Second Language Teachers'
CEFR-Inspired Practices
Canadian Association of Second Language Teachers (CASLT)
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CASLT encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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**Introduction**

*Second Language Teachers’ CEFR-Inspired Practices* provides a collection of teacher-submitted practices that show how the Common European Framework of Reference (CEFR) is being incorporated into Canadian language classrooms. The CEFR has been a focus area for CASLT for several years and underpins a number of projects, including a teacher portfolio, an assessment toolkit, an autonomous learner manual, and more.

Teachers from across the country were invited to submit examples of lessons or lesson-series that use elements of the CEFR in teaching and/or assessing second languages. By sharing what is happening in Canadian classrooms, we hope that teachers will be engaged and inspired in their own practice.

This collection of lesson ideas is not intended to provide a comprehensive or even a representative sample of what is happening in Canadian second language classrooms but, rather, examples of what various teachers at different grade levels and second languages are doing to integrate the CEFR into their practice.
CEFR-Informed Assignment Samples and Self-Assessments

Specific examples from Grades 11 and 12 Core French (British Columbia)

Note: When creating this document, I referred to the Assessment in Action Toolkit and our province’s Draft Curriculum for French as a Second Language (not yet published).

La poésie française (Core French 12)

CEFR descriptors

Written comprehension
Spoken production

Description of task

This assignment is the culminating product of a short unit on French poetry (embedded in a unit on art/artists). Students have already examined several poems with the teacher. At this point, students further their exploration of French poetry by studying a poem and then sharing the poem with the class orally.

The teacher offers students a selection of poems and poets to choose from for the assignment.

Students work in pairs to prepare the assignment.

Assignment

☐ Je peux comprendre les éléments essentiels d’un texte littéraire français. (La compréhension écrite, A2.2)
☐ Je peux parler d’une œuvre littéraire (un poème) d’une façon simple en utilisant le vocabulaire associé au poème. (La production orale, A2.2)

Les buts

• Mieux connaître une œuvre classique de la littérature française.
• Lire et comprendre un poème en français.
• Démontrer cette compréhension dans une présentation dramatique devant la classe.

Les étapes / le travail

1. Choisissez un ou une partenaire.
2. Choisissez un poème.
3. Faites une analyse du poème.
   ◊ Qui est le ou la poète? Quelle influence sa vie a-t-elle eue sur lui ou elle? (bref – 1 ou 2 phrases)
   ◊ Les mots du vocabulaire – faites un lexique (au moins 12 mots).
   ◊ Le sens littéral du poème : Qu’est-ce qui se passe? (What is going on?)
   ◊ Les mots et les phrases clefs. Pourquoi ces mots/phrases sont-ils importants? (au moins 3 mots ou phrases)
   ◊ Nommez une technique littéraire utilisée.
Student Resource Sheet A

Topic
What work do you want to do in the future?

Activity
Watch the sections of the following video on occupations while figuring out the questions below. Try to answer all questions in Chinese characters.

http://edu.chinese.cn/OpenChinese/HappyChinese/res/1/ShowLearning.aspx?ChapterId=221&CourseCode=1
(go to Lesson 18 第十八课, 我想做演员, click on 分段学习——观看影片)

1. 有几个学生？他们是谁？
2. 迈克 (Mike) 是哪国人？
3. 汤姆 (Tom) 喜欢哪一个中国名人 (famous person)？明明呢？
4. 谁想做演员？
5. 迈克想做演员吗？
6. 明明想做什么工作？
7. Apart from 喜欢 / 不喜欢，what are the other expressions that show preferences in the video？

New words
像 xiàng to look alike
作家 zuòjiā writer
科学家 kēxuéjiā scientist
音乐家 yīnyuèjiā musician