

Applications and Implications of the *Common European Framework of Reference* for Languages in Alberta

INTERNATIONAL SPANISH ACADEMIES

PRINCIPALS' SEMINAR

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Calgary Board of Education



**Instituto
Cervantes**

Introduction

- Establishment of clear and precise equivalences between:

Alberta Programs
of Studies 

French (French Immersion, French as a Second Language)

German (German Bilingual, German Language and Culture)

Spanish (Spanish Bilingual, Spanish Language and Culture)



Reference Level
Descriptions 
(developed under the *Common European Framework of Reference for Languages*)

→ **French**

→ **German**

→ **Spanish**

Common European Framework of Reference for Languages (CEFR)

A common framework to teach second languages

- Created first for the 47 countries of the Council of Europe
- Divided into 6 different levels (A1, A2, B1, B2, C1, C2)
- Provides a basis for the mutual recognition of language qualifications

Common European Framework of Reference for Languages (CEFR)

- The CEFR has generated a lot of interest in Canada:
 1. The *European Portfolio for Languages* in Alberta and other Provinces
 2. International Certification for Languages in various school districts:
 - DELF: Diplôme d'études en langue française
 - DSD: Deutsches Sprachdiplom
 - DELE: Diploma de Español como Lengua Extranjera
 3. Correlations between Programs of Studies and Reference Level Descriptions (RLDs) for the first time in Calgary

The Reference Level Descriptions (RLDs)

- Each country began on drafting CEFR specifications language by language.
- This new generation of reference descriptions is based on the CEFR six level descriptors.
- These transpositions of the CEFR into a given language are known as RLDs for national and regional languages.

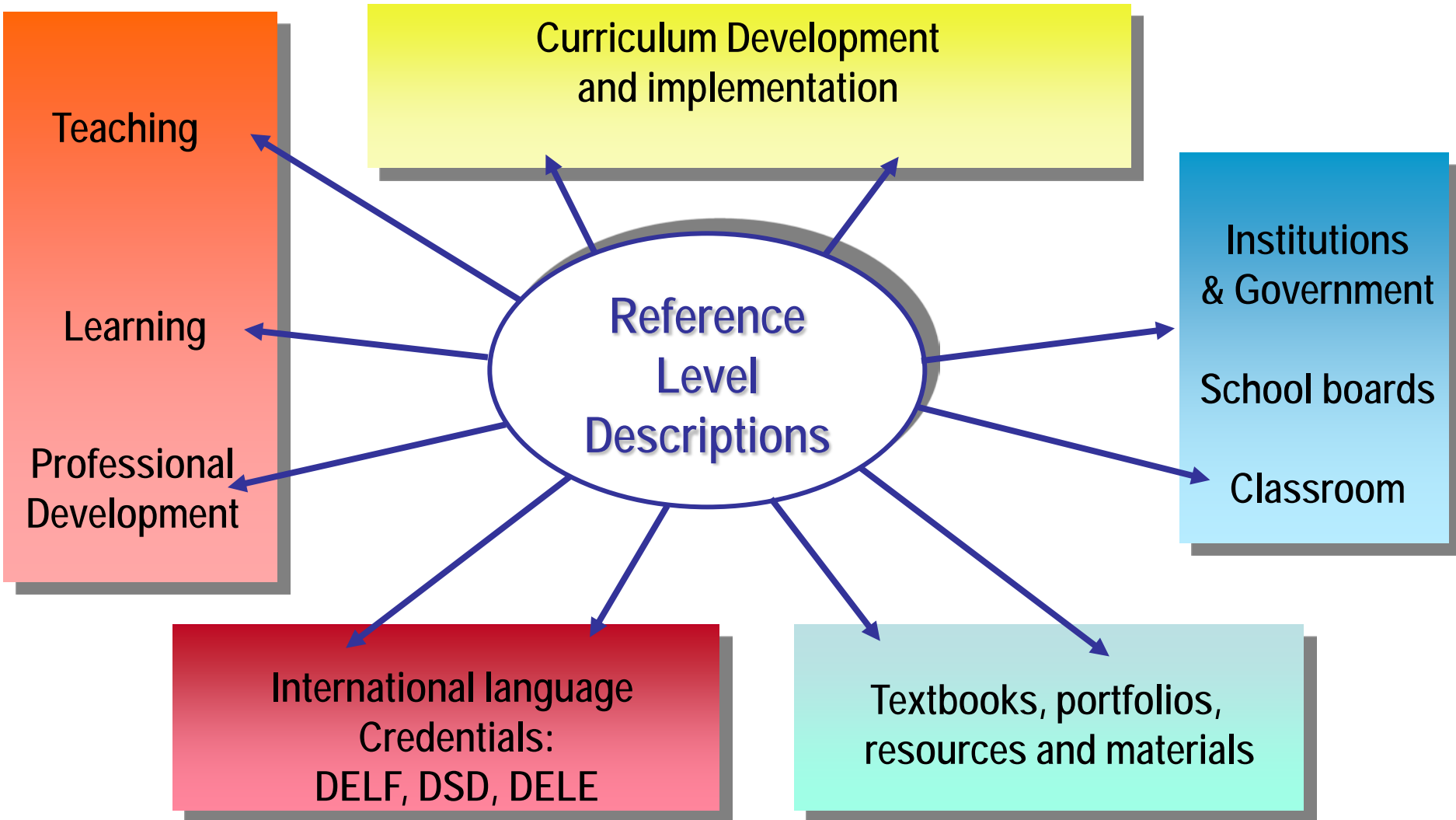
Spanish RLD

- *Plan curricular del Instituto Cervantes. Niveles de referencia para el español, 2006.*

The RLD for Spanish (A1-A2, B1-B2, C1-C2) have been developed by the Instituto Cervantes



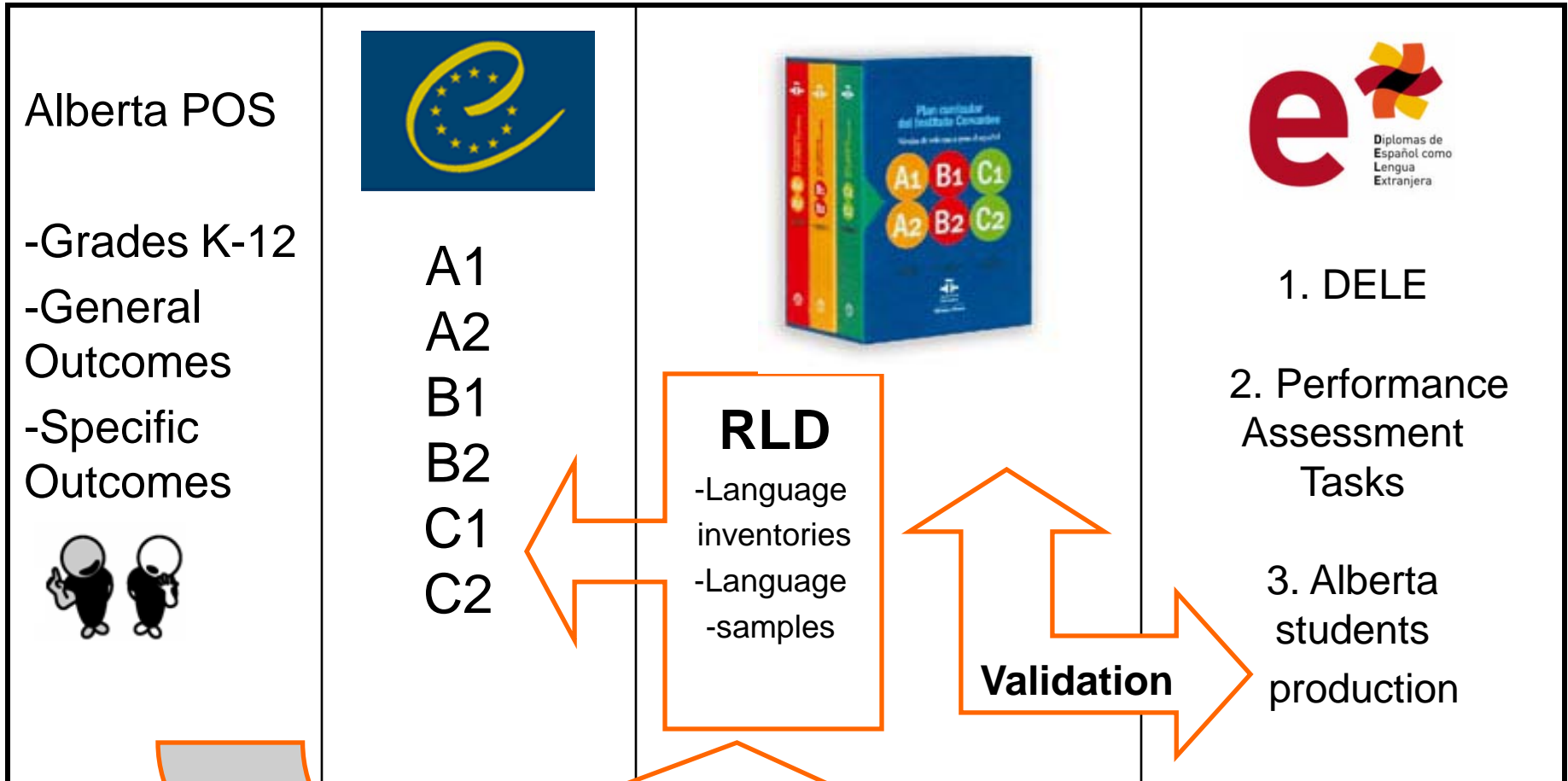
RLD applications



Research project objectives

- Establish equivalences between the Spanish Language POS and the RLD aligned with the CEFR
- Determine the correlation between the RLD and Alberta POS learner outcomes
- Contribute to the implementation of the POS
- Have an impact on the teaching, learning, and assessment practices by providing users with new teaching resources
- Introduce the possibility of obtaining international language credentials





Correlations Process



GRADE 4

GENERAL OUTCOME 1: Students will listen, speak, read and write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.




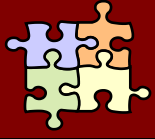


ALBERTA PROGRAM OF STUDIES 		CEFR LEVELS 				SPANISH REFERENCE LEVELS 		PERFORMANCE ASSESSMENT TASKS 
GENERAL OUTCOME	SPECIFIC OUTCOME	A1	A2	B1	B2	INVENTORY CORRELATION	LANGUAGE SAMPLE	ALBERTA STUDENTS PRODUCTION
1.1. Discover and Explore	Express ideas 1. Describe and reflect upon personal observations and experiences to reach tentative conclusions.		●			Invent. 5: 2 : 2.2, 2.4. p.220-221 2. Expresar opiniones, actitudes y conocimientos. 2.2. Dar una opinión 2.4. Valorar	- Para mí, escuchar canciones es <u>muy útil para aprender español.</u> - La película <u>está bastante mal.</u>	Written production: -Create an original text based on personal observations [Yo pienso que la presentación de Kim <u>están muy bien</u>] [Yo creo que me gustaría porque es <u>buen para tu cuerpo</u>]
			●			Invent. 7 : 3 : 3.1.1. p.293 3. Macrofunciones 3.1. Macrofunción descriptiva: personas 3.1.1. Proceso prototípico: punto de vista objetivo, de general a particular: -Anclaje -Aspectualización - Puesta en relación.	-Me llamo Carla, soy italiana y estudio español en Lima. -Soy alta, rubia, delgada y un poco tímida, pero tengo muchos amigos en la escuela. -Me parezco un poco a Shakira.	Written production: -Use knowledge of sentence patterns to form new sentences [-Kim le gusta montar bicicleta... - Ella le gusta porque es divertido y puedes ver muchas cosas... - Me gustaría saber más a la historia de bicicletas...]

GRADE 9

GENERAL OUTCOME 1: Students will listen, speak, read and write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.



ALBERTA PROGRAM OF STUDIES 		CEFR LEVELS 				SPANISH REFERENCE LEVELS 		B1 DELE EXAMS PILOT 
GENERAL OUTCOME	SPECIFIC OUTCOME	A1	A2	B1	B2	INVENTORY CORRELATION	LANGUAGE SAMPLE	ALBERTA STUDENTS PRODUCTION
1.1. Discover and Explore	Express ideas 1. question and <u>reflect</u> on personal responses and interpretations and <u>apply</u> personal viewpoints to diverse situations or circumstances.			●		Invent. 5: 2 : 2.2, 2.4. p.192-193 2. Expresar opiniones, actitudes y conocimientos. 2.2. Dar una opinión 2.4. Valorar	- <u>Yo pienso que es mejor</u> quedar mañana.	Grade 9 Student Written production: - <u>Yo pienso que es</u> Ciencias porque las cosas que aprendes son muy interesantes.
				●		Invent. 5: 3: 3.5. p. 218 3. Expresar gustos, deseos y sentimientos. 3.5. Expresar preferencia.	- <u>Me gusta más</u> que vayas tú.	Grade 9 Student Written production: - A mí <u>me gusta más</u> la asignatura de <u>música</u> , Me encanta tocar instrumentos. - La asignatura que <u>me gusta más</u> es ciencias porque hay muchas cosas que nadie sabe y yo puedo resolver esas preguntas.

Curricular alignment

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Spanish Language and Culture 3Y											A1		A2
Spanish Language Arts – Bilingual: Elementary	A1		A2										
Spanish Language Arts – Bilingual: Middle/High School								B1		B2			C1



A1



A1



B1

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