
“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?
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</td>
</tr>
<tr>
<td>C1</td>
<td>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.</td>
</tr>
<tr>
<td>B2</td>
<td>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.</td>
</tr>
<tr>
<td>B1</td>
<td>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.</td>
</tr>
<tr>
<td>A2</td>
<td>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has sufficient vocabulary for the expression of basic communicative needs. Has sufficient vocabulary for coping with simple survival needs.</td>
</tr>
<tr>
<td>A1</td>
<td>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</td>
</tr>
</tbody>
</table>

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
Translating Level Descriptors into Rubrics using Blackboard

### Rubrik

<table>
<thead>
<tr>
<th>Name</th>
<th>Schreiben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beschreibung</td>
<td></td>
</tr>
</tbody>
</table>

#### Rubrikdetails

<table>
<thead>
<tr>
<th>Kriterium</th>
<th>Lernerfolgssehne</th>
<th>Gut</th>
<th>Befriedigend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>5 Punkte</td>
<td>3 Punkte</td>
<td>1 Punkt</td>
</tr>
<tr>
<td>Kommunikative Gestaltung</td>
<td>3 Punkte</td>
<td>2 Punkte</td>
<td>1 Punkt</td>
</tr>
<tr>
<td>Grammatik</td>
<td>2 Punkte</td>
<td>1 Punkt</td>
<td>0 Punkte</td>
</tr>
</tbody>
</table>

- **Argumentation**: 5 Punkte: Alle Punkte der Aufgabe bearbeitet. Die aktuellen Diskussionen berücksichtigt. Das Thema aus verschiedenen Perspektiven analysiert.
- **Grammatik**: 2 Punkte: Keine Fehler.

- **Gut**: 1 Punkt: Vereinzelte Fehler bei komplizierter Satzbau.

- **Befriedigend**: 0 Punkte: Häufige Fehler des A1-A2 Niveaus.
Telecollaborative Project

Gießen ↔ Hong Kong

Auslandsaufenthalt
Unsere Erwartungen und Erfahrungen

Ein Projekt von

Mandy  Kora  Venus  Sijia  Matthias

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

B1 14
C1 8
HonPro 8

80% & above
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.
Thank You!