



5th European Conference on Plurilingualism
23-24 may 2019 - Bucharest



"Plurilingualism in Sustainable Development, the Hidden Dimension"

CLIL ORIENTED TASKS FOR THE IMPLEMENTATION OF THE INTERCULTURAL AND PLURILINGUAL DIMENSION OF CURRICULA

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MY SCHOOL



<https://www.liceomanzonicaserta.gov.it/>



LICEOSTATALE
ALESSANDROMANZONI
CASERTA



CAMBRIDGE
International Examinations
Cambridge International School



MY STUDENTS

EXCHANGE
PROGRAMS
STUDENT

BILINGUAL
STUDENT

NAI
STUDENT
NEWLY
ARRIVED IN
ITALY

NATIVE
LANGUAGE
SEN STUDENT



NATIVE
LANGUAGE
STUDENT



COUNCIL OF EUROPE

Platform of resources and references for plurilingual and intercultural education

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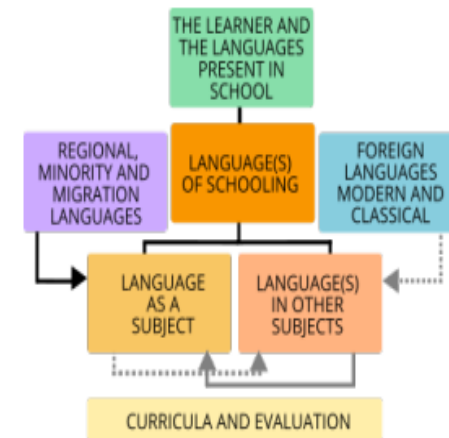
Access to education and success at school depend heavily on language competences

The Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefitting from their own experience and expertise.

It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.

[← The Platform in the context of the Language Policy Programme](#)

[← History of the Platform: a Council of Europe policy choice](#)



Platform of resources and references for plurilingual and intercultural education

You are here: Democracy > Education

Presentation of the project "Competences for Democratic Culture"



The Council of Europe is developing a Reference Framework of Competences for Democratic Culture, to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes.

[About the project Competences for Democratic Culture and intercultural dialogue](#)

[Members of the Ad hoc Expert Group](#)



FOCUS

Andorran school puts competences for democratic culture into practice

The **Encamp Andorran school** (*Escola andorrana d'Encamp*) visited the Council of Europe on 6 June to show how it puts the [Reference Framework of Competences for Democratic Culture](#) (CDC) into

RESOURCES

Reference framework of competences for democratic culture

[Volume 1 Context, concepts and model](#)

[Volume 2 Descriptors](#)

[Volume 3 Guidance for implementation](#)

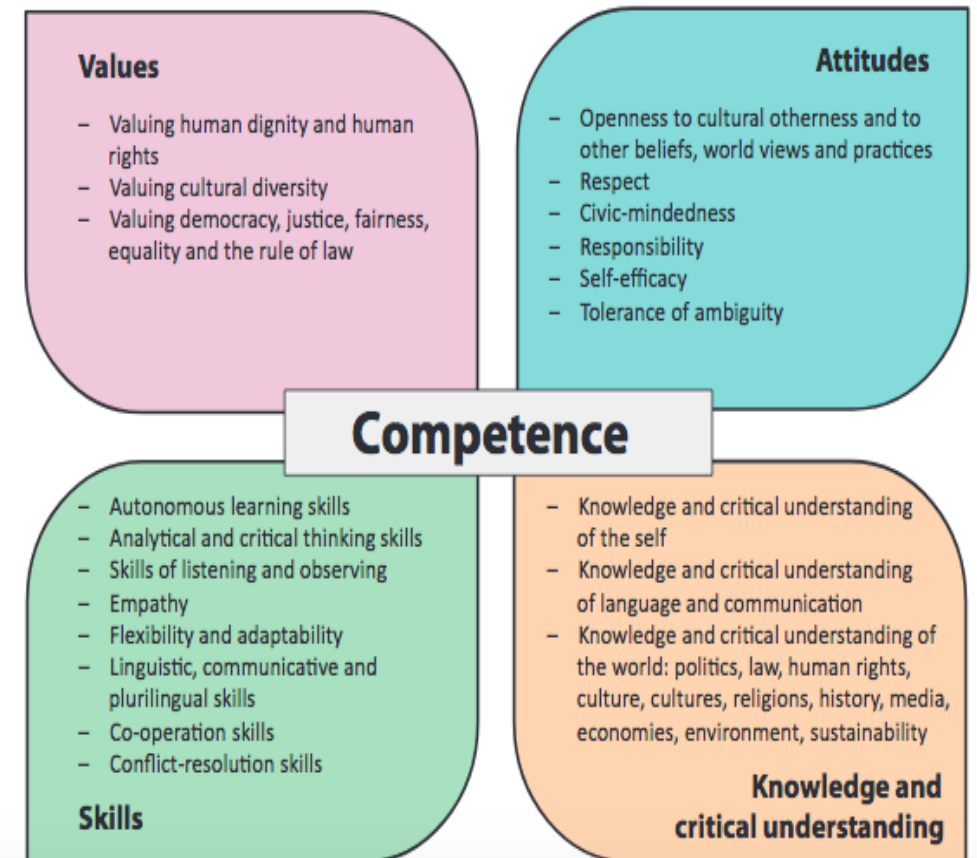
SHORTCUTS

Competences for Democratic Culture

About the project Competences for Democratic Culture and Intercultural Dialogue

Useful links

Model of Competences for Democratic Culture

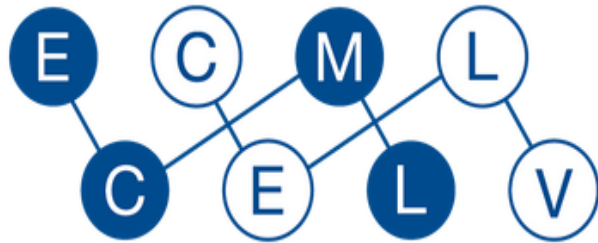


You are here: [Democracy](#) > [Education](#) > [About](#)



European Centre for Modern Languages (ECML)

EUROPEAN CENTRE FOR
MODERN LANGUAGES



CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

The European Centre for Modern Languages (ECML) was established in Graz, Austria in 1994. Its mission is to encourage excellence and innovation in language teaching and to support its member states in the implementation of effective language education policies, bearing in mind the complementarity between Strasbourg and Graz.

Through dialogue and exchange with decision-makers and language experts in member states, the ECML initiates and coordinates 4-year programmes of innovative projects and training activities which address current challenges in language education. In so doing, it acts as a pioneering institution and a catalyst for reform in the teaching and



SHORTCUTS

About

Mission



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FR



Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe



THEMATIC
AREAS
OVERVIEW


Teacher and
learner
competences


Sign
languages


Plurilingual
and
intercultural
education


New media in
language
education


Migrant
education and
employment


Evaluation
and
assessment


Early
language
learning


Content and
language
integrated
learning


Languages
of schooling



A METHODOLOGY TO FOSTER INNOVATION



Language teaching and learning
in multilingual classrooms

CLIL

Content and Language Integrated Learning

EMILE

Enseignement d'une Matière per l'Intégration d'une
Langue Etrangère

AICLE

Aprendizaje Integrado de Conocimientos
Curriculares y Lenguas Extranjera

FAUA

Fremdsprache als Unterrichts- und Arbeitssprache

In Italia: CLIL



Improving the effectiveness
of language learning:
CLIL and computer assisted
language learning

25 June 2014

KEY ASPECTS OF CEFR



CEFR

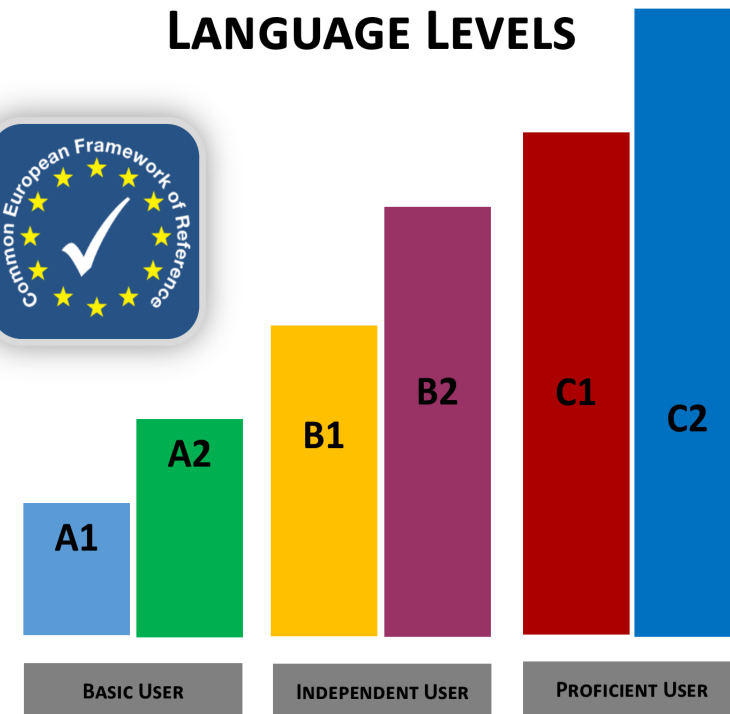
**Common European Framework
of Reference for Languages**

www.coe.int/lang-cefr



THE **C**OMMON **E**UROPEAN **F**RAMWORK OF **R**EFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT (**CEFR**) PRESENTS A COMPREHENSIVE DESCRIPTIVE SCHEME OF LANGUAGE PROFICIENCY AND A SET OF COMMON REFERENCE LEVELS (A1-C2) DEFINED IN ILLUSTRATIVE DESCRIPTOR SCALES

LANGUAGE LEVELS



https://www.coe.int/en/web/education/-/the-cefr-companion-volume-with-new-descriptors-is-now-available-online-

COUNCIL OF EUROPE
Education


Home Newsroom About Education policy Capacity building Schools of Political Studies Online learning Resources Events

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Education Department News


The CEFR Companion Volume with New Descriptors is now available online

STRASBOURG | 19 SEPTEMBER 2017




EDU
EDUCATION FOR DEMOCRACY
It's in

UPCOMING EVENTS

 **Conference 'Democracy in Action'**
Athens (Greece) - 6 & 7 June 2019

Council of Europe and Sustainable Development Goal 4



The Companion Volume with New Descriptors (provisional Edition) is intended as a complement to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). It represents another important step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and beyond.

KEY ASPECTS OF CEFR-CLIL VISION: LEARNERS SEEN AS...

PLURILINGUAL,
PLURICULTURAL
BEINGS

LANGUAGE USERS



SOCIAL
AGENTS

ACTION ORIENTED APPROACH: A PARADIGM SHIFT

CO-CONSTRUCTION AND SHARING OF MEANING THROUGH INTERACTION AND MEDIATION



REAL-LIFE TASKS: THE PRAGMATIC ASPECT OF COMPETENCE
PRAGMA= ACTION
(GREEK)

COMMUNICATIVE ABILITY IN REAL LIFE:
INDIVIDUALS INTERACT WITH THE ENVIRONMENT
(OSMOTIC EXCHANGE)

CEFR “CAN DO” DESCRIPTORS: PERFECT FOR CLIL

SHIFT FROM TEACHING
THE ‘LANGUAGE’ TO
TEACHING WHAT
LEARNERS WANT/NEED
TO DO IN THE LANGUAGE (DYNAMIC
RECONCEPTUALIZATION OF LANGUAGE)



THE CONTEST OF CoE 2014-17 PROJECT

FOCUS WAS TO:

- Address areas for which no descriptor scales were provided in the original version (e.g. mediation, reactions to literature, telephoning/telecommunications, online interactions).

- Enrich the description at A1

- Strengthen the description at the C Levels, particularly C2, for which most of the original illustrative descriptors had been uncalibrated

- The approach taken was to supplement the 2001 set rather than change descriptors in it.



Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

A transparent, coherent and comprehensive reference instrument

The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR is available in 40 languages



CEFR
Common European Framework of Reference for Languages
www.coe.int/lang-cefr

New

The *CEFR Companion Volume with New Descriptors* (Provisional Edition) is now available. The French version will be published in late autumn.

It is intended as a complement to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR). It represents another important step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and beyond.

The "Companion Volume" is the Council of Europe's response to requests that have been made by the groups involved in the field of language education to complement the original illustrative scales with more descriptors. In addition to the extended illustrative descriptors, it contains an introduction to the aims and main principles of the

The CEFR online :

- [Full 2001 English text](#)
 - [Prefatory Note](#)
 - [Notes for the User](#)
 - [Synopsis](#)
- [CEFR 2017 Companion Volume](#)

PROJECT'S OUTPUTS

- DEFINITION AT A1 HAVE BEEN STRENGTHENED
- ADDITION OF A LEVEL PRE- A1
- THE CEFR ILLUSTRATIVE DESCRIPTORS, DON'T TAKE AN IDEALISED NATIVE SPEAKER AS REFERENCE POINT FOR THE COMPETENCE OF A USER/LEARNER (GHOST OF NATIVE SPEAKER – UNREALISTIC GOALS). REMOVAL OF ANY REFERENCES TO 'NATIVE SPEAKERS', AND THE REPLACEMENT OF THE EXISTING PHONOLOGY SCALE WITH TWO NEW SCALES THAT EMPHASISE INTELLIGIBILITY (RATHER THAN A NATIVE SPEAKER IDEAL).
- THE CEFR BOOK 2001 HAS BEEN EXTENDED WITH DESCRIPTORS SCALES FOR **MEDIATION, ONLINE INTERACTION, PLURILINGUAL PLURICULTURAL COMPETENCE**

NATIVE
SPEAKER



LEARNER



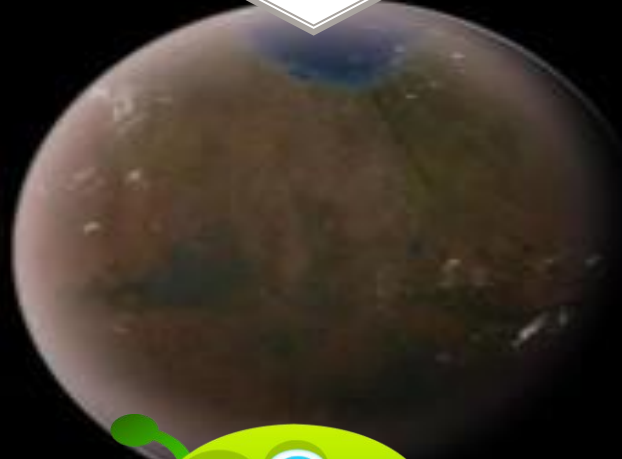
IS THERE LIFE BEYOND “NATIVE SPEAKER” UNIVERSE?

Native speaker

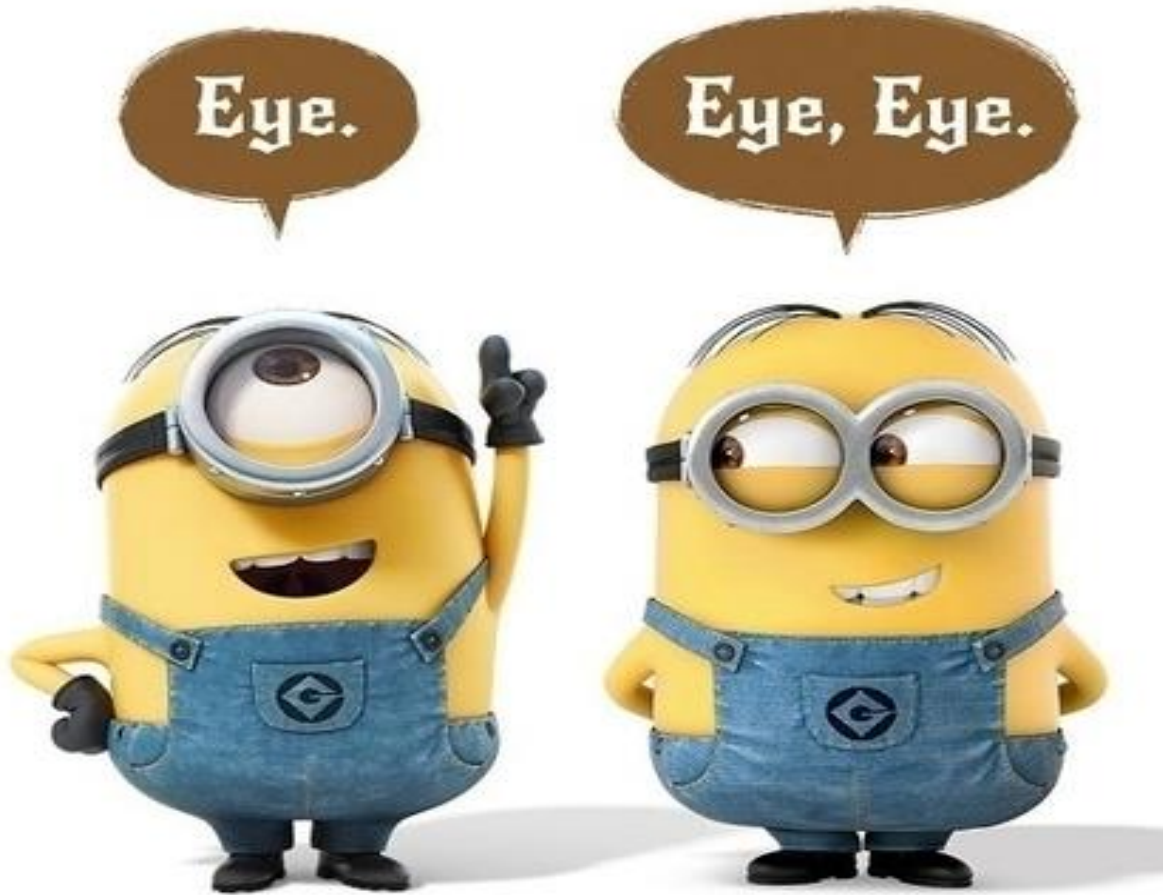
Genuine bilinguals

Language professionals

Highly successful learners



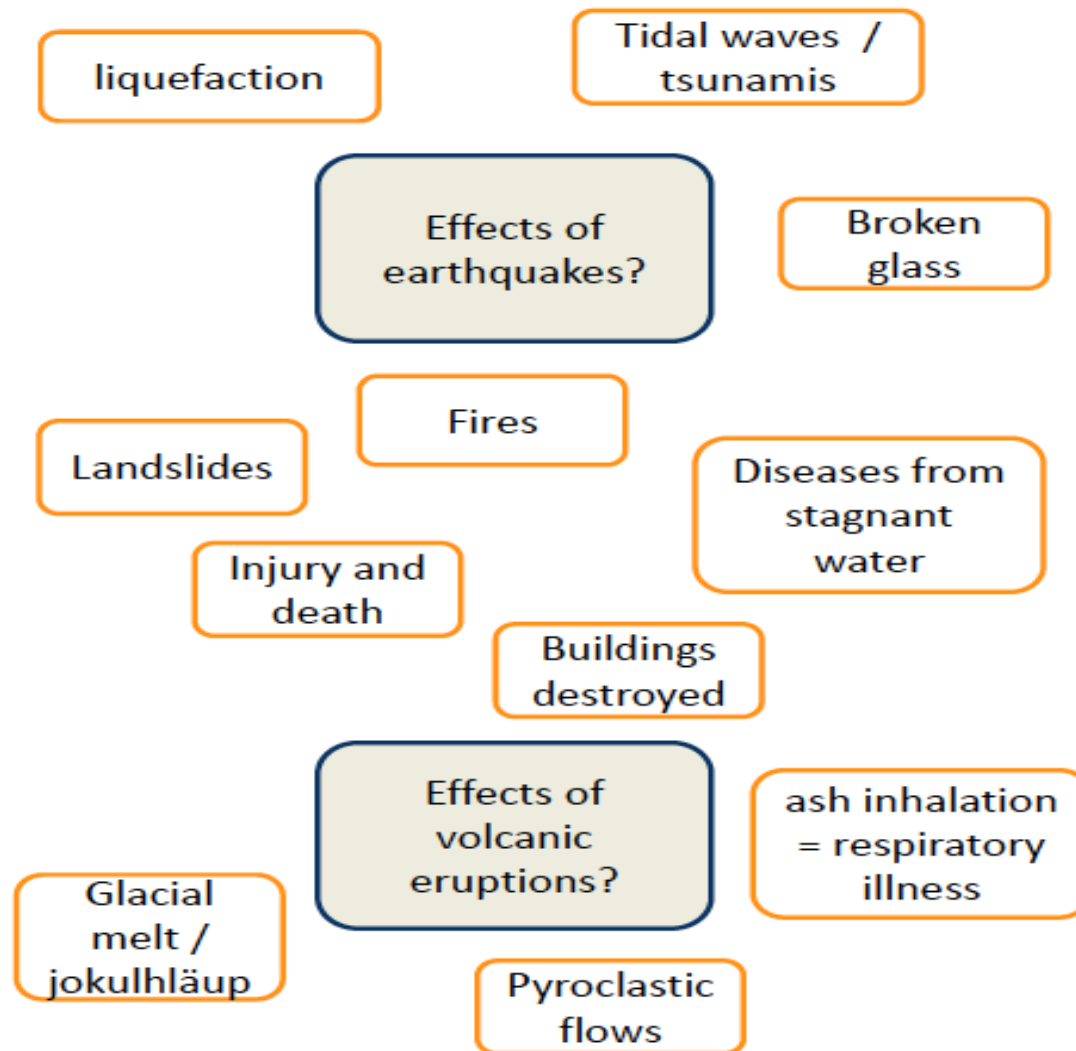
THE CV'ADDED VALUES : PLURILINGUALISM&MEDIATION



THE IDEA OF LINGUISTIC AND CULTURAL DIVERSITY AS A RESOURCE

PLURILINGUAL COMPREHENSION

USUALLY INVOLVES ACTIVITIES LIKE EXPLOITING ONE'S RECEPTIVE ABILITY IN ONE LANGUAGE (HOWEVER PARTIAL) TO DEDUCE THE MEANING OF TEXTS WRITTEN IN ANOTHER LANGUAGE. PROXIMITY OF LANGUAGES NATURALLY HELPS



TOPIC:TECTONIC PLATES

TRY TO FIND OUT THE NAME OF EACH OF THE ABOVE LANGUAGES AND THEN GIVE A DEFINITION IN YOUR OWN LANGUAGE. CHECK THE DEFINITION OF EACH TERM IN AN ENGLISH DICTIONARY

THE WORD JOKULHÄUP COMES FROM THE WORD LIQUEFACTION COMES FROM THE WORD TSUNAMIS COMES FROM THE WORD PYROCLASTIC COMES FROM

There are different names for the Rhine in different countries.
Which countries use these names?

- 1 Rijn _____
- 2 Rhein _____
- 3 Rhin _____

The Danube flows through nine of the countries shown on the map. There are different names for the Danube in different countries. Match the name of the river with the country or countries.

- 1 Donau _____ and _____
- 2 Dunaj _____
- 3 Duna _____
- 4 Dunav _____
- 5 Дунав (Dunav) _____ and _____
- 6 Dunarea _____
- 7 Дунай (Dunay) _____

- Austria
- Bulgaria
- Croatia
- Germany
- Hungary
- Romania
- Serbia
- Slovak Republic
- Ukraine

2005 EUROPEAN FLOODING CASE STUDY



THE IMPORTANCE OF MEDIATION

- PROCEDURE BASED ON COLLABORATION AND INTERACTION WITH OTHERS TO REDUCE THE DISTANCE BETWEEN INDIVIDUALS AND CULTURE/SOCIETY; IT IS ABOUT BUILDING BRIDGES ACROSS AN UNDERSTANDING GAP THAT OTHER PEOPLE HAVE. DIFFERENCE IS RECOGNIZED AND NEGOTIATED



THE MEDIATOR IS “THE LANGUAGE USER NOT CONCERNED TO EXPRESS HIS/HER OWN MEANINGS, BUT SIMPLY TO ACT AS AN INTERMEDIARY BETWEEN INTERLOCUTORS WHO ARE UNABLE TO UNDERSTAND EACH OTHER DIRECTLY – NORMALLY (BUT NOT EXCLUSIVELY) SPEAKERS OF DIFFERENT LANGUAGES” (CEFR 2001: 87-88).

CI HANNO COTTI
IN 90 MINUTI!



AN ENGLISH FRIEND OF YOURS IS SEEING THOSE ADS AND DOES NOT UNDERSTAND WHAT'S FUNNY ABOUT THEM. HE ASKS YOU TO TELL HIM. TAKE THE ROLE OF ORAL MEDIATOR AND EXPLAIN THE HIRONIC ELEMENTS IN THE PICTURES

BENTORNATI
A CASA!



TUTTI VOGLIONO
MANGIARE ITALIANO!



CI HANNO
STESI!



MEDIATION TASK FOR GEOGRAPHY (VOLCANOS)

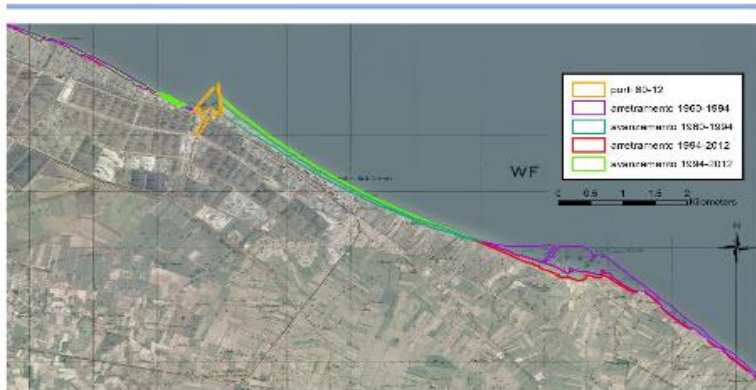


WRITE IN ENGLISH THE PROGRAM FOR A DAY'S OUTING WITH EXCHANGE STUDENTS ON THE BASIS OF VESUVIO'S OFFICIAL TOURIST INFORMATION WEB SITE WHICH IS WRITTEN ONLY IN ITALIAN



COASTAL EROSION

L'EROSIONE COSTIERA IN ITALIA LE VARIAZIONI DELLA LINEA DI COSTA DAL 1960 AL 2012



Elaborazione nazionale dei dati sulle superfici e sui tratti di spiaggia in avanzamento e in arretramento della costa dell'Italia peninsulare, della Sicilia e della Sardegna dal 1960 al 1994 e al 2012. Agg. Mar2017.



MINISTERO DELL'AMBIENTE
E DELLA TUTELA DEL TERRITORIO E DEL MARE



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Acqua | Aria | Energia | Natura | Territorio

A+ / A-

HOME | IL MINISTRO - | MINISTERO - | AMMINISTRAZIONE TRASPARENTE - | UFFICIO STAMPA - | ARGOMENTI - | EVENTI -



Comunicati Stampa » Tragedia nel Pollino: il ministro Costa segue gli interventi in corso

TRAGEDIA NEL POLLINO: IL MINISTRO COSTA SEGUE GLI INTERVENTI IN CORSO



Roma, 20 agosto 2018 - In riferimento alla tragedia verificatasi oggi per la piena del torrente Raganello nel Parco nazionale del Pollino, il ministro dell'ambiente Sergio Costa dichiara: "Sono addolorato per questa tragedia che colpisce degli escursionisti che, come tanti altri, visitavano un parco nazionale. Sono in costante contatto col presidente del parco Domenico Pappaterra e col direttore Giuseppe Melfi. I carabinieri forestali, i vigili del fuoco, il Soccorso Alpino, la Protezione Civile e tutti i volontari che stanno scandagliando il fiume alla ricerca dei dispersi senza sosta. A loro va in questo momento il mio più grande incoraggiamento e il più grande grazie!"

IMAGINE THAT YOU WORK FOR ITALIAN MINISTRY FOR ENVIRONMENT, LAND AND SEA PROTECTION. YOUR DEPARTMENT HAS RECEIVED A REQUEST FROM THE ENVIRONMENT ORGANIZATION OF ANOTHER COUNTRY FOR INFORMATION ABOUT COASTAL EROSION. YOU HAVE BEEN ASKED TO WRITE A REPORT (180-200 WORDS) EXPLAINING HOW ITALY IS COPING WITH COASTAL EROSION EMERGENCE. USE INFORMATION FROM THE MINISTRY WEBSITE TO WRITE YOUR REPORT.

CLIL & CEFR/CV: A PERFECT MATCH



CLIL IS PERFECTLY ALIGNED WITH COMPANION VOLUME BECAUSE

IT FOCUSES ON A DIFFERENTIATED COMPETENCE ALLOWING CODE SWITCHING. SANDWICH TECHNIQUE

IT IS NOT AIMED AT "PERFECT BILINGUALISM"

IT'S A TASK BASED HOOLISTIC APPROACH

CEFR'S ACTION-ORIENTED APPROACH IMPLIES PURPOSEFUL, COLLABORATIVE TASKS IN THE CLASSROOM, WHOSE PRIMARY FOCUS IS NOT LANGUAGE. SO DOES CLIL.



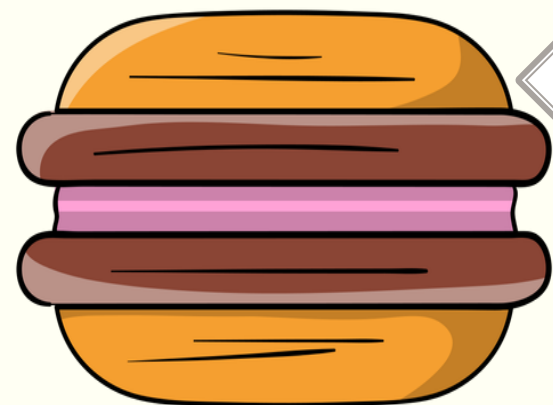
ENGLISH

ITALIAN

OTHER LANGUAGES

ENGLISH

CLIL FOSTERS STUDENTS' SOCIAL INTERACTION BY TAKING ADVANTAGE OF COOPERATIVE LEARNING



IN CLIL APPROACH AND IN CEFR/CV LANGUAGE IS CONCEIVED AS ACTIVITY

CEFR'S AO APPROACH AND CLIL'S "LEARNING BY DOING" STRATEGY COINCIDE

OBJECTIVE: LEARN THE 2°
CONDITIONAL
TEXTBOOK TOPIC: CLIMATE
CHANGE. ENGLISH LESSON
«IF I WERE PRESIDENT OF MY
COUNTRY, I WOULD...»
ASSESSMENT CRITERIA ARE LINGUISTIC
NOT CONCEPTUAL
WHO CARES ABOUT SAVING WORLD,
AS LONG AS I CAN PRODUCE THE 2°
CONDITIONAL?

OBJECTIVE: SAVE THE WORLD
TEXT BOOK TOPIC: CLIMATE
CHANGE. CLIL GEOGRAPHY
«IF I WERE PRESIDENT OF MY
COUNTRY, I WOULD...»
ASSESSMENT CRITERIA ARE
PROPOSALS AND PROCEDURAL
(WILL OUR PROPOSALS SAVE THE
WORLD?)
2 ND CONDITIONAL IS THE VEHICLE
FOR MAKING THESE PROPOSALS

**LANGUAGE LEARNING IS AN
INTELLECTUAL PURSUIT TO TRAIN MINDS,
AN ABSTRACT THING LEARNT BECAUSE
ONE DAY YOU MAY USE IT**

**LANGUAGE IS A PRACTICAL SKILL TO COMMUNICATE
WITH OTHERS. PURPOSEFUL ACTION IN THE LANGUAGE
IS THEREFORE CENTRAL.= TASKS**

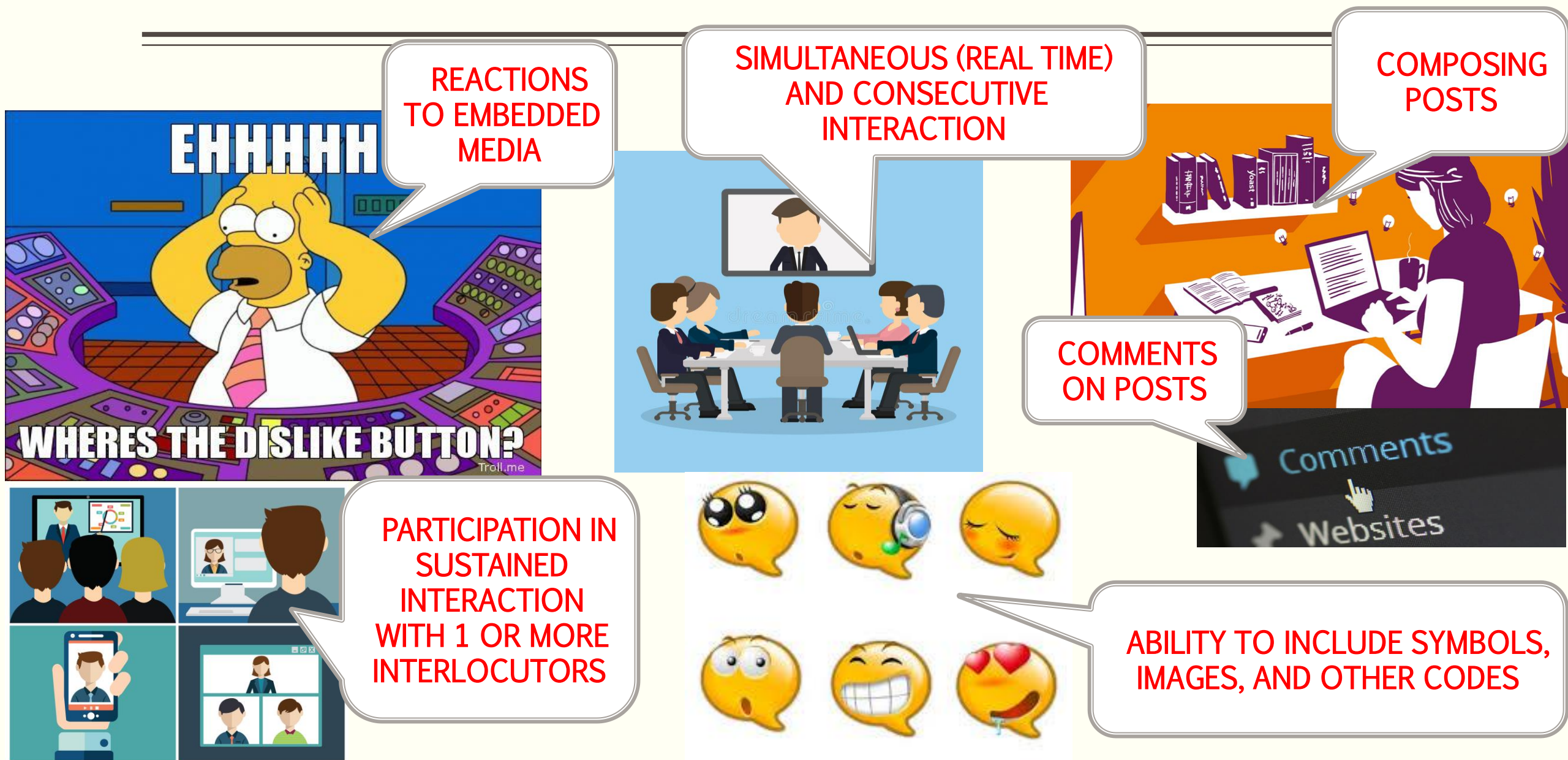
CLIL AS A NATURAL SETTING FOR CEFR/CV DESCRIPTORS APPLICATION

TEXT MEDIATION STRATEGIES AND CLIL SCAFFOLDING TECHNIQUES FOR TEXTS COINCIDE:

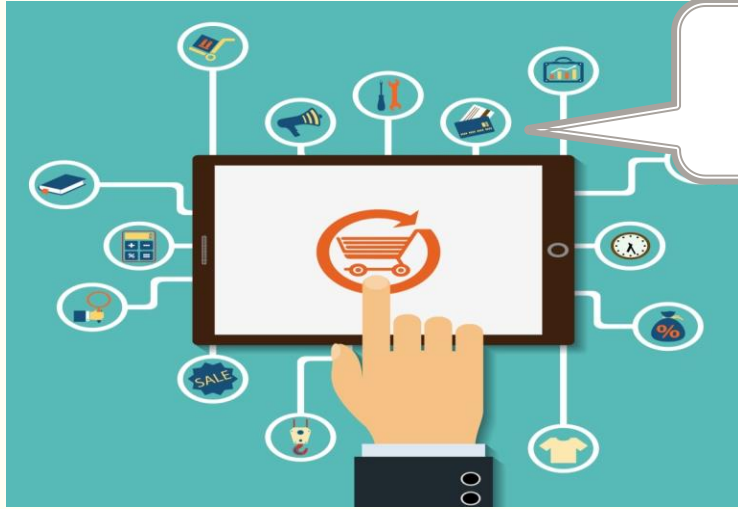
- Breaking down complicated information
- Visually representing information
- Linking to previous knowledge
- Summarising



KEY CONCEPTS OPERATIONALIZED IN THE SCALE FOR ONLINE INTERACTION



GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION



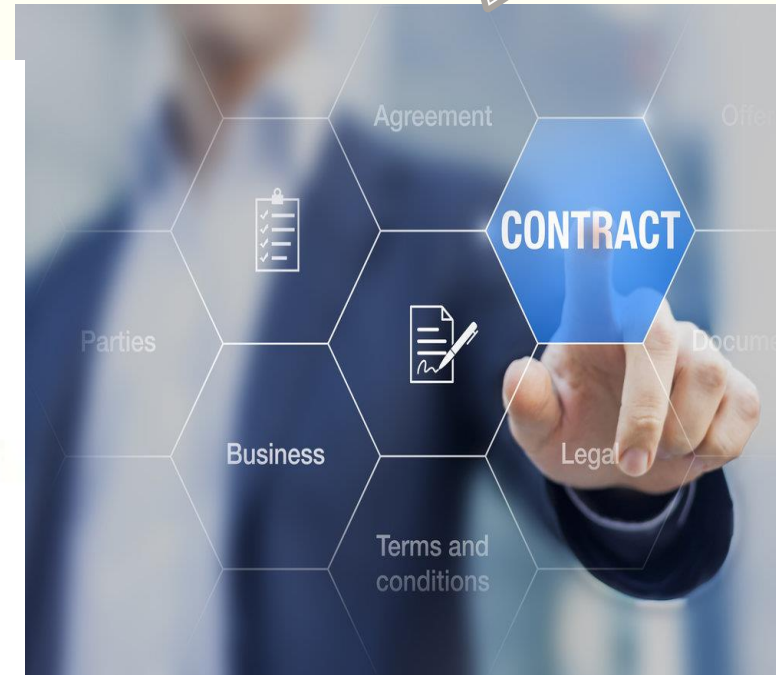
**PURCHASING
GOODS AND
SERVICES ONLINE**

**TRANSACTIONS REQUIRING
NEGOTIATION OF CONDITIONS, IN
A SERVICE AS WELL AS CLIENT
ROLE**

**PARTICIPATION IN
COLLABORATIVE
PROJECT WORK**



**DEALING WITH
COMMUNICATION
PROBLEMS**



APPENDIX 6 –EXAMPLES OF USE IN DIFFERENT DOMAINS FOR DESCRIPTORS OF ONLINE INTERACTION AND MEDIATION ACTIVITIES

LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
B2+	Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	in a discussion on a social networking site.	as a participant in an online support group website for social or personal issues in a special interest online forum evaluating content and issues	in inter-departmental chat in a large corporation during a staff committee meeting held online to discuss working conditions, or as a participant in an online focus group meeting	in an online forum for students or teachers of the same discipline
	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	in a critical discussion of arts or music with friends online	in a public online discussion forum / comment thread held by a broadcasting / news agency	during a staff committee meeting held online to discuss working conditions, or as a participant in an online focus group meeting	
B2	Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.	making contact online with remote friends and / or family to catch up in detail on personal news and plans	as a contributor to a forum about a commercial software or gaming website as a participant in an online support group website for social or personal issues	during a staff committee meeting held online, or as a participant in an online focus group meeting	
	Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.	in a discussion on a social networking site.	in a special interest online forum evaluating content and issues	in inter-departmental chat in a large corporation	

Group discussion -Forum

Online interaction -conversation and Discussion

IN GROUPS READ THE ARTICLE, THEN JOIN TRICIDER VIRTUAL SPACE TO POST YOUR OPINION: DO YOU AGREE WITH THE WARNING GIVEN BY DR ERIC TAYAG? EXPLAIN YOUR VIEW AS GROUP AND COMMENT ON EACH OTHER'S POSTS. ETWINNING STUDENTS FROM OTHER SCHOOLS WILL JOIN THE CHAT ROOM. AFTER HAVING COLLECTED IDEAS, VOTE.



POPULATION REACHES 7 BILLION

Countries around the globe marked the world's population reaching 7 billion on Monday, with lavish ceremonies for newborn infants symbolising the milestone and warnings that there may be too many humans for the planet's resources.

Festivities are being held worldwide, with a series of symbolic seven-billionth babies being born. The celebrations began in the Philippines, where baby Danica May Camacho was greeted with cheers at Manila's Jose Fabella Memorial Hospital.

'She looks so lovely,' the mother, Camille Galura, whispered as she cradled the baby, who was born about a month premature.

The baby was the second for Galura and her partner, Florante Camacho, a struggling driver who supports the family on a tiny salary.

Dr Eric Tayag of the Philippines' Department of Health said later that the birth came with a warning.

'Seven billion is a number we should think about deeply,' he said.

'We should really focus on the question of whether there will be food, clean water, shelter, education and a decent life for every child,' he said. 'If the answer is no, it would be better for people to look at easing the population explosion.'

Adapted from *NBC World News*, 31 October 2011

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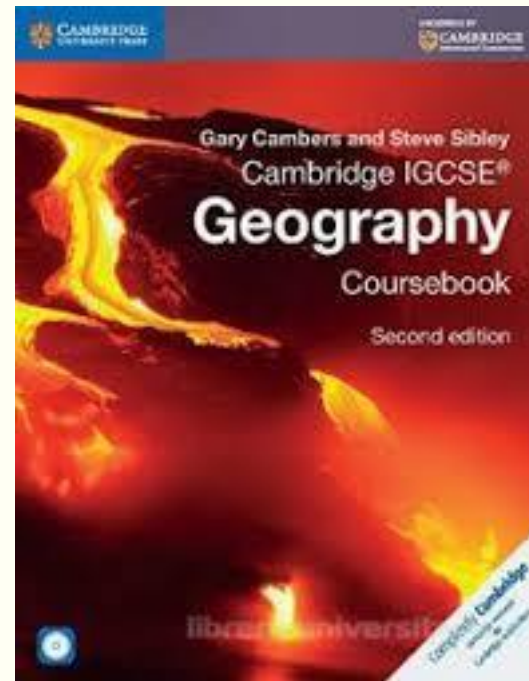
Try it now!
It's free. No sign-up.

Enter your question here...

Go

Ask a question and invite friends or colleagues.
Collect ideas and vote for your favourite.

Watch the video



GOAL-ORIENTED COLLABORATION FOR A PROJECT WORK



Carbon Footprint Challenge 2018

WHAT ARE YOU GOING TO DO TO REDUCE YOUR CARBON FOOTPRINT?

USE INFORMATION FROM THE WEB SITE [HTTPS://WWW.CARBONFOOTPRINT.COM/](https://www.carbonfootprint.com/) THEN, AS GROUP, WRITE DOWN SOME SUGGESTIONS TO CREATE A CHALLENGE FOR YOURSELF AND POST IT TO THE CLASSROOM GEOGRAPHY BLOG TOGETHER WITH A DIGITAL POSTER TO PROMOTE THE CHALLENGE. AT THE END OF THE COURSE WILL SEE HOW THIS WENT

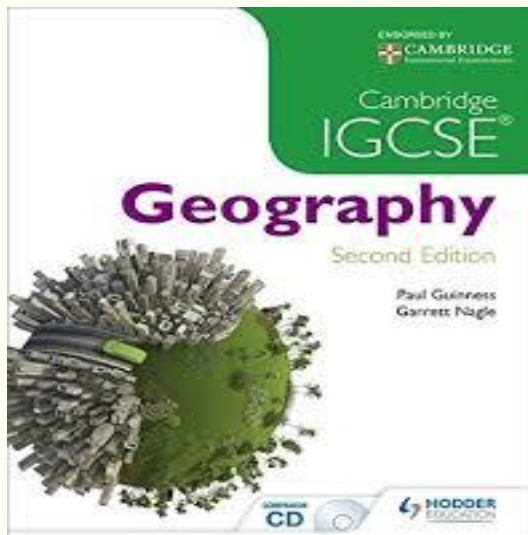
participate

10 TIPS FOR REDUCING YOUR CARBON FOOTPRINT

1. Carpooling at least once a week.
2. Go one week without using disposable cups given to you at coffee shops.
3. Try turning off the lights in an empty room at home or in your dorm.
4. Instead of eating lunch on campus try packing a waste-free (meaning no plastic) lunch.
5. Unplug your computer every night for one month if you have a computer.
6. Use only cold water to do your laundry for one month.
7. Try skipping a trip to the store and shop online.
8. Try reducing your printing a little bit each day and only print what is absolutely necessary.
9. Cut your shower time by two minutes for one month.
10. Reduce your bottled water consumption for seven days.

THEME: ECONOMIC DEVELOPMENT. TOURISM

RESEARCHING THE DIFFERENT DISTRICTS AND LIKELY PRICES, PUT TOGETHER A DIGITAL BROCHURE FOR AN ECO TOURISM VACATION IN ECUADOR RAINFOREST (WITH ENVIRONMENTALLY SOUND DESIGN) TO HIGHLIGHT THE DIFFERENT ECOTOURISM PRINCIPLES ON OFFER.



The Quichua people insist that all visitors must abide by certain rules and regulations

If you need to go to the toilet, and facilities are not immediately available, go to the side of the rainforest track, never in or near a stream or lake.

All rubbish, e.g. empty bottles and tubes, must be taken away by visitors.

Exchanges of clothing or other personal items with community members are not allowed. Nor are community members allowed to accept gifts.

Avoid any displays of affection, even with close friends. In this community it is considered rude to hold hands or kiss in public.

When walking in the rainforest:

- do not touch any branches without looking carefully first. They may carry thorns, dangerous insects or even snakes
- do not pull on branches or vines – they may fall down on top of you.

Visitors should never go off alone. It's easy to get lost in the rainforest.

Do not enter people's houses without being invited in. Do not make promises you may not be able to keep, e.g. to send back photos after the visit.

Always check first before touching plants or animals. They may cause a rash, or sting you. Do not collect plants, insects or animals unless you have permission.

Figure 15 Ecotourism in Ecuador's rainforest

AS CLIL TEACHER I USE DESCRIPTORS....

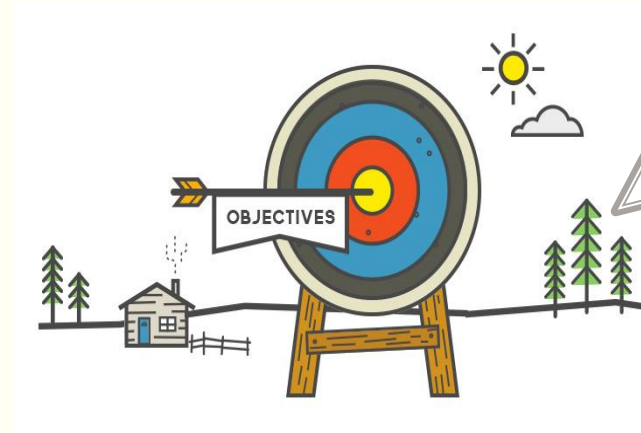
TO PLAN CLASSROOMS TASKS & ACTIVITIES



TO PROVIDE CLEAR 'SIGNPOSTING' TO STUDENTS



TO ASSESS MY STUDENTS AND TO EVALUATE MY TEACHING



TO CONNECT LEARNING OBJECTIVES WITH REAL WORLD LANGUAGE USE



Oral Interaction & Oral Production



Listening



Writing



Reading

TO BUILD A FRAMEWORK TO ACTION-ORIENTED LEARNING: LANGUAGE AS ACTIVITY

CAN-DO STATEMENTS AS CATALYST FOR ACTIVITIES DESIGN

ONLINE CONVERSATION AND DISCUSSION (B2)

CAN PARTICIPATE ACTIVELY IN AN ONLINE DISCUSSION, STATING AND RESPONDING TO OPINIONS ON TOPICS OF INTEREST AT SOME LENGTH, PROVIDED CONTRIBUTORS AVOID UNUSUAL OR COMPLEX LANGUAGE AND ALLOW TIME FOR RESPONSES.

GEOGRAPHY CAMBRIDGE ICGSE THEME 3: ECONOMIC DEVELOPMENT: ENERGY

TASK: DEBATE AND TAKE PART TO THE DISCUSSION ON KIALO (<https://www.kialo.com>) EXPRESSING YOUR OPINION AND SUPPORTING IT BY RIGHT ARGUMENTS



Do we need nuclear power for sustainable energy production?

Tags

Energy Sustainability Environment ClimateChange Climate

Background

Nuclear power plants are among the most contested means of energy production. The devastating consequences of accidents at Chernobyl and Fukushima are well-known and reports about leaks routinely unsettle the local population. Yet, climate change and global warming make us realize that further CO₂-oriented energy production based on coal or gas is unsustainable and renewable energy sources are not yet in a place to satisfy the world's needs. Can nuclear power as a CO₂-free source of energy provide the solution?



What is Debating Europe?

Partners


Press impact

Vacancies

Events

Reports

Contact us



Welcome to Debating Europe – the platform that lets you discuss YOUR ideas with Europe’s leaders!

We want to encourage a genuine conversation between Europe’s politicians and the citizens they serve – and that means taking YOUR questions, comments and ideas directly to policy makers for them to respond.

From the start, we’ve taken a *bottom-up* approach, with the citizens very much in the driving seat of the debate, asking the questions they want answered and putting forward their opinions for the politicians to react. It’s also been a European debate, not just a

IMPACT OF CV DESCRIPTORS' USE ON STUDENTS

HELPED STUDENTS
FOCUS ON THE TASK
(ACTION ORIENTATED
APPROACH)

SELF EVALUATION
BECOMES MUCH
SHARPER

ACCOMPLISHING TASKS, STUDENTS DEVELOP GENERAL
COMPETENCES (INCL. INTERCULTURAL) AND
COMMUNICATIVE LANGUAGE COMPENTENCES

STUDENTS ACQUIRE A MORE
REALISTIC IDEA OF WHAT CAN
BE ACHIVIED IN A GIVEN
LESSON

STUDENTS' ABILITIES TO
WORK ON TASKS, TO MAKE
PRESENTATIONS IN ENGLISH,
AND TO INTERACT WITH
PEOPLE OF DIFFERENT
CULTURAL BACKGROUNDS
ON THEIR OWN INITIATIVE
HAVE BEEN UPGRADED



STUDENT DEVELOP
GREATER SENSITIVITY TO
THEIR ROLE AS LANGUAGE
LEARNERS

IMPROVEMENT OF THE FOUR BASIC
LANGUAGE SKILLS IN ORDER TO USE
ENGLISH AS A COMMUNICATION TOOL



IMPACT OF CV “CAN DO FRAMEWORK”’S USE ON TEACHERS

ALLOW TEACHING TO FOCUS ON THE STRENGTHS AND WEAKNESSES WHICH ARE HELPING OR HINDERING STUDENTS.

SUITABLE FOR SETTING ENTRY AND EXIT TEST

FACILITATING THE SETTING OF REALISTIC LEARNING TARGETS

STANDARDISED TEACHER ASSESSMENT

PORTFOLIO APPROACH



SUGGESTIONS FOR ONLINE ACTIVITIES BASED ON CV DESCRIPTORS



- WRITING A L2 BLOG
- WRITING A L2 JOURNAL
- WRITING L2 TWEETS
- WRITE AND RECEIVE POSTCARDS FROM PEOPLE AROUND THE WORLD USING SERVICES SUCH AS [POSTCROSSING.COM](http://postcrossing.com)
- COMMENTING ON ONLINE SITES SUCH AS YOUTUBE
- PARTICIPATING IN ONLINE COMMUNITIES
- PARTICIPATING IN ONLINE VIRTUAL WORLDS SUCH AS SECOND LIFE



POLICY DOCUMENTS RELATED TO PLURILINGUAL, INTERCULTURAL AND INCLUSIVE EDUCATION

■ IN ADDITION TO THE COMPANION VOLUME'S CLARIFICATION OF ASPECTS OF THE CEFR, AND THE EXTENDED ILLUSTRATIVE DESCRIPTORS THAT IT PROVIDES, USERS MAY WISH TO CONSULT THE FOLLOWING FUNDAMENTAL POLICY DOCUMENTS RELATED TO PLURILINGUAL, INTERCULTURAL AND INCLUSIVE EDUCATION



Josep Collado (Spain)
Michael Flynn (Ireland)
Mikaela Cinielli (Italy)
Suzanne Cress (France)
Vincent Lefebvre (Canada)
Evelina Scuderi (Italy)
Adriana Pavolini (Italy)



Executive summary



Education, mobility, otherness
The mediation functions of schools

Language Policy Unit
DGII – Directorate General of Democracy
Council of Europe, 2015
www.coe.int/t/e/lep

SOME USEFUL RESOURCES FOR CEFR IMPLEMENTATION

- GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULA FOR PLURILINGUAL AND INTERCULTURAL EDUCATION – (JEAN-CLAUDE BEACCO ET AL., COUNCIL OF EUROPE)
- FROM COMMUNICATIVE TO ACTION-ORIENTED: A RESEARCH PATHWAY (ENRICA PICCARDO, CURRICULUM SERVICES CANADA)
- PATHWAYS THROUGH ASSESSMENT, LEARNING AND TEACHING IN THE CEFR. (ENRICA PICCARDO ET AL. COUNCIL OF EUROPE)
- COUNCIL OF EUROPE TOOLS FOR LANGUAGE TEACHING: COMMON EUROPEAN FRAMEWORK AND PORTFOLIOS. (FRANCIS GOULLIER, DIDIER/COUNCIL OF EUROPE)
- THE CEFR IN PRACTICE (BRIAN NORTH, CAMBRIDGE UNIVERSITY PRESS)
- LANGUAGE COURSE PLANNING (BRIAN NORTH ET AL, OXFORD UNIVERSITY PRESS)



SUMMER READING SUGGESTION

The Action-oriented Approach A Dynamic Vision of Language Education



Enrica Piccardo
and Brian North

new
perspectives
on
language
and
education



FORTHCOMING - JULY 2019



thank you!

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