

CEFR Curriculum Case Studies:

**Examples from different contexts of implementing “Can do” descriptors from the
Common European Framework of Reference**



Eaquals CEFR Curriculum Case Studies

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Introduction

The CEFR is strictly neutral as regards methodologies; it is intended to be “comprehensive” in that it should be possible to situate any style of teaching within the conceptual framework provided. However, no system of description can be fully neutral. The approach taken in the CEFR, explained in CEFR Chapter 2, is described as an “**action-oriented approach**.” This propagates language learning for a social purpose, not as an intellectual pursuit. It suggests that language and skills should be taught because they are relevant to the needs of the learners. One doesn’t learn “a language”; one learns the language and skills necessary for what one needs or wants to do in the language.

The CEFR is sometimes misunderstood, particularly by people who have looked at the book. Such misunderstandings tend to be caused by an over-identification of the CEFR with the checklists of “Can Do” descriptors (derived from it) that are presented in the European Language Portfolio (ELP). Some examples of such misunderstandings are that the CEFR “approach” means:

- throwing out the existing syllabus and starting all over again;
- basing the syllabus around task-based learning;
- not teaching grammar;
- filling in checklists regularly;
- making students do self assessment.

The main methodological implications of the CEFR, of which Eaquals schools should take note, all in fact concern planning:

- selecting objectives (communicative and linguistic) related to tasks the learners are going to have to perform in the language;
- presenting global objectives in terms of what learners will be able to do in the language;
- sequencing global and detailed (linguistic) objectives into schemes of work for modules covering specific periods of time, with reference to materials available
- involving learners’ needs and interests in determining the final programme
- communicating lesson and module objectives to learners
- involving learners in the monitoring of their achievement.

In the process of curriculum reform described in the different case studies, the value of the CEFR in general and of its “Can do” descriptors in particular was principally to:

- give rigour, systematicity and above all realism to the elaboration of communicative objectives, which pre-CEFR had tended to be defined in very vague, general terms;
- require a justification for the teaching of specific grammatical content at each level beyond the fact that it had traditionally been taught at the level concerned.

What projects have in common is transparency.

Course books and examinations also increasingly make explicit reference to “Can do’s” in order to relate unit aims to real-world objectives, and many schools exploit this. Some schools, like Eurocentres, publish formal objectives in the classroom (a) for the term as a whole and (b) for this week in particular – showing a link between the two. Other schools use an “Aims box” with an abbreviated “Can do” written in a top corner of the whiteboard.

Whether or not objectives are displayed in the classroom, all of the Eaquals curriculum case studies reported so far have arrived at a similar format for the curriculum objectives for each level, with two sections: (a) communicative tasks (= “Can do” descriptors) and (b) the language resources necessary to complete those tasks successfully (=grammar, vocabulary). This is, when you think about it, not so surprising. Usually these objectives (both communicative and linguistic) are summarised on one single page per level.

Where the projects differ is in the extent to which they prescribe detail.



Introduction

Some (e.g. Eurocentres, IS-Aix) use checklists of objectives to give a global framework at a fairly macro level, not necessarily cross-referenced to any particular sequencing or to specific resources. Others (e.g. Bell Krakow, British Institute Seville) have sequenced objectives closely cross-referenced to the course book concerned. Some have assessment based on trained teacher judgements (Is-Aix), some have progress tests (Bell Krakow); some have both (Eurocentres, Avo-Bell). Some (e.g. Avo-Bell, Eurocentres) have teacher assessment of learner performance in specific activities, some have teacher impression informed by progress tests (e.g. Bell Krakow); others (e.g. IS-Aix) use only trained teacher impression without any testing.

In so far as one can generalise, there is a tendency for schools working with the same group of learners for a few hours a week over an extended period (extensive “foreign language” environment) to have more strictly sequenced, detailed approaches with prescribed materials and progress tests. By contrast, schools working with a changing clientele full time for a relatively short period (intensive “immersion” environment) tend to have a more global, holistic approach. This difference is not immediately apparent from looking at the summaries of objectives. In the intensive context, these summaries may more-or-less constitute “the syllabus,” with schemes of work allocated an advisory rather than prescriptive function, whereas in the extensive context the schemes of work are often cross-referenced to materials for each lesson. In the British Institute Seville, this process is taken to its logical conclusion with a sophisticated graphic cross-referencing of locally-developed activity-level “Can do’s” related to the specific unit/lesson cross referenced to global “Can do’s” from the CEFR/ELP.

Tips

It would be an exaggeration to claim that any golden rules emerged from the experience described in these case studies, but the following axioms may be useful:

- Start from where you are now; not from what you think the CEFR is.
- Don't copy any single institution – or if you do, be sure to pick one with the exactly the same context as yourself.
- Don't throw away the previous syllabuses, they are probably pretty good; use the CEFR “Can do” approach to review them and to define attainable communicative objectives.
- Don't be shy to reformulate the “Can do” descriptors, everybody does; just keep to the philosophy (descriptions of a concrete act) and be aware which CEFR descriptors yours relate to.
- Create an objectives overview, probably defining language points for each level as well as communicative tasks.
- Keep this simple; any list that is longer than one page is less likely to be used; any checklist longer than 20 items is difficult to use; lists of 10-20 items work well with learners.
- Sequence the objectives in this overview into “modules” (weeks/months), taking care to allow for review and recycling – or require teachers to be seen to do this in their planning.
- Cross referencing tasks to language points is useful and experienced teachers are good at that. If time is short, use it to source or develop materials for the activities defined.
- Cross-referencing objectives (tasks and language points) to materials can be very valuable and much appreciated – but takes up a lot of time.
- If you do go for cross-referencing, check that the teachers can and do actually use your style of cross-referencing before investing too much time in it.
- Don't expect teachers to be able to complete long checklists for “continuous assessment” for individual learners, especially if you have classes of 20-30 and they teach 5-10 classes each; this approach requires (a) stable classes, (b) high contact hours with a small number of classes.
- Do require your teachers to record the communicative tasks and language points that they cover with a class.
- If you require your teachers to assess CEFR achievement, give them CEFR-based criteria to differentiate levels and train them to do so. You can use the assessment grids from the Eaquals Standardisation packs – or simplify and adapt them.

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- If you require your teachers to assess CEFR achievement, install checks and balances to counteract individual strictness/lenience, e.g:
- defining the possible from the learner's entry level and length of stay;
- involving a second assessor;
- negotiating grades awarded between teachers of adjacent classes;
- using marks in progress tests (from the course book, the teacher, the school) for guidance;
- implementing systematic checks by the academic manager.

Brian North, Coordinator, Eaquals Curriculum & Assessment Special Interest Project



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Eurocentres

Eurocentres “Can do” Experience

Eurocentres is a chain of language schools teaching languages on intensive courses (20, 25 or 30 lessons a week) in regions in which the language concerned is spoken. Eurocentres was set up as a Foundation in 1960 (with schools in Bournemouth, Lausanne, Florence and Cologne), but the “mother school” in Bournemouth goes back to 1948. Eurocentres has been an NGO to the Council of Europe since 1968 and was much involved in the development of the CEFR.

Eurocentres uses “Can do” descriptors in order to orient curriculum & syllabus development, course planning, assessment and certification. This development took place in five stages.

Stage 1: Statement of Achievement

The first discussion in Europe of a “Can do” approach was at the first Rüschtikon intergovernmental Symposium in 1971 (organised by Eurocentres) that launched the Council of Europe’s Modern Languages Project. The US Foreign Service Institute (FSI) had a 5 level “Can do” scale and oral proficiency interview from the mid 1950s, but information about it was only published in 1975. At this first Rüschtikon Symposium (the second launched the CEFR development twenty years later in 1991), an “action-oriented approach” and “Can do” statements were discussed. Among the follow up projects were the following:

- (a) “The Threshold Level,” (plus “Niveau Seuil” and “Kontaktschwelle” the French and German equivalents);
- (b) Mat Oscarson’s work in Sweden with “I can-do” self-assessment statements;
- (c) “Graded objectives projects in lower secondary schools in York and in Scotland;
- (d) “Can do” certificates in Eurocentres.

From 1978 until 1992, Eurocentres issued students with a certificate called the “Eurocentres Statement of Achievement” that defined the four skills on an A (Beginner) to H (near native speaker scale of very short (Oscarson-style) “Can do” statements. There was no connection to syllabus and grades were awarded by teacher impression. Interpretation of the grades varied widely, so standardisation was introduced for English by benchmarking to class levels and to Cambridge examinations.

Stage 2: Levels, Assessment and Certification (LAC) Project

Dissatisfaction with the Statement of Achievement led to the LAC project (1982-92). The idea, taken from English for Specific Purposes (ESP) was for a scale of “Can do” descriptors of language proficiency to be developed from a needs analysis and then used to develop syllabus content specifications, by defining each “Can do” in terms of tasks, functions and grammatical exponents involved. The consultants were “ELTDU” (English Language Teaching Development Unit” the outsourced former research arm of Oxford University Press, who had produced such an ESP scale, which was used by Eurocentres for company language projects. The ELTDU scale had basically married the “Can do” approach of the US FSI scale, 1970s ESP/EAP methodology and the “language specification” approach that was the hallmark of “The Threshold Level.”

The result by 1989 was the successful implementation of a common proficiency scale across the 5 languages taught by Eurocentres.

- For English and German, existing levels and coursebooks were re-aligned to the new levels. There were several small-scale language testing projects, plus a tendency to integrated skills and communicative activities/projects at levels up to CEFR B1. Checklists of “Can do” descriptors (remarkably similar to Portfolio checklists) were used by teachers at Eurocentres Bournemouth for course planning, but never spread to other levels or schools. A more conventional grammatical syllabus accompanied this, with linking between the communicative task (“Can do”) and the grammar/vocabulary content taught.
- For French, Italian and Spanish there was a stronger focus on media and culture, with the tasks not being used on checklists so much as in a defined sequence. Each “Can do” task became in effect a numbered folder of authentic materials in a filing cabinet. Again, a



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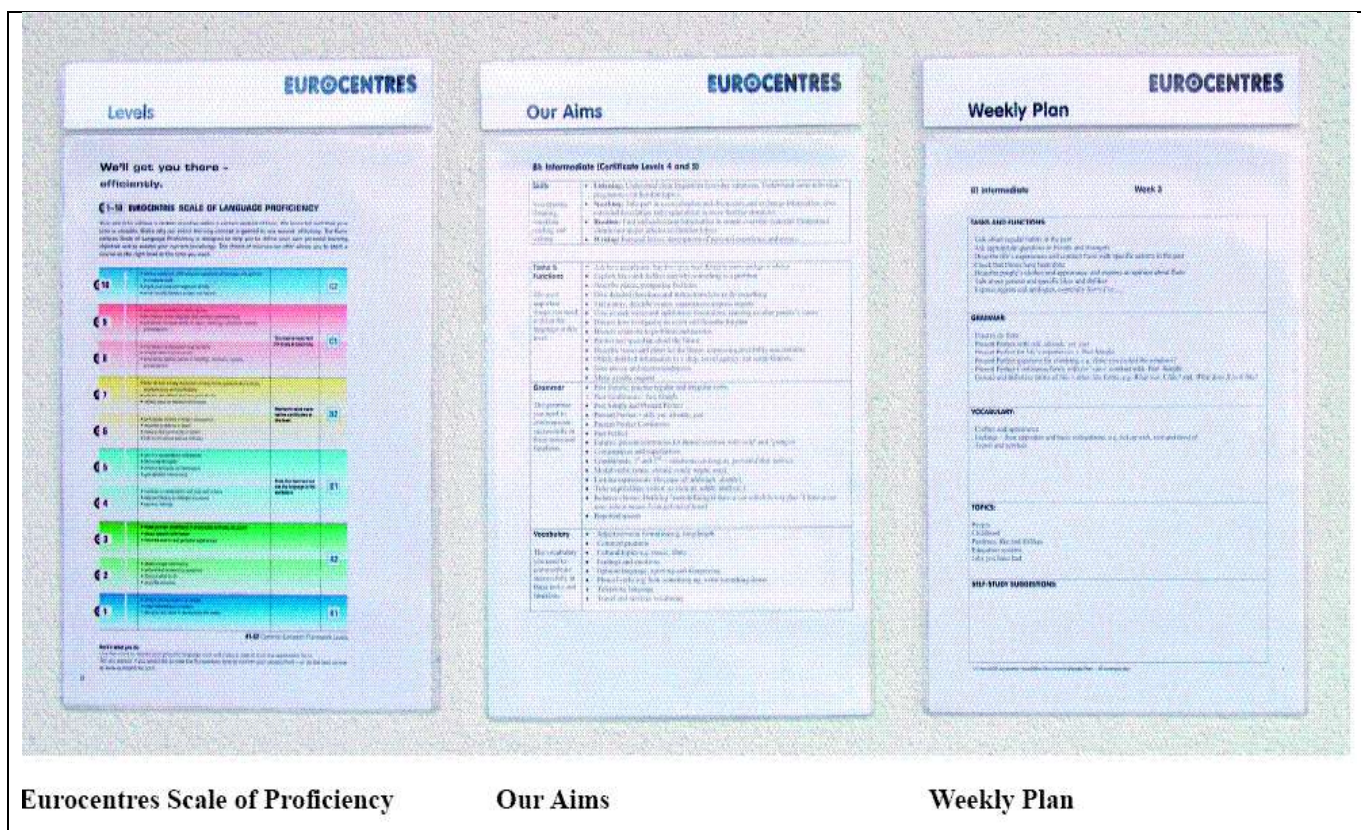
Eurocentres

conventional grammatical syllabus accompanied this, with linking between the task and grammar content.

The next step was the introduction of a proficiency assessment system consisting of (a) classroom assessment based on performance in small group communicative activities (a technique called "RADIO" after the criteria Range, Accuracy, Delivery, Interaction, Overall) and an item bank for testing linguistic competence (called "Itembanker.") Finally the "Eurocentres Scale of Language Proficiency," with accompanying Certificate, was formally implemented in 1993-6. Results from these two assessments are averaged to give the learner's global level, supplemented with the class teacher's profile of the learner's proficiency in the skills.

Stage 3: Transparency and Coherence: Quality Management

After this development phase, the main emphasis in 1997-2003 was (a) informing learning properly about what was going on, and (b) standardising teachers' interpretation of what they were supposed to be doing. Weekly Planning had been a core feature of (at least English) teaching in Eurocentres for 20 years, but was formalised in 2001 with the standard classroom display illustrated below.



The left hand document is a self-assessment version of the Eurocentres Scale as presented in the brochure for student self-assessment at enrolment; it is a simplified version of the salient features of the CEFR and Eurocentres levels. The way CEFR levels are subdivided into 2 Eurocentres levels is illustrated with coloured bands.

The central document is the summary of content at the level concerned. Bullet points show the main communicative objectives (listening & reading skills / speaking & writing tasks) and the main linguistic objectives (grammar / vocabulary). The communicative objectives are derived partly from the CEFR and partly from the 1983 Eurocentres scale. (There is a 66% overlap of descriptors for spoken language as Eurocentres provided the research know-how for the development of the CEFR descriptor scale). The



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Eurocentres

analysis of the skills, functions and language exponents implied by each descriptor (done originally in 1983 for the Eurocentres scale) was repeated in 2001 for the revised CEFR/Eurocentres descriptors.

Only a global summary is displayed in the classroom, without showing the connections between the communicative objectives (tasks) and the linguistic objectives (grammar/vocabulary). This is because of the discovery that (a) well-trained teachers using good materials can make these connections themselves, and (b) teachers exploiting course books tended not to read multiple-page, cross-referencing documents when these were provided.

The right hand document is the objectives for the week. This is typed or handwritten. The same categories as in the “Our Aims” central document are used. It includes recommendations for self-study. A second lesson-by-lesson version of the weekly plan is also produced for academic management.

Stage 4: Task-based “Can do” Pilot for English: 2002

The analysis of the skills, functions and language exponents implied by each descriptor that is behind the “Our Aims” level summary was also used to cross-reference both tasks and language points to supplementary materials. Folders of materials were put together for the “Can do’s” (essentially as Eurocentres France do), and a 3-month pilot carried out with 5 classes in Eurocentres Lee Green in 2002.

The full list of “Can do” tasks for each level was presented on one-page checklists of descriptors. Essentially these were an adapted version of the Swiss / Eaquals Portfolio checklists, shortened, restricted to communicative language activities, and with the language simplified for use in the target language (as opposed to mother tongue).

The pilot was not a success. Whereas the 1983 LAC project piloting had been done by “super teachers,” which unfortunately led to significant transfer problems, this time the piloting was done by “ordinary teachers,” which unfortunately led to misunderstandings. Essentially, it proved difficult to stop teachers seeing the checklist of “Can do” descriptors as a sequence of points to be followed step by step in a linear order, rather than an opportunity to identify clusters of descriptors that belonged together because they implied the same or similar language. Providing ready-photocopied material in folders exacerbated this issue. The way the same language points cropped up under different descriptors was seen as a repetition problem rather than as an opportunity for logical clustering, selective exploitation and/or recycling.

An emphasis on standardisation (in a phase of expansion outside Europe) and efficiency (after the shocks of the Asian/Latin crisis, 9/11, SARS, London bombings) led to a decision to stay with course books and strengthen the “Transparency and Coherence Approach,” rather than pursuing a “task-based” approach further.

Stage 5: Systematisation and Personalisation

The main emphasis in 2006-8 has been ensuring intelligent, systematic implementation of the “Transparency and Coherence” approach (Stage 3).

- 2007 editions of the content (“Our Aims”) re-emphasise listening and reading micro-skills with descriptors.
- Formulation was simplified radically at A1 to B1 to ensure the objectives were comprehensible in the target language to students at the level concerned.
- Entry tests and progress tests give systematic feedback on the most significant linguistic weaknesses, with recommendations for self-study.
- Planning versions of the objectives for the level are used by teachers to indicate in which month they intend to cover which content
- A review lesson at the end of the week combines a quiz on the main linguistic content with a small group discussion (oriented by photocopies of the weekly plan) of achievement of the week’s objectives, and need for further class or individual work.
- Each fortnight each learner receives a mini-tutorial to discuss their progress.



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- Every 4 weeks there are formal progress tests.
- Self-assessment versions of the objectives are used each 4 weeks to encourage learners to review their overall progress in relation to the objectives for the level.

In all these techniques, the communicative objectives (= “Can do’s”) are balanced by the enabling objectives (=grammar, vocabulary areas).

Initially the self-assessment document (last bullet point above) was drafted purely with “Can do’s,” with no linguistic objectives. However, it became apparent that:

- it was more coherent for the display version, teacher and learner versions to have the same content;
- learners in Eurocentres need to be familiar with the metalanguage for linguistic objectives;
- both teachers and learners are more comfortable with this balanced approach;
- this helps personalisation and counselling;
- it is easier to standardise implementation of a “both communicative and linguistic” approach.

Brian North, Eurocentres Foundation

A2: Elementary (certificate Levels 2 and 3)

<p>Skills</p> <p>You practise listening, speaking, reading and writing</p>	<ul style="list-style-type: none"> • Listening: Understand simple English spoken slowly and carefully; follow some television programmes on familiar topics • Speaking: Ask and answer questions and take part in a conversation in simple everyday situations. • Reading: Understand common signs and notices, short personal letters, descriptions and instructions. Find information in simple material. • Writing: Write short notes and messages. Describe people, places, plans and events. Write a short personal letter.
<p>Tasks & Functions</p> <p>The most important things you need to do in the language at this level.</p>	<ul style="list-style-type: none"> • Exchange information about work, interests, free time and familiar topics • Describe habits and routines • Describe plans and hopes; things that are certain, possible, probable • Describe places, for example where you live or have visited • Describe people and things around you • Express how you feel, ask how people are and give simple advice • Talk about personal experience and past activities • Compare things (dimensions, colour, similarity): choose and explain choice • Talk about and compare how much you like or dislike things • Discuss what to do in the evening, at the weekend • Make and respond to offers, suggestions and invitations • Make arrangements to meet, and pass on the arrangements to someone else • Express / ask for opinions: agree/disagree • Buy things in shops; use post offices, banks, hotels etc. • Ask for permission. Ask someone to do something
<p>Grammar</p> <p>The grammar you need to communicate successfully in these tasks and functions.</p>	<ul style="list-style-type: none"> • Questions (What, How, Who) • Present simple tense practise; adverbs of frequency (<i>always, sometimes</i>) • Present Perfect for experience (<i>Have you ever</i>) • Present Perfect Continuous • Past Simple • Present continuous for present and future • Going to (<i>for plans</i>) • 1st Conditional • Conjunctions, linking words • The “-ing” form and infinitives (<i>I like swimming; I want to go swimming</i>) • Prepositions of place and time • Comparatives and superlatives • Countables and Uncountables • Obligation: (<i>must; have to</i>)
<p>Vocabulary</p> <p>The vocabulary you need to communicate successfully in these tasks and functions.</p>	<ul style="list-style-type: none"> • Alphabetic, numbers, days, months and time (revision) • Activities, hobbies and pastimes • Food and drink • Jobs • Entertainment • Physical description of people and pets • Adjectives to describe personality and feelings (<i>interested</i> ; <i>interesting</i>) • Shops; things in shops and in the town • Adjectives with verbs other than ‘be’ • Make & do

<p>Communicative Tasks</p> <p>The most important things you need to do in the language at this level.</p>	<p><i>Spoken Interaction</i></p> <ul style="list-style-type: none"> • Talk about work, interests and free time • Talk about feelings and give advice • Invite, offer, suggest and refuse • Talk about things you like and dislike • Compare things • Ask for & give opinions; agree and disagree • Talk about future plans • Plan a trip (e.g. find information, book tickets) • Arrange to meet people • Use the phone (e.g. to book a hotel room) <p><i>Speaking & Writing</i></p> <ul style="list-style-type: none"> • Describe places, people and things • Describe people and things • Describe habits, studies and work • Describe events in the past • Describe plans and possibilities • Write short letters (e.g. to book a hotel) <hr/> <p><i>Listening</i></p> <ul style="list-style-type: none"> • Understand people talking about everyday things • Understand short phone messages • Understand short public announcements • Understand instructions (e.g. simple recipes) • Understand the main points of simpler TV programmes <p><i>Reading</i></p> <ul style="list-style-type: none"> • Understand short personal letters and messages • Find information in advertisements, catalogues and timetables • Understand simple instructions on everyday equipment (e.g. public telephones) • Understand short newspaper articles
<p>Language Resources</p> <p>The grammar and vocabulary you need to communicate successfully in the communicative tasks listed above.</p>	<p><i>Grammar</i></p> <ul style="list-style-type: none"> • Questions (What, How, Who) • Present simple; adverbs of frequency (<i>always, sometimes</i>) • Present Perfect for experience (<i>Have you ever</i>) • Present Perfect Continuous • Past Simple • Present continuous for present and future • Going to (<i>for plans</i>) • 1st Conditional • Conjunctions, linking words • The “-ing” form and infinitives (<i>I like swimming; I want to go swimming</i>) • Prepositions of place and time • Comparatives and superlatives (e.g. big, bigger, biggest) • Countable and Uncountable nouns • “Must” & “have to” <hr/> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Numbers, days, months and time • Activities, hobbies and pastimes • Food and drink • Jobs • Entertainment • Adjectives to describe feelings and experiences (<i>interested</i> ; <i>interesting</i>) • Adjectives to describe things (<i>size, colour, shape</i>) • Things in shops and in the town • Make and do

A2: Elementary

Work through the checklist to identify what you can already do and what you want to be able to do by the end of your course. Use the first column to record your priorities. Use the second column at different points during your course to update what you can do.

My priorities

I can do this

Listening

- understand what people say clearly to you on familiar topics in everyday situations
- understand the important point in short simple phone messages
- understand the main point in short public announcements
- understand simple instructions
- understand the main point of TV news stories, when the pictures help
- follow in outline simple TV programmes on familiar topics, when the delivery is slow and clear

Reading

- understand short, simple personal letters and messages
- understand a programme of events (times, places, prices, conditions)
- find relevant information in advertisements, brochures, menus, reference lists and timetables
- understand simple instructions on everyday equipment – such as a public telephone
- identify specific information in short newspaper articles describing events

Spoken Interaction

- exchange information about work, interests, free time and familiar topics
- express how you feel, ask how people are and give simple advice
- talk about and compare how much you like or dislike things
- discuss what to do in the evening, at the weekend
- express a simple opinion, agree and disagree
- make arrangements to meet, and pass on arrangements to someone else
- talk about plans
- buy things in shops and use post offices and banks
- book a room in a hotel
- compare things (dimensions, colour, similarity and difference); choose and explain choices
- find out information on places, times, costs etc in order to organise trips, book tickets etc.
- complain about a bad service or product
- make a phone call e.g. to book a room and take a phone message

Spoken Production

- describe places, for example where you live or have visited
- describe people and things around you
- describe habits and routines
- describe your studies, your present or last job
- describe what you did at the weekend, or on your last holiday
- describe events and tell simple stories
- give simple directions using a map or plan
- explain things you have to do or mustn't do
- express predictions about the future

Writing

- write short, simple notes and messages
- write simple personal letters and emails
- write simple standard letters (e.g. book a hotel, make an enquiry), following a model
- write about places, for example where you live or places you have visited
- write about your education, your present or last job
- write about events and experiences, and tell simple stories

Learner Checklist 2007-9; used monthly

A2: Elementary

These are the main objectives for your level. Please mark how well you feel about them.

- Yes, I feel confident now
- It's better than before
- More practice needed please!

Yes, I feel confident	Better than before	More Practice please
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COMMUNICATIVE TASKS

Spoken Interaction

• Make introductions			
• Ask other people questions			
• Answer questions about yourself			
• Make, accept and refuse offers and invitations			
• Talk about what you can / can't do			
• Ask people to repeat, spell & explain words			
• Use numbers in prices, quantities & telephone numbers			
• Ask for & give the time and date			
• Ask for & give information in shops and restaurants			
• Ask for & give directions (e.g. Where is the bank?)			

Speaking and Writing

• Describe people, places and things			
• Describe likes and dislikes			
• Describe free time			
• Describe studies & work			
• Describe events in the past (e.g. your weekend)			
• Complete forms (e.g. application forms)			
• Write short letters (e.g. emails, greeting cards and postcards)			

Listening

• Understand questions and information			
• Understand numbers, quantities, prices & telephone numbers			
• Understand times, days, months & years			
• Understand travel information			
• Understand directions (e.g. The bank is next to the cinema.)			

Reading

• Understand emails, greeting cards & postcards			
• Understand information about products & prices			
• Understand signs & notices in public places			
• Understand directions (e.g. Go from A to B)			
• Find information in catalogues			
• Find information in timetables & advertisements			

LANGUAGE RESOURCES

Grammar

• The verb <i>to be</i> + adjectives			
• Present simple			
• Present continuous			
• Auxiliary verbs (e.g. can, do, have, get and have got)			
• Questions (e.g. What, How, Who ...)			
• Yes/No questions and answers			
• Conjunctions (and, but, because)			
• Personal pronouns (subject, object)			
• Countable / Uncountable nouns			
• <i>Going to</i> for plans			
• Past Simple			

Vocabulary

• Words to describe yourself, your family, things			
• Free time activities			
• Jobs			
• Months, days, dates, times, prices and telephone numbers			
• Special occasions (e.g. birthday, Christmas)			
• Things in the town			
• Ways of travelling			
• Food			
• Prepositions			



Eaquals CEFR Curriculum Case Studies:

Sabanci University – School of Languages

How “Can do” Statements were used to aid the Syllabus Development Project in Sabanci University, School of Languages

I. Exit Level Descriptors

This is the core document produced by referring to the CEFR. This document has been a springboard for us to refer to in writing the “Can do” statements for our context.

1. Target use – Main: To clarify course aims for all stakeholders.

- For teachers and learners – to raise awareness of the course aims and objectives.
- For faculty members – to inform them of the minimum exit levels – to increase communication with them.
- For parents / prospective students - to appear in course catalogue.

This document also provided a basis from which we could produce other related syllabus documents such as the “Can do” statements and also check other documents such as the teaching programme document.

2. Main features

- Four skills plus a general language descriptor.
- Each skill divided into main purposes identified through Needs Analysis. E.g. reading, and speaking.
- The descriptors are based on the CEFR descriptor scales, but with considerable alterations to fit our own context.

II. “Can do” statements

The statements were produced following the Exit Level Descriptors work.

Target use – to raise students’ awareness of progress in their English language learning process and of the programme objectives. It was decided that students would review them at the beginning, middle (after mid-term) and at the end of the course and use them as a basis for setting learning objectives. It was emphasized that the statements were a learning tool for students, not a teaching tool for teachers, but teachers would help facilitate their use by promoting them during one-to-one tutorials and/or devote some class time as necessary to explain the rationale behind their use.

Main features

- Four skills plus study skills for each level.
- Global “Can do” statements – we thought too much detail would be unmanageable for students.
- We used the exit levels descriptors document for writing the main objective.
- Subsidiary objectives were written with reference to the teaching programmes document and help with wording from the CEFR plus ALTE “Can do” statements for study.
- Accompanied materials to support the statements: we attached copies of text-book reading texts, plus sample of written work to set the standard (i.e. reading for Basic and Intermediate levels came from the end of course book at one particular level – Upper came from Freshman history / science text books, and writing – good samples of students’ written work at end of level.
- We made Basic level “Can do” statements also available in Turkish.



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Sabanci University – School of Languages

- Following feedback from teachers and students, references were made between learning objectives and “Can do” statements to make their connection clearer. This was done at a later stage.

III. Feedback on ”Can do” Statements

The data on the piloting of syllabus documents at the end of 2005/6 were as follows:

1. Student feedback:

- Students in the Upper-Intermediate level generally responded positively to the “Can do” statements saying that they helped facilitate their own learning and enabled them to communicate their global progress (although they think they needed more guidance, i.e. some materials to exploit them, more student essay samples, etc.)
- In Basic and Intermediate levels; students found them useful, but difficult to assess themselves. They wanted more teacher insight into their strengths & weaknesses, and some commented they found some questions too similar & repetitive.
- Lower basic students (despite the Turkish translation) found the statements difficult to understand.
- Intermediate students also found the language challenging.

2. Teacher Feedback:

- Most teachers chose not to focus on the statements globally, they split them up and focused on different sections at each tutorial, which they found more manageable and beneficial for students.
- They found having to review the statements three times a semester too repetitive.
- Some teachers commented that students did not really seem to be thoroughly reflecting upon what they should do with them.
- Most teachers said they found them useful, but that there needed to be more guidance as to how to better exploit them.

Action Points for the 2006/07 Academic Year were:

- **More Teacher training and guidance as to how the statements can be further exploited is necessary;** aims need to be further clarified; teachers should be explained that statements are not a teaching tool and that there is some flexibility in the approaches they use depending on specific needs, etc. Feedback suggests that teachers who were not very clear on the rationale themselves could not get the message across to their students. (i.e. There seems to be a parallelism in the nature of responses that the teachers’ and their students gave; if a teacher seems to have responded positively, so have his/her students, or if the teacher has mainly commented in a negative way, so have his/her students), which strengthens the view that the syllabus team needs to provide more guidance/help to teachers with the exploitation of the statements (e.g. through workshops, ideas, strategies, etc.)
- **More learner training** and focus on self study skills should be introduced. Possibly by introducing the student programme once teacher programmes are refined. Learner training was an issue as students usually come from a teacher-dependent learning background and are not very used to setting their own goals, identifying own weaknesses/strengths, but still the process has proved useful as it has been a start.



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- “Can do” statements will be linked to objectives where possible. A reference system for each “Can do” statement to specific objective(s) will be in place.

Comments on procedure

- The CEFR provided a useful starting point for writing the exit level descriptors, but needed considerable thought to produce a useful document for our own context.
- It was important to be clear about our own programme aims – CEFR does provide some guidance on this in Chapters 4 and 5 but we needed additional needs analysis.
- The descriptors of lower levels have been challenging to define– CEFR is described in terms of real life tasks e.g. basic transactions in a shop, which is irrelevant in our context due to focus on academic tasks e.g. essay writing comes earlier than in a general language programme. We needed to qualify statements to deal with classroom tasks, which is what students most do rather than real world language use e.g. in the general linguistic range “topics related to his / her studies” or in overall spoken interaction and production – provided the other person helps if necessary.

Value of production of Exit Level Descriptors

It has not only been useful to produce such a document, but the procedure we went through proved very useful for syllabus work:

The CEFR provided us with a springboard which helped us to think clearly about our syllabus. The whole process of working through the exit level descriptors was a very useful one for all involved;

- Allowed us to check progression between levels,
- The process of describing levels increased our awareness of some weaknesses in our programme,
- Important to be clear about own programme aims – CEFR does provide some guidance on this in Chapters 4 and 5 but may need additional needs analysis.
- Descriptions of lower levels – CEF described in terms of real life tasks e.g. basic transactions in a shop – irrelevant in our context due to focus on academic tasks e.g. essay writing comes earlier than in a general language programme. → need to qualify statements to deal with classroom tasks which is what most students do rather than real world language use e.g. in General linguistic range “*topics related to his / her studies*” or in overall spoken interaction and production – “*provided the other person helps if necessary*”.
- Also helped us to review and improve existing speaking and writing marking criteria – based these on our level descriptors and CEF assessor scales.
- Allowed us to check appropriateness of tasks and objectives for each level.

The Present:

In the light of feedback and ongoing needs analysis, a second set of “Can do” statements were produced in the 2006/2007 Academic Year. Attached can be found the first and the latest version of the statements. In revising the documents we aimed to:

- Simplify the language of the statements; (i.e. change the language from “teacher-talk” to “student-talk”).
- Reduce the statements in number; we found some of the items to be too close and repetitive.



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- Coded them so that they are better linked to the Teaching Programmes (and thus to some teaching ideas, activities, etc.)
- Provided references to certain units and inputs of our core teaching material.
- Reduced the review cycles to two instead of three. The statements are now to be reviewed twice a semester (together with the teachers). However, the students are encouraged to refer to them more in their own time.
- “Can do” statements are also being used for the ***Second Foreign Languages*** strand of our programme. (We offer Italian, Spanish, German, French and Japanese courses as well in the School of Languages).

Deniz Kurtoglu Eken, Sabanci University School of Languages



Name:..... Section:.....

Basic „Can do” Statements

These „Can do” statements are to encourage you to reflect on your own language ability and assess your progress throughout the course. If you have a greater awareness of your own language learning, it will help you to focus more clearly on areas of your English to develop.

At the back of this booklet there is an example of a good writing text to show you what is expected from you at this level. There is also a sample reading text which you should be able to read easily when you have completed this level. You should refer to these while you look at the „Can do” statements.

There are 5 sets of „Can do” statements – one for study skills, plus one for each language skill (listening, speaking, reading and writing). You will use these „Can do” statements 3 times during the semester:

	<i>Aims</i>
End of Week 1	<ul style="list-style-type: none"> • To introduce the course aims • To start the process of self -reflection
After Mid Term 1	<ul style="list-style-type: none"> • For you to reflect on your progress and prioritise objectives for your own learning
Last week of the course	<ul style="list-style-type: none"> • To reflect on your progress

You should keep this booklet carefully in order to keep a record of your progress and refer to it throughout the course.

When I complete Basic, my language competence will be broadly equivalent to level A2+ of the *Common European Framework of Reference for Languages*, which means:

I have a repertoire of basic language, which enables me to deal with predictable classroom situations.

I can give short descriptions and relay main ideas on factual topics related to my studies.



For study-skills:

I can use some study skills and strategies, which enable me to study on my own.

✓✓ I can do this well

✓ I need more practice of this

✗ I can't do this

In order to do this:	✓✓	✓	✗
I can manage my study using a range of organisational skills.			
I have a lifestyle and working environment which enable me to study effectively.			
I organise my study resources and materials effectively.			
I set realistic study goals.			
I prepare and follow a study plan.			
I can use a range of self-study strategies and activities, which enable me to develop my language independently outside the classroom.			
I am aware of my learning style.			
I identify my study needs.			
I exploit a range of resources for my self study e.g. WebCT, grammar book etc.			
I exploit materials used in class for further study outside class.			
I read extensively outside class.			
I can perform basic information and communication technology tasks relevant to my studies.			
I can format pages in word documents using spacing, cut, copy and paste, etc.			
I can create and save documents and files.			
I can organise files and folders.			
I can use my e-mail adding attachments and create address lists.			
I can use the IC online catalogue to access books and on-line resources such as encyclopaedias.			
I can use an Internet browser and use key words to find information on search engines.			
I can effectively plan for and optimise my performance in examinations.			
I can use strategies appropriate to the kind of assessment.			
I can manage exam time effectively.			
I can understand the marking criteria.			
I can cope with pre-exam and during-exam stress.			
I have an organised approach to the learning of new vocabulary.			
I can keep an accurate record of new words and collocations.			
I have strategies for recycling and reviewing vocabulary.			
I can use monolingual and bilingual dictionaries effectively.			



For listening:

I can understand the main points of standard speech if the speaker speaks slowly, clearly and in a familiar accent.

✓✓ I can do this well

✓ I need more practice of this

✗ I can't do this

In order to do this:	✓✓	✓	✗
I can generally understand what is said to me in the classroom and in tutorials.			
I can understand the main points of a short talk given by my teacher or another student.			
I can understand the main points of classroom recordings.			
I can understand specific details from classroom recordings in order to complete a task.			

For reading:

I can understand short well organized texts on factual topics related to my studies, containing mostly simple language.

✓✓ I can do this well

✓ I need more practice of this

✗ I can't do this

In order to do this:	✓✓	✓	✗
I can find the information I need in short texts.			
I can preview a text using headings and pictures.			
I can understand the main ideas of basic level texts.			
I can understand Intermediate level graded readers.			



For speaking:

I can communicate quite easily in the classroom, if the other person helps if necessary.

I can give a simple description about a familiar topic or a topic related to my studies.

✓✓ I can do this well

✓ I need more practice of this

✗ I can't do this

In order to do this:	✓✓	✓	✗
I can make practical arrangements with others about my studies in or out of the classroom.			
I can make and respond to requests and suggestions.			
I can check and confirm classroom instructions and homework.			
I can ask questions when I don't understand.			
I can make and change arrangements about tutorials with my teacher.			
I can give simple descriptions.			
I can describe a series of events e.g. describe a personal experience or talk about a graded reader.			
I can pass on straightforward factual information to a classmate or my teacher.			
I can organise the information into a list of points.			
I can make short contributions to classroom discussions.			
I can follow the discussion if the other speakers speak slowly and clearly.			
I can exchange factual information.			
I can express agreement and disagreement.			
I can give or ask for opinions on topics related to my studies.			
I can give brief reasons for my opinion.			
I can give relevant examples.			
I can produce pieces of simple spoken language with frequent pauses.			
My pronunciation is clear enough for others to understand.			
I can use simple structures confidently with a high level of accuracy.			
I have enough vocabulary to talk about factual topics.			



For writing:

I can write straightforward connected texts related to my studies, using mostly simple sentences.

✓✓ I can do this well

✓ I need more practice of this

✗ I can't do this

In order to do this:	✓✓	✓	✗
I understand and apply the processes involved in writing.			
I can analyse the question.			
I can organise the ideas into a written outline.			
I can write a first draft.			
I can check and revise my writing, incorporating feedback from others.			
I can produce an appropriate final draft.			
I can write an organized paragraph.			
I can write a simple essay on a factual topic related to my studies.			
I can provide relevant examples.			
I can briefly give reasons for ideas or opinions.			
I can explain advantages and/or disadvantages.			
I can organise the information in a logical order.			
I can use linking words to connect ideas.			
I can use appropriate language.			
I can use mostly grammatically correct and accurate language.			
I can use mostly accurate spelling and punctuation.			
I can use a variety of vocabulary.			
I can write using an impersonal style.			



These „Can do” statements are to encourage you to reflect on your own language ability and assess your progress throughout the course. If you have a greater awareness of your own language learning, it will help you to focus more clearly on areas of your English to develop.

You should keep these statements carefully in order to keep a record of your progress and refer to them throughout the course.

When I complete Basic, my level of language will be approximately A2+ on the Common European Framework of Reference for Languages. This means:

I have enough basic language to deal with everyday classroom situations.

I can give short descriptions and tell other people information on topics about my studies.

√√ I can do this well

√ I need more practice of this

X I can't do this

<i>STUDY SKILLS</i> <i>I have some skills and strategies to help me study on my own.</i>	
I have a variety of skills to organize my studies. (BSS2)	
My lifestyle and working environment enable me to study effectively.	
I organise my study resources and materials effectively.	
I set realistic study goals.	
I prepare and follow a study plan.	
I can develop my language independently outside the classroom, using a variety of self-study strategies. (BSS2)	
I am aware of my learning style.	
I identify my study needs.	
I can use a variety of resources for my self study e.g. WebCT, grammar book, etc.	
I review classroom materials for further study outside class.	
I read about topics that interest me in English outside class. e.g. magazines, novels, newspapers, etc.	
I have the basic IT skills I need for my studies. (BSS4)	
I can format pages in word documents using spacing, cut, copy and paste, etc.	
I can create and save documents and files.	
I can organise files and folders.	
I can use my e-mail adding attachments and create address lists.	
I can prepare effectively for exams so that I perform well in them. (BSS5)	
I can use a variety of strategies for different types of assessment.	
I can manage exam time effectively.	
I can understand the marking criteria.	
I can minimize stress before and during exams.	
I learn new vocabulary in an organized way. (BSS1)	
I keep a record of new words and collocations.	
I have strategies for learning and revising vocabulary.	
I can use dictionaries effectively.	



LISTENING	
<i>I can understand the main ideas if the person speaks slowly and clearly.</i>	
I can generally understand what my classmates and teachers say to me in the classroom and in tutorials. (BL3)	
I can understand the main points of a short talk by my teacher or another student. (BL3)	
I can understand the main points of classroom recordings. (BL3)	
I can understand the details from classroom recordings to answer specific questions. (BL3.3)	

SPEAKING	
<i>I can talk to other people quite easily in the classroom, but sometimes I need their help. I can give a simple description on a topic about my studies or interests.</i>	
I can make practical arrangements about my studies in or outside the classroom. (BS2)	
I can make requests/suggestions or answer them. (BS2.3)	
I can check classroom instructions and homework. (BS2.4)	
I can ask questions when I don't understand. (BS3.2.3)	
I can make arrangements with my teacher about tutorials.	
I can give simple descriptions. (BS2)	
I can talk about events e.g. describe a personal experience or talk about a graded reader.	
I can tell simple information to my classmates or teacher.	
I can organize information.	
I can have a short classroom discussion. (BS3)	
I can understand the discussion if the other people speak slowly and clearly.	
I can give factual information.	
I can agree and disagree. (BS3.2.3)	
I can give opinions on topics about my studies and ask for other people's opinions. (BS3.2.2)	
I can give short reasons for my opinion. (BS3.1.2)	
I can give examples.	
I can speak for a short while, but I need time to think of words or grammar. (BS2)	
My pronunciation is clear enough for others to understand.	
I can use simple structures easily and accurately.	
I have enough vocabulary to talk about factual topics.	



READING	
<i>I can understand simple, short, well-organized texts on topics about my studies.</i>	
I can find the information I need in short texts. (BR3.3)	
I can use headings and pictures to give me a general idea about the subject before I read. (BR2.1)	
I can understand the main ideas of basic level texts. (BR3.3)	
I can understand intermediate level graded readers. (BR3)	

WRITING	
<i>I can write short texts about my studies, using mostly simple sentences.</i>	
I can understand and follow the process of writing a paragraph or an essay. (BW1.1)	
I can analyse the question. (BW2.1)	
I can organise the ideas into a written outline. (BW2.4)	
I can write a draft. (BW3)	
I can rewrite my work after feedback from other people. (BW5.4)	
I can write an organized paragraph or a simple essay on a factual topic about my studies. (BW3)	
I can give examples. (BW3.3.2)	
I can give short reasons for ideas or opinions. (BW3.3.2)	
I can give advantages and/or disadvantages. (BLU8.2)	
I can organise the information in a logical order.	
I can use linkers to connect ideas. (BLU7)	
I can use appropriate language. (BW5.1)	
My language is mostly grammatically correct.	
My spelling and punctuation is mostly accurate. (BW5.2)	
I can use a variety of vocabulary.	
I can write in an impersonal style. (BLU1)	



Eaquals CEFR Curriculum Case Studies

Doukas School, Athens

Doukas School- Department of Foreign Languages “Can do” Case Study

The First Steps

In May 2004, it became apparent that the Common European Framework for Reference and the European Language portfolio both as documents and as educational tools required our immediate attention if our curriculum & syllabus development, course planning and assessment were to move in the direction required by our participation in Eaquals. During this month a series of presentations took place to familiarise teachers of Foreign Languages with the basic principles and rationale behind CEFR and ELP and with the direct aim of setting up three task groups to work on:

1. The development of a school document that would use “Can do” statements as a means of describing language levels, in particular those before A1.
2. The familiarisation of staff with the philosophy behind ELP and the examination of the feasibility of the implementation of the Eaquals/ALTE Portfolio within the school framework.
3. The development of new Report Cards (which are issued to students at the end of every term) to comply with the rationale of 1 & 2 above.

The Working Groups

During the 2004-05 academic year these groups met twice a month under a scheme of subsidised seminars aiming to produce the following by the end of May 2005:

1. A school Foreign Languages syllabus in the form of “Can do” statements for each level. The following documents were produced:
 - a. **Primary School English** (ages 6-12) with the following levels in mind: A01 – A04 (roughly between 6-10 years old) especially written to reflect the work done before our learners reach A1. A1-A2 (roughly between 11-12 years old) especially adapted from CEFR to reflect the work done given the students’ profile (age, experience, maturity, course material & length, etc.)
 - b. **High School English** (ages 12–18) with the following levels in mind: A2 – C2 especially adapted from CEFR to reflect the work done given the students profile (age, experience, maturity, course material & length, etc.)
 - c. **Primary and High School French** (ages 8-18) with the following levels in mind: A01 – A03 (roughly 8-12) especially written to reflect the work done before our learners reach A1. A1 – B2 (roughly between 12-18 years old) especially adapted from CEFR to reflect the work done given the students’ profile (age, experience, maturity, course material & length, etc.)
 - d. **Primary and High School German** (ages 8-18) with the following levels in mind: A01 – A03 (roughly between 8 -12 years old) especially written to reflect the work done before our learners reach A1. A1 – B2 (roughly between 12-18 years old) especially adapted from CEFR to reflect the work done given the students’ profile (age, experience, maturity, course material & length, etc.)

Members of staff who volunteered for this assignment worked in mixed groups (teachers of English, French and German) so that they would benefit from each others’ experience and develop a unified approach to “Can do” descriptors both in terms of content and scope. The four documents mentioned above are currently



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under extensive revision so they can become learner friendly and can be subsequently translated into Greek for use in one of the projects listed below, i.e. Learning Priorities.

2. A feasibility study was carried out describing the advantages and disadvantages of adopting the ELP as part of learner training. A number of different scenarios were examined given the various components of ELP (Passport, Biography and Dossier) with direct reference to expected results and our stakeholder profile. There was extensive consultation with the groups working on “Can do” statements and the new Report Cards across three languages and it was decided that, although certain aspects of the approach would be beneficial to our teaching and assessment procedures, it would have been premature to proceed to full ELP implementation without prior learner and stakeholder training.
3. A set of new Report Cards were designed taking into account the rationale in using “Can do” statements as part of learner evaluation. In addition to the formal assessment measures required by the local educational system the following versions were developed:
 - a. A set of report cards for Primary School English, French and German and a set of Report Cards for High School English, French and German with the descriptors in Greek as well as in the respective language.
 - b. The following sections were designed: Skills (Listening, Speaking, Reading, Writing), Learning Strategies and Examination Focus (the latter exclusively for High School students)
 - c. An evaluation system for each descriptor in the various sections that would enable the teacher to make a recommendation to the learner as to the areas that may require special attention. The difficulty in this exercise was that it would need to differentiate grading from assessment, a concept that proved difficult to handle in the first year of the Report Card implementation and led to a revision of the system.

The Way Ahead

In order to enhance the use and value of “Can do” statements two projects were undertaken:

1. **Learner’s Genie:** This piece of software uses the ALTE “Can do” statements to allow each learner to self assess his current level and / or set learning goals according to the foreseen needs and/or abilities. (www.learnersgenie.gr)
2. **Learning Priorities:** In attempt to involve learners in curriculum personalisation and delegating responsibility for classroom actions learners are given their level sets of “Can do” statements and are being asked to put them in priority according to their own preferences. The same sets of descriptors are given to teachers and a comparison is made between the two sets of results. A discussion takes place at the beginning of each course with the teacher explaining the why and the how of what has been planned. Our intention is to develop a piece of software that will produce individual and group lists of learning priorities comparing results, which will be given at the beginning of the course. A self-assessment achievement survey will be carried out with learners recording to what extent they feel the course goals have been achieved again comparing individual to group results.

George Drivas, Doukas School Department of Foreign Languages



Eaquals CEFR Curriculum Case Studies

British Institute of Seville

The British Institute of Seville: Curriculum Design Project

The British Institute of Seville is in the process of designing and implementing a curriculum based on a CEFR “Can do” approach and integrated with the European Language Passport and Portfolio.

The Early Stages

In the early 1990s the British Institute of Seville had a traditional grammatical structure based on a ‘checklist’ type syllabus for each level taught. As is the case in many language schools, coursebooks for the 9 month courses were chosen on the basis of the match between their grammatical contents and this checklist and a list of omissions and additions was provided to ensure that teachers covered the relevant material from the book. Teachers were also provided with ‘targets’ informing them of the units in the book to be dealt with by Christmas, Easter and the end of the course in June and the content of the termly exams was chosen to cover the structures and lexis included in these units.

Over the years an attempt was made to expand the syllabus checklist to include information on functions, lexical areas and themes, and a list of reading, writing and listening skills and formats to be dealt with. However, the essential problem with this approach to syllabus design is that it reinforces the tendency of teachers, students (and their parents) to see language learning as an essentially linear process consisting of ‘doing’ large language items, such as ‘the present perfect’, ‘conditional sentences’, etc, which can then be ‘ticked off’. There is little encouragement to make genuine communication the focus of teaching and learning, and a strong emphasis on getting students through exams based on the typical ‘controlled practice’ type of grammatical exercise. It was to begin to educate these three groups of people away from this way of looking at language learning that we decided to adopt a “Can do” approach.

Stage 1 – Describing the course in terms of “Can do’s”

Early attempts to introduce the European Language Passport and Portfolio wholesale without first introducing and working with the “Can do” concept were not a success as it was clear that both students and teachers needed to see a clear link between the Passport and Portfolio’s contents and what they were doing in class on a weekly basis. Hence, in order to get the first of the three groups (the teachers) on board, we decided to describe the contents of the course (i.e. essentially, of the coursebook) in terms of “Can do’s” written by us but based on the style and format of the ‘official’ Portfolio “Can do’s”. This led to the design of the document which is partially reproduced in table 1.

Table 1 -Points to note:

- ‘Our’ “Can do’s” describing the activities in the coursebook are listed in the top left part of the document as a deliberate attempt to make them the primary focus on reading the document and during teachers’ planning meetings.
- Teachers are encouraged to introduce the “Can do’s” by writing the relevant ones on the board at the beginning of each lesson, thereby gradually familiarising the students with the concept.
- The document also includes a ‘how’ section which describes the activity and where useful notes/comments/teaching tips can be included. There are also columns indicating where linked material can be found in the student’s book, teacher’s book, workbook, CD Rom and web page. Web pages are hyperlinked to facilitate easy access.
- A lot of surreptitious ‘teacher training’ can go on through this document, not only through the notes/comments/teaching tips, but also by drawing the teachers’ attention to certain areas they might otherwise have neglected. In particular, inexperienced teachers may



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complain that a coursebook has little specific work on speaking, but when all the lead-in and follow-up activities to other skills work are collected together and given their own speaking “Can do” statement(s), then the teachers are obliged to take them seriously and give them due attention as a speaking skills focus in their own right.

- The whole document is designed to be used electronically and can and will be used as the basis for a whole series of hyperlinks to related materials/sources of materials.
- The document also includes sections to outline omissions from and additions to the coursebook and suggestions for extra extension work.

Other institutions seem to have shied away from this approach of describing everything that is included in the course in terms of a “Can do”, but we believe it does have certain advantages despite the amount of work involved. The main advantage is the direct link, easily seen by both teachers and students, between the work covered and the relevant can-do. Work on language (structures and lexis) is thus seen as developing the tools with which to achieve certain “Can do’s” rather than as an end in itself, and teachers and students’ mindsets begin to change. It is this direct link that justifies the time spent on the project.

Stage 2 –Linking our “Can do’s” to the CEFR

Table 1 provides us with a basis for our “Can do” approach, but if we are to eventually work with the European Language Passport and Portfolio in a meaningful way we need to link the two documents both ‘on paper’ and in the minds of teachers (and then students). The first step on the road to this aim was to produce a document cross referencing our “Can do’s” to those included in the European language Portfolio. Part of this document is reproduced in table 2. Essentially the “Can do” statement for each activity in the book is either directly relevant to one or more (and often to many) of the ‘official’ “Can do’s” or, in cases where the link is less clear, it is (relatively) easy to justify how doing that particular activity can help students to improve in one of the more general ‘official’ “Can do’s”. There is a separate chart for each area dealt with in the Portfolio self-assessment checklists (i.e. Listening, Reading, Spoken Interaction and Production, Speaking Strategies and Language Quality and Writing)

Table 2 - Points to note:

- The decision to shade in or not to shade in one of the boxes linking the two lists of “Can do” may be, to a greater or lesser extent, subjective and this can provide an excellent focus for discussion in teachers’ planning meetings. It is precisely this sort of debate which truly brings the whole “Can do” concept alive for the teachers.
- Many of our “Can do’s” link with more than one official “Can do” and teachers can easily be encouraged to focus specifically on one or other of the official “Can do’s” as they do each activity in the book. This enables the document to be used as a type of checklist of official “Can do’s” dealt with. For example, in an A2 speaking activity a teacher will try to focus on ‘I can indicate when I am following’ one day and on ‘I can very simply ask somebody to repeat what they said’ another day. In a B1 listening activity involving a narrative the teacher might concentrate specifically on ‘forming hypotheses about what might happen next’. In other words the document provides just the right kind of teacher friendly checklist to ensure coverage of the “Can do” statements from the Portfolio.
- Once decisions about the exact boxes to be shaded have been made the document provides clear, at-a-glance information about which of the official “Can do’s” get the greatest coverage in our courses. If our aim is to genuinely ensure that our curriculum is based on the CEFR then this makes it easier to decide which elements of a coursebook can be omitted due to lack of time and which must be included. To give a rather obvious example, it is easier to justify omitting an A2 reading text which provides practice in three or four “Can do’s” which are also practised by a further 20 reading texts in the book than to omit the only focus on ‘I can ask for and give directions referring to a map or plan’. It also provides useful



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information about areas dealt with in the Portfolio's "Can do's", but not covered by the coursebook, which will obviously then need to be remedied through the 'additions' section in table 1.

- More generally, it also provides very visual information concerning areas neglected by coursebooks and hence in need of more specifically designed input from us. In particular it is immediately clear in all levels that the Writing checklist is much shorter than any of the others and this provides an impetus to include more work on this in our courses.
- The document is also designed to be used electronically.

Stage 3 – Getting the students on board

Our curriculum design project is now at the stage of working on documents designed to inform and educate the students about "Can do's". Our earlier experience with the introduction of the full European Language Passport and Portfolio has led us to believe that these are only meaningful documents if the students have been led slowly up to them through a gradual process of self-assessment and consultation with teachers, which we wanted to base on our "Can do" statements as they correspond to activities the students recognise. Hence, we decided to design our own passport/portfolio document for student self assessment. Table 3 is an example of one page of this document.

The idea is to produce a printed 'passport' which will be given to the students on a termly basis and which will include a page for each category (Listening, Reading, Spoken Interaction and Production, etc.). It will allow students to self-assess their 'performance' and make decisions about where more self-study is necessary and, through individual or whole group consultation with the teacher, decisions can also be made about remedial class work when necessary.

Table 3 - Points to note:

- The text in the box at the top of the table is an attempt to summarise the main points from the 'official' Portfolio "Can do's" into one paragraph. In this way we hope to introduce these official "Can do's" little by little so that when students see the 'real' European Language Portfolio they are already familiar with its contents.
- We are currently working on these documents and then intend to link them to self-study pathways in the study centre and on line.
- We are also considering making this document available electronically so that it can be easily modified when teachers adapt the course to their particular students and also to enable us to hyperlink self-study material directly to it.

Stage 4 – The Future

The final two issues still to be addressed are continual assessment by teachers and certification. In terms of assessment, we are currently still using fairly conventional termly exams, but are looking into ways of incorporating continual assessment based on "Can do's" . Concerning certification, we do make reference to CEFR levels on our certificates but otherwise they contain no explicit reference to "Can do" statements. This is another area which we need to look into.

Anthony Krupa, British Institute Seville

Table 2 - CEFR Mapping – Can Do Statements by Skill

A2 – New English File Pre-Intermediate



<p>Listening: A2: Level 2 - English File Pre-intermediate</p>	<p>I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.</p>	<p>I can generally identify the topic of discussion around me when people speak slowly and clearly</p>	<p>I can understand phrases, words and expressions related to areas of most immediate priority (e.g very basic personal and family information, shopping, local area, employment).</p>	<p>I can catch the main point in short, clear simple messages and announcements.</p>	<p>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p>	<p>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</p>
Understand numbers, times, dates and prices in a variety of contexts (File 1A)						
Understand the gist and specific information in a monologue about relationships (File 1B)						
Understand the gist and specific information in a description/discussion of a famous painting (File 1C)						
Understand the gist and specific details in a popular song (File 1C)						
Understand the gist and specific information in a radio quiz programme about words (File 1D)						
Understand a short oral summary of the development of a relationship (File 1PE/W/RC)						
Understand the gist and specific information in a conversation at an immigration desk (File 1PE/W/RC)						
Understand the gist and specific information in a simple social conversation (greeting someone after a journey) (File 1PE/W/RC)						

Table 3

Level 2 Leading to A2 level on the CEF Reference

SKILL: READING

I have practised reading fairly simple texts, using o a monolingual dictionary when necessary, such as articles, news summaries, narratives, personal letters, e-mails, written messages, information leaflets, advertisements, simple users instructions and common signs and notices.

by understanding the main ideas and identifying important information in:	 Pleased with my progress.	 Perhaps more practice.
an article about relationships (File 1B)		
an article about a dictionary (File 1D)		
an article describing a city (File 1PE/W/RC)		
an informal penfriend e-mail (File 1PE/W/RC)		
an article about travelling (File 1PE/W/RC)		
an article about holidays (File 2A)		
an article about famous photos (File 2B)		
a short narrative (File 2B)		
an article about a famous song (File 2C)		
short narratives (a love story, a story about a theft) (File 2D)		
an advertisement for a hotel (File 2PE/W/RC)		
a short description of/story behind a photo (File 2PE/W/RC)		
a short narrative about a dangerous situation (File 2PE/W/RC)		
an article about people passing through an airport (File 3A)		
a simple horoscope (File 3B)		
an article about broken promises (File 3C)		
a narrative about a broken promise (File 3C)		
an article about eating out (File 3PE/W/RC)		
an informal letter about arrangements for a visit (File 3PE/W/RC)		
an article about future family and working life (File 3PE/W/RC)		



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AVO-Bell Implementation of “Can Do” Descriptors

Reasons for integrating the “Can do” statements in the course syllabuses:

- The necessity to relate the CEFR to the course syllabuses in a practical, tangible way;
- The need to overcome teachers’ unwillingness, or lack of competence to work with CEFR;
- The willingness to make our courses more communicatively oriented, and to give the course aims purely practical value;
- The need for “Can do’s” for the whole range of courses and sublevels, e.g YL courses, Business English courses, levels B1.1, B1.2,etc.

Features:

AVO-Bell “Can do” statements:

- contain both the most pertinent features of the CEFR descriptors for the level and the essential syllabus items, as presented by the teaching materials used;
- have been developed for all 12 levels and sublevels of the school curriculum;
- have been developed for all kinds of courses in accordance with the course-specific features: e.g. for Young Learners, Exam preparation, Business English, English for Communication, General English;
- are used in a way which promotes learning, i.e. a special bank with activities for classroom use has been developed and thus students are allowed to work with them in class using their own capacity in English;
- are used as a means of needs analysis with adult students (teachers take into account students’ priorities in designing the course materials); some syllabus items can be negotiated between the teacher and the group on the basis of these;
- become an indispensable part of the Young Learners’ portfolios which is a collection of students’ work during the course;
- allow for adaptability to different materials used during the course;
- give students a sense of achievement mid-course and at the end of course;
- develop students’ ability to self-assess their own progress;
- help students to pinpoint their priorities from the very beginning;
- are used as level descriptors on students’ certificates at the end of the course.

Stage 1: Developing the “Can do” statements and course syllabuses in alignment with them

A whole team of teachers, academic directors and teacher trainers took part in the writing of the “Can do” statements, as we wrote such for all courses at all levels in the school, YL courses, General English adult courses, Business English courses, English for Communication courses, Exam Preparation courses. The rationale behind doing this was to relate the descriptors from the CEFR for the particular level to the course syllabus and the materials used in each course. We developed checklists of “Can do’s” for the following areas:

- Reading
- Listening
- Writing
- Speaking

Finally, the team of writers integrated the “Can do” statements into the course syllabuses, together with the Grammar and Vocabulary items.

As a result, we came up with two documents for each level and type of course:

Eaquals CEFR Curriculum Case Studies



Avo-Bell, Sophia

- 1) “Can do” statements for students to fill in at the beginning of course, mid-course and at the end of it (see appendix 1). Thus they adopted the function of a needs analysis tool at the beginning of the course, a means for self-evaluation of students’ own progress in the middle and at the end of the course.
- 2) Course syllabuses for teachers which contain the above mentioned skills, grammar and vocabulary items, and where in the course book used these are presented / practiced.

Stage 2: Training teachers and students

Several teacher training sessions were devoted to the application of the “Can do” statements in the classroom use:

- Introduction of teachers to the levels as specified by CEFR, and how descriptors are graded according to the competences described by CEFR;
- A session on classroom activities which can be used by teachers for the purposes of introducing the “Can do” statements to students in a more interactive, learning-oriented, practical manner;
- A session on the assets of the “Can do” statements from both teachers’ and students’ points of view (see Appendix 2), which was later passed on to the students.

Stage 3: Implementation and revision of the initial “Can do” statements

The implementation went smoothly but there were several issues which needed further work and attention:

- Translation of the “Can do” statements for beginner levels;
- Length of the documents – it turned out that the shorter the statements, the easier and less time-consuming for teachers and students to work with;
- Complexity of the language used in the descriptors, hence the need to simplify them;
- Leaving out time and space in the schemes of work for “Can do” statements

Action taken for the purposes of revision:

- At the annual feedback conference, June 2007, teachers worked on simplification and shortening the “Can do” statements for the different levels. As a result, we came up with one-page documents for classroom use.
- The schemes of work have contained special sessions devoted to work with the level descriptors since June 2008.
- Teacher trainers at the school do regular buzz observations to monitor the process, and to spot areas for further improvement.

Stage 4: Outcomes

- Very effective and straightforward way of giving reports to employers about their employees’ achievement in in-company courses;
- Very positive effect on students’ motivation, as they would normally tick most items as achieved by the end of the course;
- Excellent feedback from parents when they see YL portfolios at the end of the school year;
- Appreciation from teachers who work with them enthusiastically all year long, as they have seen their teaching / learning value;
- Awareness raising function – students are more familiar with the CEFR descriptors and Council of Europe levels;
- Two points of excellence received at Eaquals inspection academic work and management
- Bell award for academic excellence for developing “Can do” statements.



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Stage 5: Further development

We are willing to focus on the following improvements in the near future:

- Binding more tightly tests' contents to the "Can do" statements;
- Making them more universal, i.e. less dependent on the currently used course books and materials;
- Relating the "Can do's" more tightly to the lesson aims and making them explicit for the students on a regular basis.

Mila Angelova, Avo-Bell Sophia

Appendix 1




CAN DO STATEMENTS
(Level – YL A1.1A)

*** - excellent

** - well done

* - good

ABC THE ALPHABET:

		End of 1 st term	End of year
 ab c	I can say the alphabet		
 Abc	I can read the letters of the alphabet		
 abc	I can write the letters of the alphabet		



I CAN READ

	words in English		
	sentences in English		
	the stories in my Pupil's Book		
	the chants and songs in my Pupil's Book		



I CAN WRITE:

	my name..... – за името им		
	numbers from 1 to 10 / one, two ... /		
	Colours / blue, pink, red ... /		
	Family / brother, sister, mother ... /		
	Clothes / T-shirt, dress ... /		
	House / bedroom, kitchen ... /		



I CAN LISTEN TO:

	My teacher		
	the stories in my Pupil's book		
	questions about me / What's your name? How old are you? How are you? /		
	questions about my family / What's your father's name? /		

	the songs and chants in my Pupil's book		
	Videos		



I CAN SAY:

	Hello, goodbye, good morning ...		
	the names of colours / blue, pink ... /		
	the numbers from 1 to 10		
	the numbers from 11 to 50		
	how I go to school (by bus, by car, ...)		
	the days of the week / Monday, Tuesday ... /		
	where things are (in the bag, under the table)		
	the time		



I CAN TALK ABOUT:

	Me		
	My family		
	monsters		
	My clothes		
	my pet		
	my home/bedroom		



I CAN ASK ABOUT:

	Family / Have you got a brother or a sister? /		
	Pets / What is your dog's name? /		
	the time / What's the time? /		
	the colour of things / What colour is your bag? /		



I CAN ACT OUT:

	A story from the book		

CAN-DO-STATEMENTS – LEVEL A2

Name of student: _____ Teacher: _____

LANGUAGE SKILLS:	My priorities	Mid-term	End of term
<u>SPEAKING - at this level I:</u>			
- can describe/talk about weather and clothes people wear in different seasons;			
- can say what I do in different situations (using zero conditional);			
- can talk about past events (using Past Simple and Past Continuous);			
- can discuss rules at work and working conditions;			
- can describe imaginary situations (and say what I would do);			
- can talk about healthy food;			
- can describe medical symptoms;			
- can discuss travelling plans;			
- can ask and answer questions about: free time activities / sports / present and past abilities;			
- can make arrangements and plans with a partner;			
- can compare things, people and places;			
- can offer things and help to someone or ask for things and help from someone;			
- can give reasons (say why I did something).			
<u>WRITING - at this level I:</u>			
- can write a letter/e-mail to a friend giving advice or information (about clothes and weather, working conditions, customs and traditions, etc.);			
- can describe holiday plans;			
- can describe a place of interest;			
- can write about something that happened to me or another person;			
- can describe recent changes I have made (at home or in my life).			
<u>READING – at this level I:</u>			
- can read and understand articles from magazines and newspapers on popular topics (fashion / films / books / Internet / food);			
- can read and understand questionnaires;			
- can read and understand brochures (of a town, holiday, hotel);			
- can read and understand simple film/theatre reviews;			
- can read and understand adapted biographies of famous people;			
- can read and understand stories;			
- can read and understand advice columns;			
- can read and understand advertisements.			
<u>LISTENING - at this level I:</u>			
- can listen to and understand the teacher and my classmates;			
- can get the main points in radio programmes on popular topics;			
- can listen to and understand interviews;			
- can understand the main points in everyday dialogues and conversations;			
- can understand basic telephone conversations;			
- can follow the news reports when people speak slowly.			

COURSE SYLLABUS

Level: A2

Course: GENERAL ENGLISH – (Young) Adults

Aims of the course:

- To build up students’ confidence and motivation by raising their awareness of what they have achieved;
- To provide plenty of opportunities for meaningful communication in the language classroom;
- To create non-threatening and enjoyable atmosphere in the classroom
- To encourage students to develop consistently the following language competences:

Speaking: Students can exchange ideas and information on familiar topics in everyday situations with some help from their partner.

Writing: Students can write short simple notes and messages, describe people and places, plans and events and write personal letters with the help of a model.

Reading: Students can understand common signs and notices, short simple personal letters, descriptions and instructions and find relevant information in simple everyday material.

Listening: Students can understand when somebody is speaking clearly and slowly in everyday situations and on familiar topics.

Resources: *Language to Go pre-intermediate*. The course book is to be used selectively and adapted to students’ needs and level, as well as to the course syllabus.

Note: See the Course Descriptions (Appendix 5) for course-specific features.

SYLLABUS CONTENTS
<u>LANGUAGE SKILLS:</u>
<u>SPEAKING - at this level students:</u>
- can describe/talk about weather and clothes people wear in different seasons
- can say what they do in different situations (using zero conditional)
- can talk about past events (using Past Simple and Past Continuous)
- can discuss rules at work and working conditions
- can describe imaginary situations (and say what they would do)
- can talk about healthy food
- can describe medical symptoms
- can discuss travelling plans
- can ask and answer questions about: free time activities / sporting experiences / present and past abilities
- can make arrangements and plans with a partner
- can compare things, people and places
- can offer things and help to someone or ask for things and help from someone
- can give reasons (say why they did something)
<u>WRITING - at this level students :</u>
- can write a letter/e-mail to a friend giving advice or information (about clothes and weather, working conditions, customs and traditions, etc.)
- can describe holiday plans
- can describe a place of interest
- can write about something that happened to them or another person
- can describe recent changes they have made (at home or in their lives)
<u>READING – at this level students :</u>
- can read and understand articles from magazines and newspapers on popular topics
- can read and understand questionnaires
- can read and understand brochures (of a town, holiday, hotel)
- can read and understand film/theatre reviews
- can read and understand biographies of famous people

- can read and understand stories
- can read and understand advise columns
- can read and understand advertisements
<u>LISTENING - at this level students :</u>
- can listen to and understand the teacher and their fellow students
- can get the main points in radio programmes on popular topics
- can listen to and understand interviews
- can catch the main points in everyday dialogues and conversations
- can understand basic telephone conversations
- can follow the news reports when the delivery is slow
<u>LANGUAGE SYSTEMS:</u>
<u>GRAMMAR</u>
- Past simple revision /regular & irregular verbs/
- Likes / dislikes + <i>-ing-form</i> /revision/ + qualifying adverbs <i>really, quite, don't..., very much/</i>
- Present simple vs. present continuous
- Possessions /revision + extension/
- <i>Should / shouldn't</i> advice vs. imperatives
- Going to future /revision/
- Comparatives /revision/ + <i>as + adj. + as</i>
- Present perfect vs. past simple
- Zero conditional
- <i>Used to / didn't use to</i>
- <i>Because, for</i> & infinitive of purpose /with to/
- <i>Have / have got</i>
- <i>Some / any / much / many / a lot of-</i> countable vs. uncountable
- Present / past obligation with <i>have to / had to</i>
- <i>Will / won't-</i> future predictions /revision/
- Superlatives /revision/ + irregular forms
- Present perfect with <i>yet</i> and <i>already</i>
- Past ability: <i>could / be good at</i>
- First conditional
- Past simple and past continuous
- <i>Like doing</i> vs. <i>would like to</i>
- Present simple passive
- Articles: <i>a/an/the</i>
- Obligation & Prohibition: <i>have to/don't have to/mustn't</i>
- Planned and spontaneous decisions: <i>going to / will</i>
- <i>ed / -ing</i> adjectives
- Present perfect to describe present result
- <i>Would</i> + infinitive for imaginary situations
- Past simple passive
- Verbs patterns after: <i>decide; give up; want; carry on; enjoy; need; take up; promise; learn</i>
- Subject / object Qs in Present Simple
- Relative clauses with <i>which / that/ what / where</i>
- Present deduction: <i>must be / might be / can't be</i>
- Present Continuous with future reference
- <i>So + adj. / such + noun</i>
- Second conditional
- Present Perfect: <i>for / since</i> (revision)

VOCABULARY

- Pastime activities (extension)
- Clothes / weather / seasons- extension
- Countries and continents /revision and extension/
- Adjectives to describe character
- Adventure sports
- Shops & purchases
- Food & drink
- Means of transport
- Jobs
- Materials
- Medical symptoms: *the body*
- Crime- word formation
- Phrasal verbs
- Time expressions with *in / on / at / no preposition*
- Adjectives and opposites
- Parties

FUNCTIONS

- Talking about past events
- Giving advice
- Talking about future plans
- Making comparison
- Describing past experiences
- Making / responding to offers and requests
- Talking about consequences
- Talking about customs
- Talking about future possibility
- Expressing obligation & prohibition
- Talking about imaginary situations
- Describing people, places and things
- Talking about future arrangements
- Making deductions
- Making / responding to suggestions (revision)

PRONUNCIATION

- Stress in compound nouns
- Pronunciation of used to
- Pronunciation of plurals
- Weak forms of *was / were* in Past Continuous

Appendix 2

Can-do-statements Implementation in the Adult Courses

Our team has taken the time to develop *Can-do-statements* for all AVO-Bell adult courses, which will meet the particular needs of our learners and give the course syllabuses validation by relating them to the Common European Framework of Reference. Both students and teachers will benefit from their use in the classroom.

How will the students benefit from this initiative?

- Students will develop **skills for self-evaluation and self-monitoring their progress** by using the *Can-do-statements* in the classroom;
- Students will have a clear picture of **how much they have advanced by the end of the course** in terms of skills;
- By using the *Can-do-statements* midterm and at the end of term, students will have **clear aims to pursue** throughout the course, which will **enhance their motivation**;
- Using the *Can-do-statements* in class will increase dramatically the time devoted to **skills work**.

How will teachers benefit from using the Can-do-statements?

- We will achieve **a balance between skills and language systems work** in the lessons;
- We will be constantly **giving our students a sense of achievement** by showing them what they have learned;
- We will guarantee that our curriculum **sticks to the levels** described by the Common European Framework;
- We will bind the course aims to the *Can-do-statements* and thus will easily trace their achievement throughout the course.

How to use the Can-do-statements in class?

We introduce them at the beginning of the course and ask students to tick the column ***My priorities***.

In this way, *Can-do-statements* can be used as a means for doing needs analysis at the beginning of the course. Then we work with them mid-course, asking students to tick the appropriate boxes for the skills they've mastered. Finally, we work with them at the end of the course when students, hopefully, will tick all the statements.

Students are not allowed to take the *Can-do-statements* home. They are supposed to work with them only in class and then return them to their teacher. It's the teacher's responsibility to store them for students till the end of the course.



Eaquals CEFR Curriculum Case Studies

Bell Krakow

Implementation of “Can do” Statements at Bell Krakow

The following steps were taken between January 2003 and October 2008 in an attempt to introduce “Can do” statements at Bell Krakow School of English:

Stage 1: Adopting “Can do” statements to the school syllabi

The detailed contents of Bell Krakow syllabi for 18 Bell Krakow levels were revised and adapted to the common reference levels:

- **the course communicative objectives** were specified in terms of “Can do” statements within four categories: 1) listening and speaking, 2) reading, 3) writing, and 4) grammar and vocabulary
- the communicative objectives were supplemented with **the linguistic content** divided into the following categories: grammar, vocabulary, writing and functions.

In the result, Bell Krakow syllabi consist of a combination of “Can do” statements and linguistic content. (Appendix 1).

Stage 2: Inclusion of Portfolio descriptors into the assessment system

- The system of traditional tests was supplemented with the checklists of the Portfolio-type descriptors prepared for each level in order to focus the attention of our students and teachers on practical abilities that the students were supposed to gain at each level:

a) the checklists of descriptors for teachers were adopted from the ALTE/Eaquals Portfolio (Appendix 2);

b) the checklists of descriptors for students were adopted from the Polish translation of the Portfolio (*Europejskie Portfolio Językowe, CODN Warszawa 2005: accredited model 6.2000*) (Appendix 3).

The lists for levels A1, A2 and B1 were prepared in Polish. The lists for levels B2, C1 and C2 were prepared in English.

All the checklists were maximum one-page long.

- The teachers were asked to tick the competences they have covered with each group
- The students were also offered the checklists and asked to tick the competences they believed they attained during the course
- Both teachers and students were invited to discuss the results

Problems encountered:

- The original idea to ask the teachers to tick the competences they have covered for each student (Appendix 4) in each group proved to be too time-consuming.
- The majority of students were not willing to reflect upon the competences and some even perceived activities focused on “Can do” statements as a waste of time; therefore, the checklists of competences are now offered as optional activities students may do at home and discuss with the teacher during one-to-one tutorial meetings.



Eaquals CEFR Curriculum Case Studies

Bell Krakow

Stage 3: Relating “Can do” checklists to the course book material at each level

“Can do” checklists of competences were related to the course book or other material suggested for each of Bell Krakow levels: each of the “Can do” statements was linked to at least one activity that would help to attain a given competence.

Summary of awareness strategies for teachers and students

Training sessions for directors of studies (DOSs) and for senior teachers

A series of training sessions for DOSs and senior teachers were organised to acquaint them with the idea of CEFR and “Can do” philosophy. What seemed to appeal most to academic managers was a new focus that “Can do” statements introduced to the teaching process: emphasising students’ practical abilities rather than their knowledge, focusing on what students should be able to do using English rather than what material they should learn.

Awareness strategies for the teachers

- A number of training sessions were organised for the teachers. The sessions focused on:
- the CEFR approach in the context of the Council of Europe policy on education,
- the general CEFR descriptors and their practical application, including illustrative examples with DVD and scripts,
- application of the CEFR-based descriptors to the assessment system in the school – checklists of competences for each level

Awareness strategies for the students:

- the Global Scale was translated into Polish and displayed on all the walls in all the classrooms and school corridors (Appendix 5),
- simplified descriptions of Bell Krakow levels in terms of “Can do” statements were prepared in Polish and put on the walls in all the classrooms (Appendix 6),
- the CEFR levels were introduced on Bell Krakow certificates,
- the CEFR levels were introduced in Bell Krakow progress reports and publicity materials,
- a Polish translation of the ALTE/Eaquals Portfolio was piloted among corporate students,
- the ALTE/Eaquals version of Portfolio was offered to teacher training college students,
- the Polish version of the Portfolio for Children 10 – 15 was used with Bell Krakow teenage students; this age group proved to have the most positive attitude towards the idea of can-do descriptors,
- checklists of competences were offered to adult students at each level.

Conclusion

Bell Krakow teachers understood the need for creating a uniform system of assessment and certification in Europe. They also appreciated the focus on practical abilities emphasised by “Can do” statements. They did not understand, however, why the system of syllabi with concrete linguistic objectives, the system that worked well, should be substituted by the system of “Can do” descriptors which seemed to be very general and elusive, especially in the context of the existing requirements set by the Polish Ministry of Education.

The teachers were greatly relieved to see that the intention of Bell Krakow was not to get rid of the “old” syllabi system and replace it with CEFR levels and descriptors but to supplement and support the existing syllabi and assessment procedures with the new approach which facilitated the learning process.



Eaquals CEFR Curriculum Case Studies

Bell Krakow

In view of the above, at Bell Krakow we believe we should continue to:

- adapt the level descriptions, syllabi, assessment and certification to the CEFR approach,
- introduce the self-assessment descriptors to raise our students' autonomy and awareness of their responsibility for their own learning, even though not all the students seem to appreciate it at the moment,
- introduce the changes gradually alongside with the strategies to build the awareness of the CEFR among our students and teachers,
- use the "Can do" philosophy to motivate our teachers to focus not only on the teaching but also on the learning process.

Ela Jarosz, Bell Krakow

Syllabus and Teaching Guidelines

Bell Krakow level: 2

CEFR level: A2

Course objectives

By the end of the course students should be able to demonstrate that they “can do” the following:

1. Listening and Speaking

- understand what is said clearly, slowly and directly in simple everyday conversations
- participate in short social exchanges, introduce him/herself, communicate in simple tasks such as getting information about travel, ordering something to drink or eat, making and responding to invitations, etc.

2. Reading

- understand simple written messages from friends or colleagues
- understand simple user’s instructions for equipment

3. Writing

- write short, simple notes and messages, simple personal letters
- fill in simple questionnaires

4. Grammar and Vocabulary

- produce simple grammatical structures that have been learnt and practised in class
- refer to future plans

Course content:

GRAMMAR

There is / there are

Demonstrative pronouns

Have got / has got

Present Simple: questions, negatives, short answers

Countable / uncountable nouns

Present Continuous

Present Continuous for future arrangements

Past Simple: was / were, regular/irregular verbs

Present Perfect: Have you ever...?

Be going to

Comparatives and superlatives

FUNCTIONS

Greetings / introductions

Making requests

Making appointments

Giving instructions

Asking for and giving permission

Offering

Asking for and giving directions

Giving and receiving complements

Making suggestions

Agreeing / disagreeing

Inviting / refusing invitations

VOCABULARY

Food / drink / meals

Family / family life

Work and jobs

Travel / holidays Imperative

Shopping

Music / film

Hobbies

The weather

Clothes

Appearance

Habits

WRITING

Instructions

A description of a typical day

A letter to a friend

Simple narrative

A postcard

Syllabus and Teaching Guidelines

Bell Krakow level: 3

CEFR level: A2

Course objectives

By the end of the course students should be able to demonstrate that they “can do” the following:

1. Listening and Speaking

- understand the gist of simple messages and announcements by recognizing frequently used phrases and vocabulary
- be able to participate in short social exchanges, introduce him/herself, communicate in simple tasks, talk about family and employment

2. Reading

- find relevant information in very short, simple texts

3. Writing

- write short, simple texts: notes, messages, simple personal letters
- describe events and write simple reports

4. Grammar and Vocabulary

- produce simple sentences on a limited range of topics related to everyday life
- use the grammar structures listed effectively, although with occasional mistakes

Course content

GRAMMAR

Present simple

Past simple: time phrase

Can / can't / have to / don't have to

Should / shouldn't

Present continuous vs. present simple

Present cont. for future arrangements

Comparatives and superlatives

Predictions: will / won't

Intentions: going to , planning to...

Present Perfect

Articles

FUNCTIONS

Requests

Asking for permission

Phrases for special occasions

Social chit-chat

Checking that you understand

VOCABULARY

Leisure activities: sport, books, films

Holiday: things you take on holiday

Words to describe feelings

Geographical terms

WRITING

Paragraph

Simple narrative

Letter of invitation

A description of a person

Postcard

Mini – biography

Bell Krakow Level: 2

CEFR Level: A2

Course communicative objectives

Teacher's name:.....

Group:.....

By the end of the course students should be able to demonstrate that they "can do" the following:	Covered	Not covered
Listening*		
understand what is said clearly, slowly and directly to him/her in a simple everyday conversation		
generally identify the topic of discussion when people speak slowly and clearly		
understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly		
identify the main point of TV news items when the visual supports the commentary		
Reading*		
identify important information in news summaries or information leaflets in which numbers and names play an important role and which are clearly structured and illustrated		
understand a simple personal letter in which the writer tells or asks about aspects of everyday life		
understand simple user's instructions for equipment (e.g. a public telephone)		
understand feedback messages or simple help indications in computer programmes		
Spoken Interaction*		
make simple transactions in shops, post offices or banks		
use public transport, ask for basic information and buy tickets		
order something to eat or drink		
make simple purchases by stating what he/she wants and asking about the price		
ask for and give directions referring to a map or plan		
make invitations, discuss with other people what to do, where to go,		
make and accept apologies		
say what he/she likes and dislikes		
ask people questions about what they do at work and in free time, and answer such questions		
Spoken Production*		
describe him/herself, his/her family and other people		
describe where he/she lives		
give short, basic descriptions of events		
describe his/her educational background, his/her present or most recent job		
describe his/her hobbies and interests in a simple way		
describe past activities and personal experiences (e.g. the last weekend, his/her last holiday)		
Strategies*		
ask for attention		
indicate when he/she is following		
in a simple way ask somebody to repeat what they said		
Language Quality*		
make him/herself understood using memorised phrases and single expressions		
have a sufficient vocabulary for coping with simple everyday situations		
Writing*		
describe an event in simple sentences and report what happened, when and where		
write about aspects of everyday life in simple phrases and sentences (people, places, job, school, family, hobbies)		
fill in a questionnaire about his/her educational background, job, interests and specific skills		
briefly introduce him/herself in a letter with simple phrases and sentences (family, job, hobbies)		
write a short letter using simple expressions for greeting, addressing, asking or thanking somebody		
write simple sentences, connecting them with words such as "and", "but", "because"		
use the most important connecting words to indicate the chronological order of events (first, then, after, later)		

*The European Language Portfolio, CODN Warszawa: accredited model No.6.2000, <http://culture2.coe.int/portfolio>

Bell Krakow Poziom: 2

Lista Umiejętności*

CEFR Poziom: A2

Nazwisko:..... Grupa:.....

Zaznacz w odpowiedniej kolumnie jak oceniasz swoje możliwości językowe w odniesieniu do poniższych umiejętności:	slabo	dobrze	doskonale
Słuchanie			
zrozumieć co się mówi bezpośrednio do Ciebie, wyraźnie i wolno w codziennej rozmowie, jeżeli rozmówca Ci w tym pomoże			
ogólnie określić temat prowadzonej w Twojej obecności dyskusji, jeśli rozmówcy mówią wolno i wyraźnie			
zrozumieć główne informacje w krótkich nagranych tekstach dotyczących codziennych spraw, wypowiedzianych wolno i wyraźnie,			
określić główną treść prostych wiadomości telewizyjnych, gdy obraz towarzyszy wypowiedzi			
Czytanie			
rozpoznać ważne informacje w ogłoszeniach prasowych lub ulotkach informacyjnych, w których ważną rolę odgrywają liczby i nazwiska i które mają jasną strukturę oraz są ilustrowane			
zrozumieć prosty prywatny list, w którym autor pisze lub pyta o codzienne sprawy			
zrozumieć prostą instrukcję obsługi (na przykład automatu telefonicznego)			
zrozumieć proste komunikaty i wskazówki w programach komputerowych			
Mówienie - Interakcja			
dokonać prostych zakupów w sklepie			
korzystać z komunikacji publicznej, pytać o podstawowe informacje i kupić bilety			
zamówić posiłek i napoje			
dokonywać prostych zakupów, mówiąc, czego sobie życzysz i pytając o cenę			
zapytać o drogę i wskazać kierunek posługując się mapą lub planem			
Zaprosić i uzgodnić miejsce i czas spotkania,			
przeprześć i przyjąć przeprosiny			
powiedzieć, co lubisz, a czego nie lubisz,			
zadawać pytania na temat pracy i czasu wolnego oraz samemu odpowiadać na tego typu pytania			
Mówienie - Produkcja			
opisać siebie, swoją rodzinę i inne osoby			
opisać miejsce, w którym mieszkasz			
podać krótki, podstawowy opis zdarzeń			
opisać swoje wykształcenie, obecną lub ostatnią pracę			
w prosty sposób opisać swoje zainteresowania i hobby			
opisać minione czynności i osobiste doświadczenia (np. ostatni weekend, ostatnie wakacje)			
Strategie			
poprosić o uwagę			
okazać, że rozumiesz, o czym mowa			
w prosty sposób poprosić kogoś o powtórzenie tego, co powiedział			
Jakość Wypowiedzi			
porozumiewać się używając zapamiętanych wyrażen i pojedynczych zwrotów			
opanować wystarczający zasób słownictwa, by posługiwać się językiem w prostych, codziennych sytuacjach			
Pisanie			
w prostych zdaniach relacjonować co, gdzie i kiedy się wydarzyło (np. przyjęcie czy wypadek)			
w prostych zdaniach pisać o codziennym życiu (ludziach, miejsca, praca, szkoła, rodzina, hobby)			
wypełnić kwestionariusz dotyczący swojego wykształcenia, pracy, zainteresowań i umiejętności			
przedstawić siebie w liście, posługując się prostymi wyrażeniami i zdaniami			
napisać krótki list z pozdrowieniami, zwracając się o coś do kogoś, prosząc lub dziękując komuś			
pisać proste zdania, łącząc je takimi słowami jak „i”, „ale”, „ponieważ”			
używać właściwych wyrazów łączących, aby zaznaczyć chronologiczny porządek zdarzeń (najpierw, następnie, potem, później)			

Bell Krakow Level: 2

CEFR Level: A2

Assessment checklist*

Student's name:..... Group:.....

Indicate the student's performance regarding the following partial competences by ticking the appropriate column: poor (P), good (G), excellent (Ex):	P	G	Ex
Listening*			
understand what is said clearly, slowly and directly to him/her in a simple everyday conversation			
generally identify the topic of discussion when people speak slowly and clearly			
understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly			
identify the main point of TV news items when the visual supports the commentary			
Reading*			
identify important information in news summaries or information leaflets in which numbers and names play an important role and which are clearly structured and illustrated			
understand a simple personal letter in which the writer tells or asks about aspects of everyday life			
understand simple user's instructions for equipment (e.g. a public telephone)			
understand feedback messages or simple help indications in computer programmes			
Spoken Interaction*			
make simple transactions in shops, post offices or banks			
use public transport, ask for basic information and buy tickets			
order something to eat or drink			
make simple purchases by stating what he/she wants and asking about the price			
ask for and give directions referring to a map or plan			
make invitations, discuss with other people what to do, where to go,			
make and accept apologies			
say what he/she likes and dislikes			
ask people questions about what they do at work and in free time, and answer such questions			
Spoken Production*			
describe him/herself, his/her family and other people			
describe where he/she lives			
give short, basic descriptions of events			
describe his/her educational background, his/her present or most recent job			
describe his/her hobbies and interests in a simple way			
describe past activities and personal experiences (e.g. the last weekend, his/her last holiday)			
Strategies*			
ask for attention			
indicate when he/she is following			
in a simple way ask somebody to repeat what they said			
Language Quality*			
make him/herself understood using memorised phrases and single expressions			
have a sufficient vocabulary for coping with simple everyday situations			
Writing*			
describe an event in simple sentences and report what happened, when and where			
write about aspects of everyday life in simple phrases and sentences (people, places, job, school, family, hobbies)			
fill in a questionnaire about his/her educational background, job, interests and specific skills			
briefly introduce him/herself in a letter with simple phrases and sentences (family, job, hobbies)			
write a short letter using simple expressions for greeting, addressing, asking or thanking somebody			
write simple sentences, connecting them with words such as "and", "but", "because"			
use the most important connecting words to indicate the chronological order of events (first, then, after, later)			

*The European Language Portfolio, CODN Warszawa: accredited model No.6.2000, <http://culture2.coe.int/portfolio>

BASIC USER	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.	A1	Rozumiesz i używasz znane potoczne wyrażenia oraz bardzo proste zwroty, których celem jest zaspokojenie Twoich konkretnych potrzeb. Potrafisz przedstawić siebie i innych oraz zadać i udzielić odpowiedzi na pytania odnośnie Twojego / ich miejsca zamieszkania, znajomych oraz posiadanych rzeczy. Wchodzisz w proste współdziałania werbalne, pod warunkiem, że Twój rozmówca mówi powoli i wyraźnie oraz jest skłonny do pomocy.	Początkujący użytkownik języka
	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.	A2	Rozumiesz zdania i często używane zwroty odnoszące się do najbardziej istotnych obszarów życia (np. podstawowe informacje osobiste i rodzinne, orientacja w terenie, praca). Potrafisz się porozumieć w prostych celach wymagających bezpośredniej wymiany niezbyt skomplikowanych informacji na temat spraw codziennych i powszechnych. Potrafisz mówić w prosty sposób o swoim pochodzeniu, bliskim otoczeniu oraz o sprawach związanych z codziennymi potrzebami.	
INDEPENDENT USER	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 & ambitions and briefly give reasons and explanations for opinions and plans.	B1	Rozumiesz wyrażone jasnym językiem zasadnicze informacje na temat spraw często spotykanych w pracy, szkole, czasie wolnym itp. Radzisz sobie w większości typowych i prawdopodobnych sytuacji, które mogą zaistnieć podczas podróży w obszarze używania języka obcego. Potrafisz tworzyć proste, spójne teksty dotyczące znanych Ci tematów lub spraw będących w sferze Twoich bezpośrednich zainteresowań. Potrafisz opisać swoje doświadczenia, przygody, wydarzenia, marzenia, nadzieje oraz krótko uzasadnić swoje opinie i objaśnić swoje plany.	Niezależny użytkownik języka
	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.	B2	Potrafisz zrozumieć główne idee złożonego tekstu, dotyczącego zarówno spraw konkretnych jak i abstrakcyjnych, włącznie ze sprawami technicznymi dotyczącymi Twojej specjalizacji zawodowej. Bez wysiłku dla obu stron, potrafisz współdziałać z naturalnymi użytkownikami języka obcego w sposób regularny i spontaniczny. Potrafisz tworzyć klarowne i szczegółowe teksty odnośnie szerokiego zakresu tematów oraz wyjaśnić swój punkt widzenia na wybrany temat, podając plusy i minusy rozmaitych opcji.	
PROFICIENT USER	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.	C1	Rozumiesz szeroki zakres wymagających, dłuższych tekstów i w pełni rozpoznajesz ich znaczenie. Płynnie i spontanicznie potrafisz wyrazić swoje myśli i uczucia, bez wyraźnej potrzeby szukania słów i zwrotów. Potrafisz korzystać z języka obcego elastycznie i skutecznie w celach towarzyskich, naukowych i zawodowych. Potrafisz stworzyć jasny, prawidłowo skonstruowany i szczegółowy tekst o złożonej tematyce, wykazując świadome wykorzystanie wzorów organizacji języka, łączników i spójności środków.	Swobodny użytkownik języka
	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.	C2	Z łatwością rozumiesz praktycznie wszystko, co słyszysz i czytasz. Potrafisz streścić informacje uzyskane z rozmaitych źródeł języka mówionego i pisanego, spójnie rekonstruując argumenty i zestawy informacji. Potrafisz spontanicznie, bardzo płynnie i precyzyjnie wyrazić swoje myśli, wykazując niuanse znaczeniowe istniejące w złożonych sytuacjach.	



Eaquals CEFR Curriculum Case Studies

International House, La Spezia

Integrating CEFR Syllabi and Reports at IH La Spezia

1. The system in use prior to September 2006

Until 2006-2007 students (and parents of YLs) were given two reports, one half-way through the year at the end of January and one at the end of the year at the beginning of June. These contained a record of absences in class, a test mark expressed as a percentage and a personalised comment from the teacher, containing an evaluation of the student's progress, with suggestions for further study.

2. Dissatisfaction with existing system

This system gradually came to be perceived as unsatisfactory, for the following reasons:

- It was extremely subjective and reports often tended to be vague and repetitive.
- It did not give learners a clear indication of their learning aims and the extent to which these had been achieved.
- It was extremely time-consuming for teachers.
- It tended to over-value a final mark in a written test over more holistic forms of evaluation.
- It was not clearly linked to the CEFR.

3. Aims of a replacement system

It was therefore decided to experiment with a totally new system, which would have the following characteristics.

- It would be linked closely to the syllabi for each level, and thus to the CEFR.
- It would indicate achievement in all four skills.
- It would be simple for teachers to use.
- It would be simple for students to understand.
- It would encourage teachers to constantly monitor students' progress.
- It would give further impetus to the integration of class lessons and guided study sessions, an important feature of learning English at IH La Spezia.

4. Designing the new system

Students and parents in our market expect to be given, and use, a coursebook. They also expect to cover specific language points on a course. We decided, therefore, to begin with the coursebooks in use, and to link the contents of these both with functional "Can do" statements and traditional grammar areas (tenses, modal verbs, reported speech etc). In this way students would be able to see what they had covered both from a theoretical point of view (particularly



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important for parents of school-age learners, who need this theoretical knowledge of “grammar” for academic success) and from a more “real-world”, practical point of view.

A report would therefore consist of two sets of descriptors, one headed “I can do these things in English” and the other “I can use the following language items”. Under the first heading would be descriptors such as “I can talk about my daily routine” and under the second “Present Simple”.

The mid-year report and the end of year report are identical except for the date. That is, they both consist of descriptors which go to form the entire syllabus for that level. Beside each descriptor is a number from 1 to 5. The teacher indicates the student’s achievement by circling one of the numbers. On the mid-year report the teacher only evaluates the descriptors which have been covered by that point in the course, the rest remain blank. On the final report all descriptors are evaluated. This enables the teacher to indicate progress from mid-year to the end of year.

A mark of 3 indicates that the student has achieved the standard expected of a student at that level. 4 or 5 indicate that the student is particularly strong in that area, while a 1 or a 2 serves as a “red light” to indicate to the student that more work need to be done in that area. Students can then be encouraged to work on specific areas in their guided study sessions in our multimedia Study Centre.

The only other difference between the mid-year and final reports is that at levels 2 and 4 and FCE, CAE and CPE preparation courses the final report contains an additional section evaluating the student with reference to the applicable CEFR level (A2 for Level 2, B1 for level 4). For Scuola Media learners (11-13 years old) a similar reference is made to the Cambridge YL exams.

5. Putting the new system into practice

The new system was explained to teachers at a seminar at the beginning of the year. It was explained to teachers that for the system to work they would need to be continually assessing their students almost on a lesson-by-lesson basis. To help teachers with this continual assessment they were provided with reduced “mini-report” forms. In this way a double side of A4 containing report forms for 8 students could be kept to hand inside a register for ease of use. Teachers were encouraged to keep a constant record of students’ progress on these mini-forms in pencil, the data from which could then be transferred to the student’s own copy of the report form when the reports were due.

It was decided to replace the mid-term test with more frequent, but shorter, quick tests. New “final exams” were written for each level, testing not only grammar and vocabulary but also reading, writing and listening.

6. Feedback from students, parents and teachers

After the first year of the new system it was generally considered to have been a success, and an improvement on the old system.

Students liked being able to see clearly what they had covered, and to have a clear record of their progress. They were able to see at a glance where they needed to do more practice and could use the Study Centre resources in a more informed way, by, for example, requesting practice on a specific grammar point.



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Parents were able to see exactly what their children had done, and where they might need extra practice.

Teachers in the main found the new system much quicker and simpler to use than the old one. Where they had difficulty it was because they had failed to monitor accurately students' progress throughout the year, and now understand more clearly the importance of doing this.

Giving teachers a clear syllabus for each level also provides teachers with the freedom to break away from the coursebook where appropriate. The syllabus is based on the contents of the coursebook, which provides a framework for a more inexperienced teacher to follow, while more confident teachers can be encouraged to go outside the bounds of the coursebook, as long as they are following the descriptors in the syllabus.

7. Future developments

We aim to work on giving students at the beginning of the course a set of more detailed „Can do” statements, based on the course syllabus and organised according to skills which will serve as a continuous self-evaluation. This will complement the teacher evaluation provided in the mid-year and final reports, and will provide further impetus to the process of enabling students to take responsibility for their own learning.

Lynden Cronin, International House La Spezia



Level A2 Syllabus Overview

Level Two

I can do these things in English

I can talk about a friend or family member.
I can describe a picture or photo.
I can use other words to explain a word I don't know.
I can write an introductory email about myself.
I can talk about a past holiday.
I can talk about the music I like.
I can read and understand a simple story.
I can deal with basic hotel situations and problems.
I can talk about future arrangements and intentions.
I can make predictions about the future.
I can make promises, offers and decisions.
I can deal with problems in a restaurant.
I can write an informal letter.
I can talk about past experiences I have had.
I can compare different things or situations.

I can use the following language items

Present Simple
Present Continuous
Defining relative clauses
Past Simple
Past Continuous
Subject / Object questions
So, but, because, although
Going to
Present continuous for future arrangements
Will and won't
Present Perfect Simple
Comparative adjectives
Superlative adjectives



Level A2 Progress Report

Level Two - Mid-Year Report February 2007

Name _____

Class

I can do these things in English

I can talk about a friend or family member.									
I can describe a picture or photo.									
I can use other words to explain a word I don't know.									
I can write an introductory email about myself.									
I can talk about a past holiday.									
I can talk about the music I like.									
I can read and understand a simple story.									
I can deal with basic hotel situations and problems.									
I can talk about future arrangements and intentions.									
I can make predictions about the future.									
I can make promises, offers and decisions.									
I can deal with problems in a restaurant.									
I can write an informal letter.									
I can talk about past experiences I have had.	1	2	3	4	5				
I can compare different things or situations.									

I can use the following language items

Present Simple									
Present Continuous									
Defining relative clauses									
Past Simple									
Past Continuous									
Subject / Object questions									
So, but, because, although									
Going to									
Present continuous for future arrangements									
Will and won't									
Present Perfect Simple									
Comparative adjectives									
Superlative adjectives									

Il Docente _____

La

Direzione

Didattica

- 1 – WEAK
- 2 - NEEDS IMPROVEMENT
- 3 – SATISFACTORY
- 4 – GOOD
- 5 – EXCELLENT



Teacher Record Form

	Giovani Bianchi	Luisa Verdi				
I can talk about a friend or family member	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can describe a picture or photo	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can describe a picture or photo	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can use other words to explain a word I don't know	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can write an introductory email about myself	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can talk about a past holiday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can talk about the music I like	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can read and understand a simple story	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can deal with basic hotel situations and problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can talk about future arrangements and intentions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can make predictions about the future	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can make promises, offers and decisions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can deal with problems in a restaurant	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can write an informal letter	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I can talk about past experiences I have had	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Present Simple	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Present Continuous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Defining relative clauses	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Past Simple	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Past Continuous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Subject/ Object questions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
So, but , because, although	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Present Continuous for future arrangements	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Will and won't	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Present Perfect	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
SimpleComparative adjectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Superlative adjectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5