

Greater Cooperation on Curriculum Development

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Introduction and background

- Directorate for Learning and Assessment Programmes
Department for languages / first, second and foreign language
Early Years
- Learning Outcomes Framework reform in Malta across curriculum areas -
Curriculum Implementation
Approaches to curriculum – links to pedagogy and assessment
- EU policy – implications for teaching, learning and assessment

RELANG

- In May 2013, the European Centre for Modern Languages of the Council of Europe and the European Commission, Directorate-General for Education and Culture, signed a cooperation agreement to establish a joint action on “Innovative methodologies and assessment in language learning”. One initiative in this action is: *Relating language examinations to the common European reference levels of language proficiency: promoting quality assurance in education and facilitating mobility (RELANG)*.

RELANG – ECML initiative / Aligning assessment and examinations to the CEFR

- CEFR descriptors

Linking LOF descriptors to standardised proficiency levels.

Learners are able to map their journey of learning and note down their level of proficiency / build their language learning profile.



EUROPEAN UNION



CENTRE EUROPEEN POUR
LES LANGUES VIVANTES



CONSEIL DE L'EUROPE

This initiative is carried out within the framework of a cooperation agreement between the European Centre for Modern Languages and the European Commission, entitled **Innovative Methodologies and Assessment in language learning** (www.ecml.at/ec-cooperation)

Relating Foreign Language Curricula and Examinations to the CEFR - Learning and Testing

To what extent do our foreign language curricula at secondary school level relate to the Common European Framework of Reference (CEFR)?

How may the CEFR help us align our own curricula in the various foreign language departments?

What principles of FL testing require attention in relation to CEFR notions of foreign language learning and language use?



Relating language curricula, tests and examinations to the
Common European Framework of Reference (RELANG)

Participation in RELANG workshops

Work initiated within the Directorate for Learning and Assessment programmes / Quality and Standards in Education:

- Levels of language competence set for foreign languages within the Maltese secondary school system (Years 7 – 11) for French, Italian, German, Spanish.
- Programmes of learning: how do they relate to the CEFR / model of language use?
- Type and content of assessment set at Years 7 -11. Discussion on specifications for assessment at levels A1 to B.

RELANG 2015 – 2019

- Prepare participants to critically reflect on aspects of the curriculum they work with and the Learning Outcome Framework reform in relation to the CEFR.
- Identify to what extent their foreign language curricula relate to the CEFR;
- Understand the CEFR model of language use;
- Link attainment targets within the curriculum to the CEFR;
- Develop formative and summative assessment related to the CEFR.

The CEFR Model of Language Use

Elements in action-oriented approach:

- Actions performed by persons - individuals and social agents
- A range of competences, both general and in particular communicative language competences
- Various contexts under various conditions and constraints to engage in language activities
- Language processes to produce and/or receive texts in relation to themes in specific domains

Outcomes of workshops:

- Familiarisation with CEFR: levels, principles and approach
- Judgment of CEFR levels aimed at and reached in specific year groups
- Linking LOF/SLOs to the CEFR: analysis of curricula
- Standard setting: receptive and productive skills