

The Common European Framework of Reference and outcomes driven language education in Asia.

“What does not kill us only makes us stronger!”

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Questions

What is the Common European Framework of Reference for Languages?

What has it done for foreign language education?

Why use the CEFR for curriculum design?

What is the European Studies Programme?

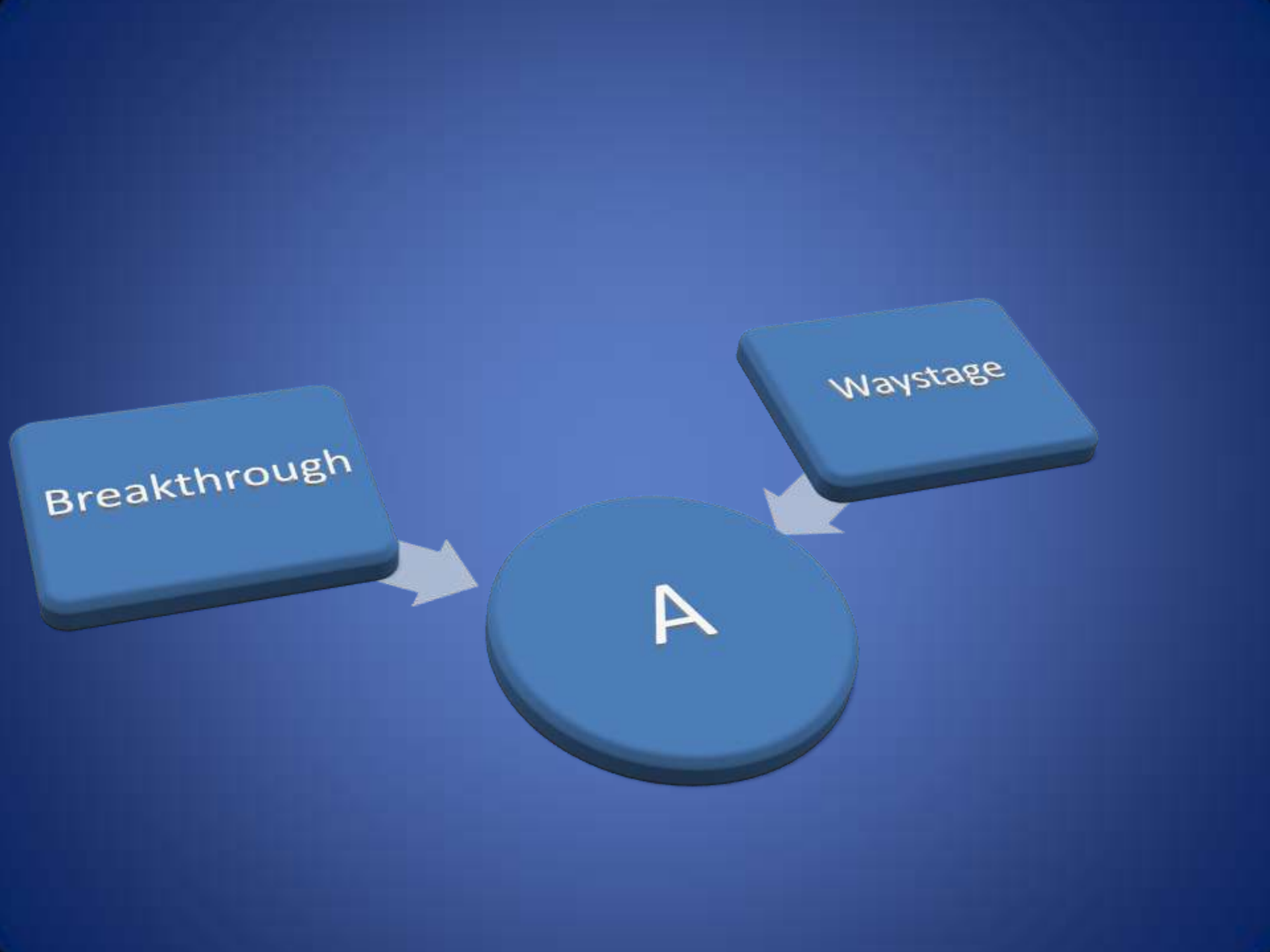
How to integrate the CEFR through E-Learning?

How are outcomes assessed?

Breakthrough

Waystage

A



Threshold

Vantage

B





```
graph TD; A[A] --- B[ ]; B --- A1[A1]; B --- A2[A2];
```

A

A1

A2

```
graph TD; B[B] --- C[ ]; C --- B1[B1]; C --- B2[B2];
```

B

B1

B2

```
graph TD; C[C] --- C1[C1]; C --- C2[C2]
```

C

C1

C2

Level Descriptors

C2	<i>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.</i>
B2	<i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocutions.</i>
B1	<i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i>
	<i>Has sufficient vocabulary for the expression of basic communicative needs.</i>
	<i>Has sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>
<p>Source: Common European Framework of Reference for Languages: Learning, teaching, assessment, Council of Europe, Cambridge University Press, 2001, page 112</p>	

What has the CEFR done?

- Made it possible to make language learning and teaching outcome-based.
- Reassigned the role of skills in language learning, which now include personality-specific skills as well as domain-specific skills.
- Testing and assessment must reflect the outcomes that the user has set for himself or herself

Think about and comment on

- Can I predict the domains in which my learners will operate and the situations which they will have to deal with? If so,
- What roles will they have to play?
- What tasks will they have to accomplish?
- What themes will they need to handle?
- Will they have to speak, or simply listen and read with understanding?
- What sort of things will they be listening to or reading?
- Under what conditions will they have to act?

- For how much of this can I take responsibility?
- If I cannot predict the situations in which the learners will use the language, how can I best prepare them to use the language for communication without over-training them for situations that may never arise?
- What can I give them that will be of lasting value, in whatever different ways their careers may later diverge?

(CEFR , pg. 44f)

Domains of Language Use

- Personal
- Public
- Educational
- Occupational

(CEFR pg.45)

Promises

- For Institutions
 - Alignment of learning outcomes, teaching and learning activities & assessment methods
 - Standardization of course content
 - Benchmarking of courses
- For Learners
 - Monitoring of learning progression
 - Identifying strengths & weaknesses

Promises

- For Teachers
 - Get support to design course content & progression
 - Give learners exact feedback on performance
 - Define domains of language use

The European Studies Programme Hong Kong Baptist University

- Four year curriculum
- First two years: Intensive Language Training
- Third year: Study cum Work in Europe
- Fourth year: Completion of Honours Project
- Role of the CEFR: enhance mobility, define the role of the Chinese-European interlocutor

Study Paths

Auf Reisen

Einheit 20

[Textarbeit](#)

[Grammatik](#)

[Wortschatz](#)

[Schreiben](#)

[Deutsch im WWW](#)



Grammatik:

-r Relativsatz
-s Relativpronomen
-r indirekte Fragesatz
Fragewörter (Übersicht)

Themen:

Reisen/Tourismus
Literatur: Heinrich Heine

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Done

Translating Level Descriptors into Rubrics using Blackboard

Rubrik

Name Schreiben

Beschreibung

Rubrikdetails

Lernerfolgsebene

Kriterium	Sehr gut	Gut	Befriedigend
Argumentation	5 Punkte Alle Punkte der Aufgabe bearbeitet. Die aktuellen Diskussionen berücksichtigt. Das Thema aus verschiedenen Perspektiven analysiert.	3 Punkte Nicht alle Fragen der Aufgabe bearbeitet. Die aktuellen Diskussionen nur teilweise berücksichtigt. Das Thema aus nur beschränkten Perspektiven analysiert.	1 Punkte Nur eine Frage beantwortet. Aktuelle Diskussionen nicht berücksichtigt. Nur aus einer Perspektive argumentiert.
Kommunikative Gestaltung	3 Punkte Häufig Satzglieder und Präpositionen verwendet. Passende Redemittel verwendet. Logischer Aufbau.	2 Punkte Vereinzelt Satzglieder und Präpositionen verwendet. Nur ein paar Redemittel verwendet. Logischer Aufbau schwer zu erkennen.	1 Punkte Sätze nicht verknüpft. Keine Redemittel. Aufbau chaotisch
Grammatik	2 Punkte Keine Fehler.	1 Punkte Vereinzelte Fehler bei kompliziertem Satzbau.	0 Punkte Häufige Fehler des A1-A2 Niveaus.

Verknüpfte Elemente anzeigen

Drucken

Fenster schließen

Search



GERM2112_2012_S2-1 - Course Map

Courses in which you are enrolled:

- bb_training_course
- CHTL8101**
Presemester/Induction Programme...
- CHTL8100_All_Staff-1**
Staff Professional Development (1)

Courses you are teaching:

- EURO2120_2012_S2...**
Contemporary European Societies I...
- GERM2112_2012_S...**
European Language II (German) (1)
- EURO3591_2012**
EURO3591_HonoursProjects(2012)

- Requirements
- Study Teams
- Ressourcen
- Journal
- Hausaufgaben
- Discuss
- Collaborate
- E-Mail
- My Grades
- My Instructor
- New Today
- Tools**
- Help
- Course Homepage
- Course Announcement

- Kalender
- Kontakte
- Diskussionsplattform
- Blogs
- Glossar
- Gruppen
- Nachrichten
- Namensverzeichnis
- Meine Noten
- E-Mail senden
- Tagebücher
- Blackboard-Hilfe für Teilnehmer
- Wikis
- Panopto Focus Content

Telecollaborative Project

Kamera und Ton

präsentation neu.ppt

6. Februar 2009

Gießen ↔ **HONG KONG**

**Auslandsaufenthalt
Unsere Erwartungen und
Erfahrungen**

Ein Projekt von

Mandy Kora Venus Sijia Matthias

Teilnehmerliste (2)

Csilla Puskas
Hong Kong

Chat

Hong Kong: Hallo
Hong Kong: Sagt mal was
Csilla Puskas: wir hören dich

ANGEHALTEN...

ADOBE-CONNECT
NET-MEETING

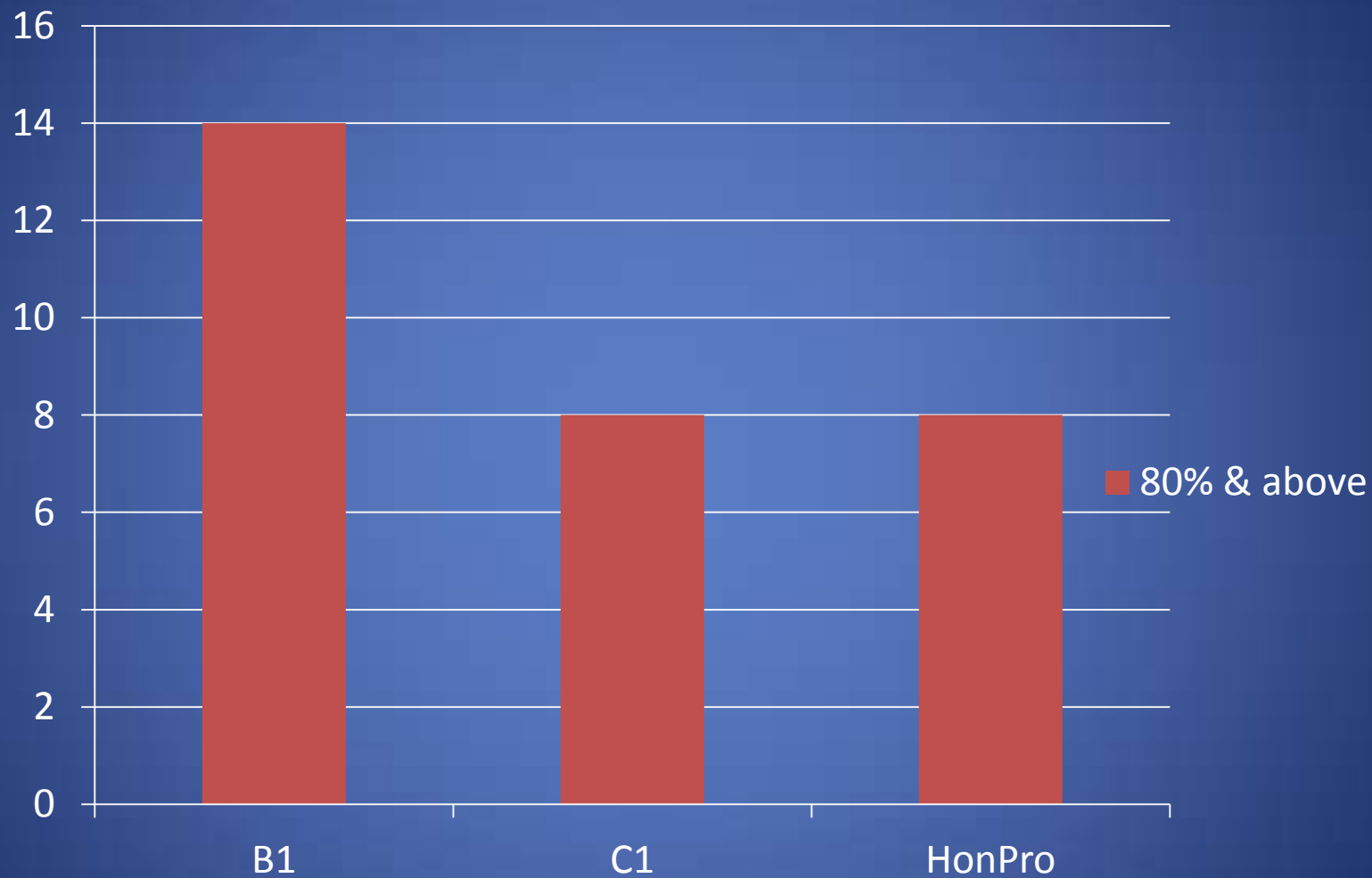
Curriculum Integration in European Studies

Engaging Pedagogies as Teaching & Learning Activities

- Inquiry Learning
- Project based learning
- Problem based learning
- Blended-Learning

International Benchmarking

Outcomes Assessment



Internship Testimonial

We got to know Mrs. Chan as an eager and committed trainee. She integrated well into our team and was always interested in expanding her horizon by learning new stuff and being assigned with new duties and responsibilities. The duties, entrusted to her, were approached with flexibility and circumspection. Due to her high motivation, Mrs. Chan was incessantly receptive and therefore was able to greatly improve her knowledge of the German language.

超速見效

黃道益

活絡油

護身寶 勝黃金

始創於1968年·香港製造

聞一聞格外精神·嗅一嗅舒筋活絡

Thank You!



Private
私人

於1968年·香

護身
黃
一