VIDEO 1 "The benefits of the CEFR"

After you watch the video "The benefits of CEFR", be ready to complete the following tasks

1. Complete the table with the adequate descriptor for each level

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are

		familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(PONER CADA UNO DE ESTOS CUADROS EN AMARILLO FUERA DE LA TABLA DE MANERA QUE LOS PARTICIPANTES SEAN CAPACES DE ARRASTRAR Y SOLTAR EN EL LUGAR ADECUADO DE LA TABLA)

VIDEO 2 "Applying CEFR in the classroom"

En esta actividad se les da a los participantes oraciones picadas y se propone que las unan. (arrastrar para formar una oración)

BEFORE YOU WATCH THE VIDEO

1. **You will be given some statements, try to find the correspondent pair to make your statement become a sentence. For your personal development, reflect about the main ideas of each sentence and try to think on a practical example to contextualize the sentence.**

PRIMERA PARTE DE LA ORACIÓN	SEGUNDA PARTE DE LA ORACIÓN
The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), and this current extension of it,	are part of the Council of Europe's goal to ensure quality inclusive education as a right of all citizens.
The CEFR has proved successful precisely because it encompasses educational values, a clear model of language related competences and language use, and practical tools,	in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning.
The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) presents a comprehensive descriptive scheme of language proficiency	and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education.
One of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels; its 'Can do' definition of aspects of proficiency	provides a clear, shared roadmap for learning, and a far more nuanced instrument to gauge progress than an exclusive focus on scores in tests and examinations
The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) defines and standard way of describing language learning, teaching and assessment	presenting a concrete definition of the levels described as Basic (A1-A2); Independent (B1-B2) and Proficient (C1-C2)
The CEFR is separated into a number of "Can DO" statements presented as positive statements in a concrete term, taking into consideration the characteristics of specific contexts	and in a hierarchical way, meaning that they are designed from a general perspective to more specific descriptors.
The CEFR are can be used for many different purposes including curriculum planning, taking the Can Dos statements	and arranging them in a way that is logical from one step to the next to be able to increase students 'proficiency

(En el cuadro las oraciones se muestran de manera correcta, para la plataforma se sugiere que las de la columna de la derecha esten desorganizadas para que los participantes arrastren hasta encontrar la opción correcta)

Permitir múltiples intentos

WHILE YOU WATCH THE VIDEO

2. **According to your experience, organize the elements related to the Outcome-based Curriculum Design in the following table (1 to 5). Once you have done check what the professor states in the video from the beginning up to minute 01:39.**

Design lesson plans to enable learners to achieve the outcomes	4
Design how you are going to assess the outcomes	2
Chose/design materials that will enable you to help learners to achieve the outcomes	5
Define Learners outcomes	1
Arrange a course plan with target dates for outcome achievement and assessment points	3

(PERMITIR MULTIPLES OPORTUNIDADES)

3. **According to the video, select the best option from the list for each of the following statements**

(LISTA DESPLEGABLE)

Testing

Teaching

Learning tasks

Assessment tasks

Summative

Formative

a) In classroom situations, most of the time teachers are <u>testing</u> kids without actually <u>teaching</u> them.
b) All <u>learning tasks</u> could be <u>assessment tasks</u>
c) According to the characteristics, assessments can be considered <u>summative</u>
d) According to the characteristics , learning tasks can be considered <u>formative</u>

4. **Match the assessment task type with the proper description**

(PUEDE SER UNA ACTIVIDAD DE ARRASTRAR O DE MARCAR COLUMNA A CON COLUMNA B)

ASSESSMENT TASK	DESCRIPTION
Informal checks for understanding	Asking general questions around the classroom
Observation/dialogue	Make students work in pairs and complete tasks while the professor checks what they are doing
Quiz/ test	Limited form of assessment used for specific area of knowledge
Academic prompt	Professor tells students to do something with the language
Performance task/ project	Professor asks students to prepare a presentation that he is going to assess formally

VIDEO 3 "Implications of the CEFR for the classroom"

1. In the video the professor presents some "teaching success factors". For each success factor in the LEFT select the proper definition in the RIGHT

LEFT COLUMN	RIGHT COLUMN
Structure and Sequence	Refers to the organization among tasks and learning steps
Relevant, age-appropriate vocabulary	Use the kind of language the students need to perform a task
"Chunks" of vocabulary	Learn groups of words that have meaning without analyzing the individual meaning of each word
Avoid grammar at A1/A2	There is no need of using complex structures at basic levels
Visual and interactive learning	It is important to use it at basic levels as a way of remembering the language in a better way
Fun: Use songs and games	Activities should be designed to make the process more motivating for young learners
Review, review, review	Is the best way to keep language active

2. From minute 4.59 to 7.35 the professor talks about classroom organization. Select the proper answer once you watch the video
   a) What does the professor suggest about what we are doing in our classrooms?
      ___ we need to continue doing the same
      ___ we need to implement the CEFR
      _X__ we need to change what we are doing
   b) In traditional classrooms, most of the time…
      ___ the professor moves students to change activities
      _X__ the professor is seat in front of the classroom
      ___ the professor does not pay attention to individual needs
   c) When the classroom is set in a traditional way…
      ___ it is easy to monitor all students
      _X__ it is very difficult to monitor all students
      ___ it is easier for the teacher to get control
   d) Restructuring the classroom is very important because
      _X__ the professor can get a more communicative environment
      ___ the professor can implement the CEFR in a better way
      ___ the professor can assess students all the time during the lesson

3. The professor presents two activities that can be used to increase interaction in the classroom. Use the pace below to create a similar activity you have used in your context.

Name of the activity	
Age group	
Objective	
Method	
Procedure	

Evaluation	