# CEF, oral assessment and autonomous learning in daily college practice

ULB
Lut Baten
K.U.Leuven

*An innovative web environment for online oral assessment of intercultural professional contexts*

# Demos

*"The tool as such and the idea behind it are very useful." (Magdalena, researcher from Poland)*

- *"It keeps you thinking about your own ways of teaching and assessing, and getting a chance to change some fixed assumptions that have been made along the way." (Thierry, teacher from France)*
- *"Attractive lay-out, information is limited but to the point" (Marjan, student from Belgium)*

# Objectives

- **How to render CEF operational in college for autonomous learning**
- **WebCEF and CEFcult: how technology facilitates collaborative assessment**
- **How to customize an ELP, using CEF**
- **Phasing out: reflections**

# 1. CEF and College

## From speaker's profile

## to

## professional assessment

# CEFR-scale

**Common European Framework of Reference (CEFR)**

- Linguistic competence (oral production and interaction): range, accuracy, fluency, coherence, interaction.
- Sociolinguistic competence

| Global Scale | | |
|---|---|---|
| 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. |

# Oral assessment in a college: Choice and responsibility

- 2nd Bachelor Business and Economics:
  - "Give a short presentation"
    - Level?
    - Assessment?
    - Feedback?
    - Management?
    - Learning effect?

# Integrating CEF

- Access to CEF-scales = reference
  - Teacher's speak
- Learn how to use = autonomy
  - Peer-assessment
  - Self-assessment

Knowledge of Success = Achievement = Confidence

# Scaffolding the scales

- Global CEF
  - ‘can do’ statements
- Specific CEF scales
  - For specific tasks and domains
- Teacher-developed / wizards
  - Including a weighting

Step 1:

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The presenter kept good eye contact with the entire audience | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. The presenter appeared relaxed, yet vital and enthusiastic | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. The presenter's gestures were meaningful (no disturbing mannerisms) | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Overall, the presenter spoke at a good rate, neither too slow nor too fast | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. The presenter spoke clearly (good voice quality and articulation) | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. At times, the presenter spoke more slowly to reinforce ideas and used pauses | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. The presenter involved the audience (greeting, thanking, asking questions) | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. The presenter referred to visual aids in a well-directed, easy and confident way | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. The visual aids were professional (clear graphs, no full text) | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. The purpose was clearly announced | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. The macro structure of the presentation was clearly communicated | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. The ideas progressed smoothly and logically | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. The conclusion was clear and succint | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. The presenter used signaling phrases to refer to structure and contents | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. The language was clear and simple and the | ☐ | ☐ | ☐ | ☐ | ☐ |

# Speaker's profile of Nicky Dauchy (TEW 3)

***"To make people question whether ethics is necessary for doing business."***

19 march 2009

I was asked to do a presentation for my English class the purpose of this text is to evaluate that presentation. The following paragraphs detail my strengths and weaknesses as a public speaker and gives an overall view of my performance.

Step 2:

Honestly I'm not very pleased with my presentation. I prepared it well and worked really hard on improving my public speaking. I do feel that I made some progress in that area. I'm pleased with the language I used. It was clear and sophisticated. The structure of my text was well thought out to emphasize my point. I tried to involve the audience by greeting them and asking questions. Although I was really nervous, I managed to develop a conversational style towards the end.

As I already mentioned overall I'm not pleased with my presentation.

The biggest problem I encountered was my nervousness and anxiety. It effected my performance deeply. I feel that if I wasn't so nervous I could have done the presentation the way I intended. This was also the criticism I received from my peers and my teacher.

My peers also mentioned that I didn't make good eye contact. This is something that I have always struggled with. I have improved but I still have a long way to go.

A point of self criticism is to work on my pronunciation. I know how the English is supposed to sound but it never seems to come out right. Especially when I am nervous

Step 3: I believe as a public English speaker I fall in the B2+ category (in the CEF grid as to ‘speaking, productive skills’.). I have exceeded the B2 level but have not yet reached the C1 level. My range of vocabulary is sufficient . My grammar is usually correct. I can express myself fluently and spontaneously. My interaction and coherence still needs some work.

To improve my performance primarily I need to work on my nervousness and anxiety. I practiced my oral presentation in the mirror. Next time I will also use a live audience to practice in front of. That way I can also work on making good eye contact. Besides that I feel that my presentation skills are sufficient. I hope that after a lot of practice I can become an excellent public speaker.

# 2. WebCEF:

# a facilitator of collaborative assessment

Thresholds for reliable implementation of the CEFR: cases

1. A young teacher - access to a community of assessors?

2. Teachers - awareness of diversity in assessments of performance levels across cultures?

3. Students - peer assessment for raising motivation and awareness?

4. A student - good models of what learners can do at a specific level for a specific task

   - self-assessment?

# What is WebCEF ?

http://www.webcef.eu :
showcase + mindmap

http://ilt.kuleuven.be/webcef

http://webcef.open.ac.uk
user's group + assessment tool

## Project Partners :

- KU Leuven, Belgium :
  - Leuven Language Institute (ILT)
  - AvNET, KU Leuven (project coordinator)
- Technische Universität Dresden, Germany
- Euneos Corporation, Finland
- University of Helsinki, Finland
- Université de Savoie, France
- Fontys Hogescholen, Netherlands
- University of Lodz, Poland
- The Open University, UK

Associate project partners :

- University of Bologna, Italy
- GroupT Leuven Engineering College

Education and Culture

Socrates

# Two main components

**Showcase** http://www.webcef.eu

representative samples of oral productions at different CEF levels and in different languages, validated and annotated by experienced teachers and assessors

**Community of Practice** http://webcef.open.ac.uk/

collaborative assessment of samples uploaded by members of the community

# WebCEF: Objectives

- Provide a 'showcase' with representative samples of video and audio recordings of learners performing comparable tasks, at each of the CEFR levels
- Provide language teachers in Europe with a community where their assessments can be **validated by their colleagues**
- Create opportunities for self and peer assessment for language learners
- Build a growing database of samples and assessments for language researchers

# Who is it for

- **Language teachers** in Europe (at all levels)
- **Teacher Trainees** , and teacher trainers
  - Can practice and refine their assessment skills in a collaborative environment
  - Can compare their assessments with those of other colleagues in Europe
- **Language learners**
  - Can assess their own productions and compare them with those of other learners

# Target groups

- Learners of Dutch, English, Finnish, French, German, Italian, Polish
- Learners : graduating students (secondary school, bachelor, masters)
- All levels with emphasis on B2 for European mobility (e.g. Erasmus)

# Communities of practice

Student communities

(e.g. English IV, French III, teacher trainees German, Dutch FL, English at U. of Savoie, K.U.Leuven, U. Dresden)

from local to int'l community

Teacher communities

(e.g. Dutch FL NL, Vl, Italy)

Local communities in Poland, ILT KU Leuven

# How it works

- **Record** a sample of oral production, based on a communicative task (after consent form is signed)
- **Describe** the task, and upload any supporting documents
- **Upload** the sample (audio or video file)
- **Assess** and annotate the sample, using the online grid
- **Publish** the assessment

# Detailed & annotated assessment

# for learner and teacher

| Overall Oral Production | |
|---|---|
| C1 | *Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.* |

| Range | |
|---|---|
| B2 | *Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.* |
| **General comments** | |
| B2/C1, but there is insufficient evidence in this sample to decide whether range is appropriate for C1 | |

| Accuracy | |
|---|---|
| C1 | *Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.* |
| **General comments** | |
| The subject does not require complex language, but the sample contains no grammatical errors. | |

| Fluency | |
|---|---|
| C1 | *Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.* |
| **General comments** | |
| Some filled pauses during planning or lexical search. Speech rate is 150-160 wpm, which is at the lower end of the range for native speakers doing a similar task. | |

| Coherence | |
|---|---|
| C1 | *Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.* |
| **General comments** | |
| Subject does not require complex structuring. Steps in the description are appropriately linked, mostly with "so". | |

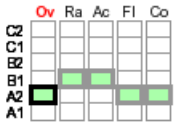
# Collective assessment

**Assessments**

Name: Ton van Campen *(Mentor of Mentors)*
Created: 21-02-08 | Data modified: 26-02-08

*Assessment has been annotated*

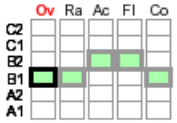
**view details**




Name: Przemek Krakowian *(Mentor of Mentors)*
Created: 20-02-08 | Data modified: 20-02-08

*Assessment has been annotated*

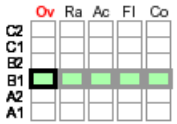
**view details**




Name: Antje Neuhoff *(Mentor of Mentors)*
Created: 21-12-07 | Data modified: 21-12-07

*Assessment has been annotated*

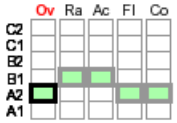
**view details**




Name: Aarno Ronka *(Mentor of Mentors)*
Created: 17-12-07 | Data modified: 17-12-07

*Assessment has been annotated*

**view details**




Name: Frits Schulte *(Mentor of Mentors)*
Created: 16-12-07 | Data modified: 16-12-07

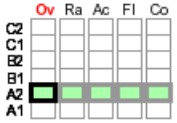
**view details**

Name: John Osborne *(Mentor of Mentors)*
Created: 14-12-07 | Data modified: 14-12-07

**view details**

Name: Yvette D'Silva Hymers *(Mentor of Mentors)*
Created: 12-12-07 | Data modified: 12-12-07

**view details**



## What is this video about?

You are going to watch a short video clip and describe it to your partner. Then it will be your partner's turn to watch a different video clip and describe it to you.

### Watch and describe your video

- The video clip will be presented on a computer screen. When you are ready, the investigator will start the film for you, or will ask you to start it by clicking on the computer.
- The clip will last about 40 seconds. If you think you missed something, you can watch it a second time.
- Tell your partner what you saw in the video. What happened? Where? When? Why? Try to give as much information as possible, so that your partner can understand what it was about.

# Example Productive task: Storytelling of a commercial

# Sample

- Recorded with digital camera or webcam
- Uploaded to the project site where it is converted to the right format

webCEF

**20071207T111910_VideoMonologue1.mov** *(07-12-07)*

00:00:00 1 of 1

add start point --:--:-- clear go go --:--:-- clear add end point

## Annotaties

☐ Pas toe op de hele opname

Bewaar nieuwe commentaar | Herzet het formulier

## Range

| | | |
|---|---|---|
| ○ | C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloqualisms. |
| ○ | C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herelf clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. |
| ○ | B2 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. |
| ○ | B1 | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events. |
| ○ | A2 | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. |
| ○ | A1 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. |
| ◉ | | selectie ongedaan maken |

webCEF - Mozilla Firefox

Bestand Bewerken Beeld Geschiedenis Bladwijzers Extra Help

http://flashdev.open.ac.uk/webcef/main.php?page=lists&g=12&sid=8161ba-9

Meest bezocht Beginnen Laatste nieuws

RE: de winnende cijfers - Outlook Web ... webCEF

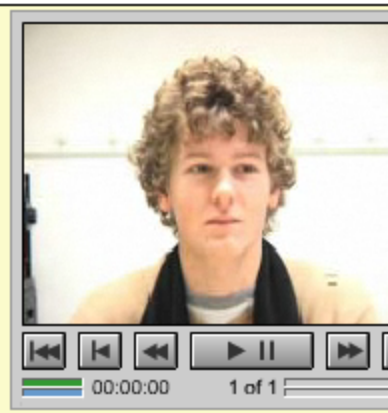
# CEF test group
# Beoordelingen

hoofdpagina > mentorgroepen > mentorgroep > beoordelingen

## Opname

**Naam: Anoniem *(Nu nog geen lid)***
**Leeftijd:** Niet definieerd
**Geslacht:** Man
Land van herkomst: Belgium | Moedertaal: Dutch | Doeltaal: Dutch
**Titel van de opname: 20071207T111910_VideoMonologue1.mov**
Gecreëerd: 07-12-07 | Opgeladen: 07-12-07 | Data gewijzigd: 07-12-07
Register: Formeel
Instellingen: Leren

**Taak in detail**




## Beoordelingen

Naam: John Osborne *(Mentor van Mentors)*
Gecreëerd: 09-04-08 | Data gewijzigd: 09-04-08

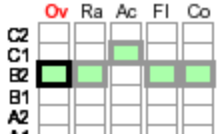
*De beoordeling werd niet geannoteerd*

**In detail**

Naam: Przemek Krakowian *(Mentor van Mentors)*
Gecreëerd: 20-02-08 | Data gewijzigd: 20-02-08

*De beoordeling werd niet geannoteerd*

**In detail**



**20071123T115048_fridge1.mpg** *(23-11-07)*
**John Osborne**
| Performance: *Monologue/addressing an audience* | Targeted CEF level: *unspecified* | Register: *Informal* | Setting: *Learning* |

00:00:00 1 of 1
add start point --:--:-- go clear go clear --:--:-- add end point

**Annotations**

☐ applies to entire sample

save new comment | reset form

**Overall Oral Production**
*[this section must be completed in order to publish the assessment]*

| | | |
|---|---|---|
| ○ | C2 | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. |
| ○ | C1 | Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. |
| ○ | B2 | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.<br>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |
| ○ | B1 | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. |
| ○ | A2 | Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. |
| ○ | A1 | Can produce simple mainly isolated phrases about people and places. |

save | next

**Summary**

| | |
|---|---|
| **Overall Oral Production** | |
| Range | |
| Accuracy | |
| Fluency | |
| Coherence | |

red = required

| | Ov | Ra | Ac | Fl | Co |
|---|---|---|---|---|---|
| C2 | | | | | |
| C1 | | | | | |
| B2 | | | | | |
| B1 | | | | | |
| A2 | | | | | |
| A1 | | | | | |

# Assessment summary

**CEF test group**
**Assessments**

home > mentor groups > mentor group > assessments

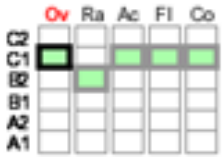
**Sample**

**Name: John Osborne** ***(Mentor of Mentors)***
**Sample title: 20071123T115048_fridge1.mpg**
Created: 23-11-07 | Uploaded: 23-11-07 | Data modified: 23-11-07
**Target level: Unspecified**
Register: Informal
Setting: Learning
Performance: Monologue/addressing an audience

**Assessments**

Name: John Osborne *(Mentor of Mentors)*
Created: 23-11-07 | Data modified: 23-11-07

**view details**




logout

accueil > groupes de formateurs > groupe de formateurs > évaluations

## Echantillon

**Nom: Anonyme** ***(N'est pas actuellement membre du groupe)***

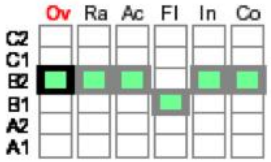
**Age:** Non précisé
**Sexe:** Masculin
Pays d'origine: Finland | Langue maternelle: Finnish | Langue de travail: Finnish
**Titre de l'échantillon: MobilePhone7a.wmv**
Créé: 06-05-08 | Téléchargé: 07-05-08 | Données modifiées: 08-05-08
Registre: Informel
Contexte: Apprentissage

**Caractéristiques de la tâche**

## Evaluations

Nom: Yvette D'Silva Hymers *(Formateur de formateurs)*
Créé: 22-05-08 | Données modifiées: 22-05-08

**voir les détails**




Nom: Aarno Ronka *(Formateur de formateurs)*
Créé: 14-05-08 | Données modifiées: 14-05-08

*L'évaluation a été annotée*

**voir les détails**

# Example Interactive task

**Job Interview**

- Each student prepares his portfolio with CV and covering letter.
- Two students will simulate a job interview, one in the role of job interviewer and one in the role of interviewee (applicant).

**Task One**

- **Student A (interviewee)**
- is asked to present him/herself during 5 minutes, based on the information in the CV.
- **Student B (interviewer) :**
- Welcome applicant and make person feel at ease
- ask her/him to introduce her/himself

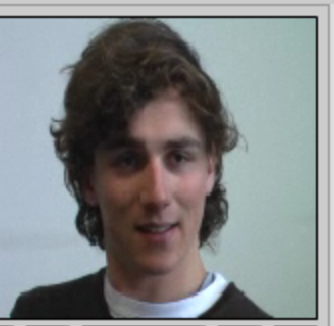
# Open to the community

- The sample is now available so that other members of the community can
  - compare it with their own samples
  - make their own assessment of the sample
  - view collective assessments of the sample
  - use the same task to collect comparable samples

# Advantages of WebCEF

- Multiple assessments => more objective
- Peers and teachers
- Self-evaluation
- Recordings: Look back, play again
- Streaming: accessible everywhere

**ChristopheVA.** *(05-03-09)*
**Lut Baten**



0:00:00 1 of 1

clear go go clear +

--:--:-- --:--:-- add end point

## Annotaties

☐ Pas toe op de hele opname

Bewaar nieuwe commentaar | Herzet het formulier

## Range

**Vraag 1 of 20**

B2 level: Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

### Vraag 1:

**The speaker's body language and appearance enhance the effectiveness of the monologue/presentation**

| No (-1) | To some extent (1) | Considerably (3) |
|---|---|---|
| ○ | ○ | ○ |

Pas een wegingsvermenigvuldigingsfactor toe van 2 ☐

## Vragenlijst samenvatti

**Range**
0 of 6 beantwoorde vrager

**Accuracy**
0 of 6 beantwoorde vrager

**Fluency**
0 of 5 beantwoorde vrager

**Coherence**
0 of 3 beantwoorde vrager

# Use of a wizard

Assessors can use the weight factor to give extra bonus or malus points **three times**!

**Range : B2**

Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

1. The speaker's body language and appearance enhance the effectiveness:

No (-1) To some extent (+1) Considerably (+2) Weight factor: 2, 3

Score: Weight: Final:

2. The speaker manages to get the basic information across:

No (-1) To some extent (+1) Considerably (+3) Weight factor: 2,3

Score: Weight: Final:

3. The speaker manages to get nuances across:

No (-1) To some extent (+1) Considerably (+3) Weight factor: 2,3

Score: Weight: Final:

5. The speaker's pronunciation contributes to the realisation of his intentions:

**Subtotal score:**

# test student group
# Beoordelingen



## Opname

**Naam: Lut Baten *(Mentor)***
**Leeftijd:** 56
**Geslacht:** Vrouw
Land van herkomst: Belgium | Moedertaal: Flemish | Doeltaal: Dutch
**Titel van de opname: Celine.**
Gecreëerd: 05-03-09 | Opgeladen: 05-03-09 | Data gewijzigd: 09-03-09
**Beoogd niveau: B2**
Register: Informeel
Instellingen: Leren

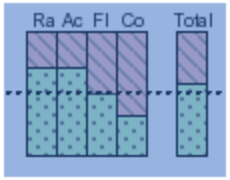
**Taak in detail**

## Beoordelingen

Naam: Maarten Aerts *(Student)*
Gecreëerd: 01-04-09 | Data gewijzigd: 01-04-09

**Gesuggereerd resultaat: B2.1**

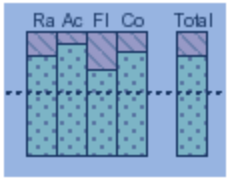
**In detail**




Naam: Raf Rens *(Student)*
Gecreëerd: 31-03-09 | Data gewijzigd: 31-03-09

**Gesuggereerd resultaat: B2.2**

**In detail**



# Every learner : his own teacher?

- User-friendliness
- Awareness
- Intercultural awareness

# Manage groups, tasks and samples

User-friendliness because of:

- visual input
- comments
- self-explanatory
- languages
- tasks

# Added value: for assessing oral production and interaction

A didactic model for using the CEFR in oral assessment

Display and joint analysis of oral proficiency samples
supported by new and easily accessible technologies

Creation and maintenance of a European community of practice
of teaching staff, trainees, and students

Opportunities for self and peer assessment for language learners

Access to a constantly growing database
of samples and assessments for language researchers

A learner is not an empty vessel

# Collaborative assessment

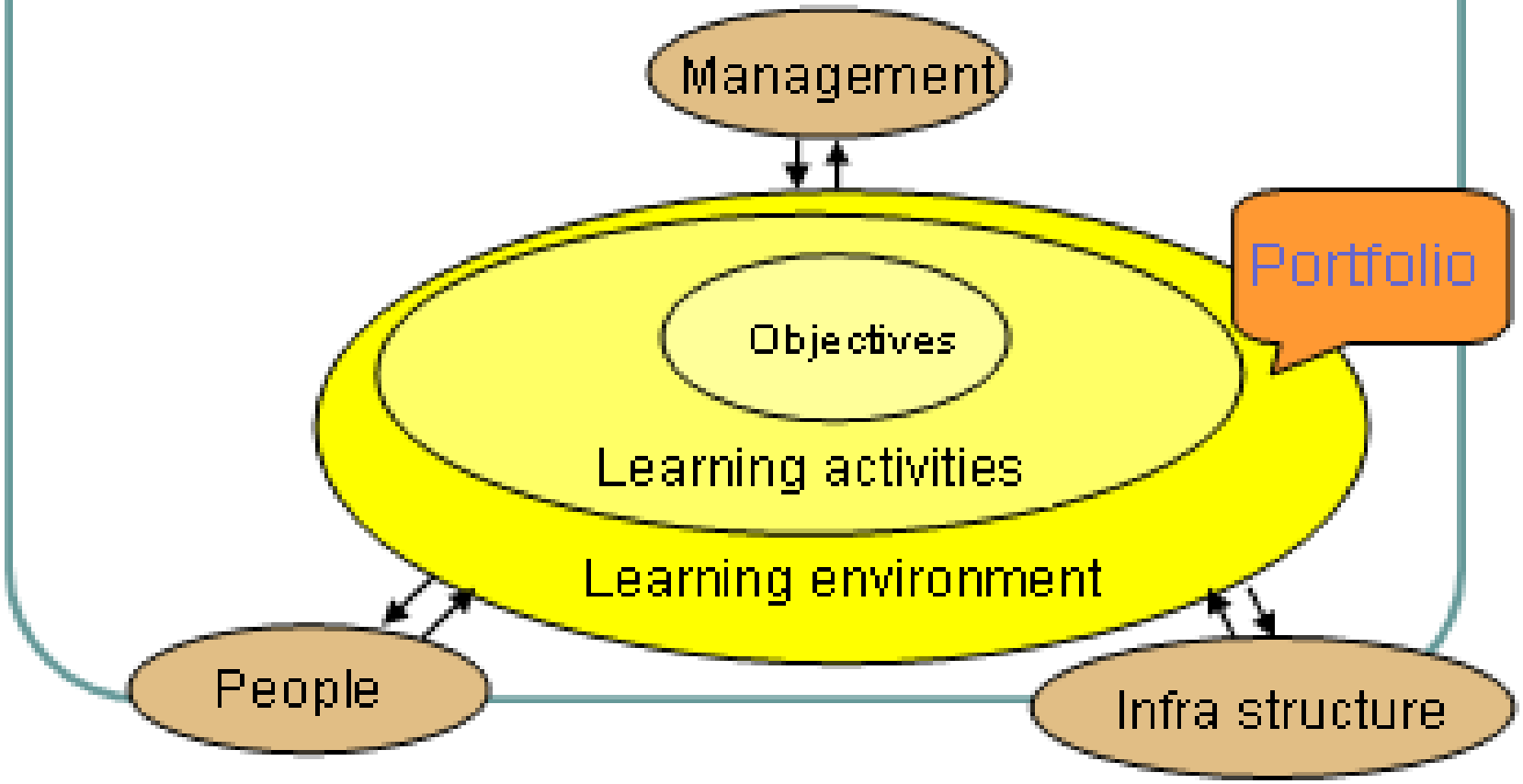
# People matter(s)

Awareness

Of leader's role, of concerns and viewpoints, of styles , attitudes, strategies

Of socializing for common ground, for mutual respect, for cultural priorities

# Portfolio is a means, not a goal in itself



# 4. Food for thought

# THANK YOU

PARTICIPATE?