p>24A) learners adequately and/or appropriately produced the following texts: Complete with relevant options from 24A).</p>

24B) learners adequately and/or appropriately produced or received the following texts: Complete with relevant options from 24B).
Assessment
25) the following was adequately and/or appropriately addressed: Complete with relevant options from 25).
25A) the following was adequately and/or appropriately addressed: Complete with relevant options from 25A).
25B) teachers were adequately and/or appropriately addressed: Complete with relevant options from 25B).
25C) the following was adequately and/or appropriately addressed: Complete with relevant options from 25C).
25D) the following was adequately and/or appropriately addressed: Complete with relevant options from 25D).
25E) the following types of assessment were adequately and/or appropriately addressed: Complete with relevant options from 25E).
Other communicative language processes: Context of language use
26) communicative language processes were treated or developed appropriately in the following ways: Complete with relevant options from 26).
27) the following reference aids were used appropriately to assist comprehension: Complete with relevant options from 27).

A3.8 Learner and teacher feedback using self-assessment descriptors

The report in this section provides one example of a straightforward way in which self-assessment batteries can be employed on a large scale to provide learner progress and feedback on an instructional product. In the report, a total of 589 first and second year non-English majors from a small university in Hiroshima, Japan self-assessed on illustrative descriptors from the CEFR-Japan (CEFR-J), a contextualised version of the Framework’s descriptors and levels for Japanese learners of English (Negishi, Takada and Tono 2013). Teacher participants consisted of seven native English-speaking staff members who had worked with the learners throughout one year of study. All teachers were familiar with the CEFR and CEFR-J.

The survey consisted of two descriptors for each CEFR-J level from A1.1 to A2.2, for listening, reading, spoken production, spoken interaction and writing, a total of 50 descriptors. Participants indicated the extent of their agreement on a five-point scale of Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree and Strongly Agree to all 50 randomly ordered descriptors in Japanese (available for download at www.cefr-j.org/english/

index-e.html). The descriptors were selected because they matched the proficiency levels of a curriculum which intended to develop the four skills of reading, listening, writing and speaking and corresponded to the majority of learners' English language proficiency. Teacher participants responded to the same 50 randomly ordered Can Do statements in English, indicating, to the best of their ability, to what extent they believed that 80% of their students could perform the communicative action described in the descriptor for each group. The figure of 80% achievement within the classroom group was chosen as this threshold is frequently used as an indication of mastery in a given domain (North 2007). It was deemed unreasonable and impossible (due to time constraints and lack of familiarity) to have the teachers meaningfully reflect on the abilities of every student in their classes for each descriptor. All data collection occurred on SurveyMonkey (2012) in the learners' regular classroom and class time.

Results and discussion

Two analyses were performed. The first was to obtain feedback on the language programme's pedagogical content: each of the 50 descriptors was tested for significant differences in learners' scores between the start and end of the academic year. For all 50 statements that were tested, only three of them did not exhibit significant differences across the year². This finding was interpreted positively, to mean that learners had greater confidence in their own abilities following one year of tuition. For the three statements for which significant differences were not found, these were interpreted as areas learners did not improve in, or were not adequately targeted by the course. The three statements were used as a basis for reflection and subsequent decision making at teachers' meetings. The teachers' responses also indicated improvements.

The second analysis centred on the development of listening, writing, reading, spoken production and spoken interaction. The scores from all descriptors within each language skill across all levels were compared over the year. Both learners and teachers indicated significant improvements across the year for all five skills (Figure 24).

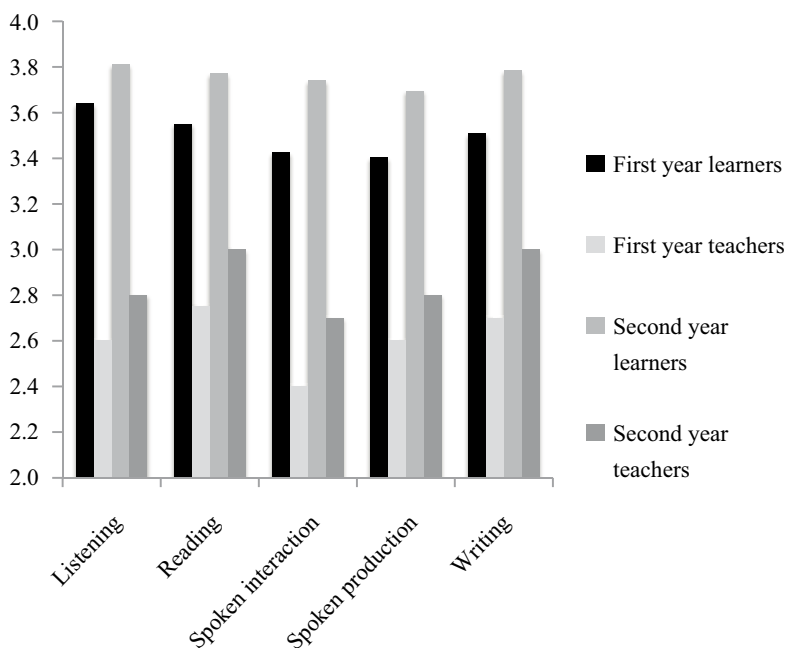
When the results were reflected upon at teachers' meetings, no changes were seen to be needed. It was determined that a further round of data

2 The two listening statements from A1.1 in the CEFR-J, and a reading descriptor from A1.2 statement were as follows:

- 1) I can understand short, simple instructions such as "Stand up." "Sit down." "Stop." etc., provided they are delivered face-to face, slowly and clearly. ($p = .241$)
- 2) I can catch key information necessary for everyday life such as numbers, prices, dates, days of the week, provided they are delivered slowly and clearly. ($p = .059$)
- 3) I can understand very short reports of recent events such as text messages from friends or relatives describing travel memories, etc. ($p = .131$)

collection would be undertaken to confirm the results in the upcoming year. It is recommended that any descriptor battery includes only descriptors that are directly relevant to the instructional product, plus a few that are one level up, rather than the entire available range (as was done in this report). The timing of the survey is also worth considering. The self-assessment occurred just after review lessons, and learners were reminded of all that had been covered during the year. Teachers felt it was a good idea to have learners undertake the self-assessment following the review classes as the results were also intended to be motivating and provide positive feedback about progress. In addition, since the whole process provided a learner-derived measure of progress beyond teacher-assigned grades, a positive offshoot of the study was the introduction of new department-wide procedures: generalised self-assessment became part of the placement and achievement tests learners were obliged to take at the beginning and end of their programme. Furthermore, the usage of descriptors played an increased role in the reform of the assessment programme to be more learning-oriented, forward-looking and aligned with the offerings of the on-site self-access centre (see Sugg 2019). More generally, the report encouraged communication, reflective practice and collaborative decision-making at teachers' meetings.

Figure 24 Teacher and learner ratings on CEFR-J descriptors across language skills on a five-point scale



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