Innovative European Approaches for In-service and Pre-service English Language Teachers in Primary Education

Theory and Practice

edited by
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Edizioni ETS

www.edizioniets.com

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Sauli Takala: Tributes

In memoriam of Sauli Takala

Sauli Takala, emeritus professor of the University of Jyväskylä, was an exceptional person. He was a mentor, a colleague and a friend for 20 years who left us prematurely in February 2017. We first met in Lancaster (UK) in March 1997, when the Dialang Project (http://dialangweb.lancaster.ac.uk) was just in its initial stages, and we worked together in many projects since then.

Sauli Takala, a true Finn, as he called himself, did his PhD Studies at the University of Illinois (USA) and from there he co-ordinated the IEA International Study of Writing in the 1980s. Since then he was involved in many international and European projects which benefitted from his erudition, his generosity – academic and personal – and his outstanding working capacity. He participated in many of the projects of the Language Policy Division of the Council of Europe in Strasbourg, where he was respected and highly valued. His last project with the Council was the development of an extended set of descriptors which will shortly be published in a Companion Volume to the CEFR. He was also very active in his home country, Finland, where he was involved in many research projects and also participated in government initiatives to promote quality education and quality assessment. He received two honorary doctorates, one from the University of Vaasa, and one from the University of Abo.

His generosity took him to serving as editor in many journals and academic publications, and also to be one of the main players in the funding of the European Association for Language Testing and Assessment (EALTA, www.ealta.eu.org), of which he was chair from 2007 to 2010.

The profession has lost a valued member, but his legacy will be with us for many years to come. His PhD students, the researchers who were able to count on his prodigious memory and knowledge,

and on his personal library, the many institutions and organizations which counted on his always worthy collaboration, will not forget the person he was and the lessons he taught us.

Neus Figueras Casanovas
Departament d Educació, Generalitat de Catalunya,
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and first President of EALTA

Sauli Takala: mentor, colleague and friend

I must have heard of Sauli Takala at a very early stage in my professional life, but I remember meeting him for the first time in the early 1990s in Sweden, at my own university in Gothenburg, where he was visiting to discuss an international study on language education with some of my colleagues. We talked very briefly, but I do remember perceiving him as a very friendly person, who in a quiet manner conveyed the feeling of total presence, competence and commitment to the cause of creating valid, reliable and ethical tools and procedures for language testing and assessment. This first impression was not only confirmed later on, but much strengthened.

It was in connection with the creation of EALTA – the European Association for Language Testing and Assessment – in 2004, and its preceding EU funded network project ENLTA, that I really got to know Sauli. At that time, as indeed today, it was very clear that there was a huge need for a broad, inclusive and independent association, taking into account and respecting the whole range of producers and users of language testing and assessment, and Sauli Takala was one of the obvious founders of this association. From then on, Sauli was a dedicated member of EALTA, serving as Chair of the Membership Committee for a number of years, as President of the Association between 2007 and 2010, and lately as the CEFR SIG coordinator. During this whole period, I had the great privilege and pleasure of working closely with him, benefiting from and enjoying his profound knowledge and experience as well as his friendship. Gradually, I was also involved in other projects with Sauli, funded by the EU and the Council of Europe, and on a few occasions we worked on joint publications.

It is both very easy and very difficult to write about Sauli here and now. The most important reason for this, by far, is that it is

incredibly hard to understand that I am talking about him, not with him – something that I have been happy to do for many years. However, it is also very easy to write that, in many ways, Sauli was a completely unique person – professionally as well as personally: an incredible scholar, experienced, humble and generous – with a profound respect for knowledge as well as for his fellow human beings. He was not a big man in the physical sense, but speaking metaphorically, he was a true giant – however, a giant who did not use his big feet to step on others, his big eyes to look down on others, or his loud voice to shout down others.

So much has been – and will be – said about Sauli's greatness within our professional field – in the Council of Europe and the EU, in EALTA and many other institutions and associations. Also, his contributions to the discussions about and developments of language education in many countries will be gratefully remembered, as will his genuine respect for and generosity to students and colleagues at all levels, working hard to increase their knowledge.

Not to be forgotten are also Sauli's interests outside the language education field: he was very knowledgeable in history, he loved music, and he very much enjoyed spending time in his cottage on the small island off the coast of western Finland, not only to read and write, but also to relax by going out with his boat, picking berries, and doing practical things around the house.

Sauli Takala has left us in the physical sense, but a person who has meant so much, in so many ways and to so many people will never disappear. He will always be there in our thoughts and memories as a warm, shining and guiding beacon.

Gudrun Erickson
Professor of Education in Language and Assessment
University of Gothenburg, Sweden
Former President of EALTA

Tribute to Sauli Takala

It was in the early nineties when I met Sauli Takala for the first time. I was invited as a psychometric consultant in the European Dialang project, where Sauli was the director and Felianka Kaftandieva his indefatigable assistant. This first encounter impressed me for several reasons: although he was a language man, his interest

in psychometrics was genuine and it was a pleasure to explain to him important principles of statistics, psychometrics and methodology. The second reason was his erudition, which was apparent in all his discussions (and overwhelmingly so, when I visited him in his spacious apartment in Vaasa many years later, where all walls were covered with bookshelves, and where he told me that he had given away many books because there was not enough place to put them when he moved from Jyväskylä). But most of all, I was touched by his kindness and friendliness in all his contacts. This was not only an inborn characteristic of his personality; he was very aware of the power of language and always formulated his words very carefully, avoiding hurting people on purpose or inadvertently.

It was mainly his influence that made me aware of the deep gap between theoretical and applied psychometrics and of the importance to translate all that complicated stuff into understandable procedures and techniques for language researchers, not as a compulsory ritual, but leading to a deep understanding, even if the technical complexities of the profession would escape most of them. The many discussions I had with Sauli (and with Felianka) made me later on to join EALTA from the very beginning, and to give workshops on psychometrics at conferences and summer schools. My most intense collaboration with Sauli was the work we did (together with Brian North, Neus Figueras and Piet van Avermaat) on the Manual for Relating Language examinations to the Common European Framework of Reference for Languages, of which the preliminary version appeared in 2004 and the final version in 2009. As a side product of the manual, a reference supplement was set up with more detailed and technical information on several psychometric and statistical procedures.

Standard setting, especially related to the Common European Framework of Reference, had his special attention and he learned much of it through his close collaboration with Felianka. He invited her to write a comprehensive chapter in the Reference Supplement (Section B) on standard setting, and it was his initiative to have her second doctorate ('Habilitation') translated from Bulgarian to English after Felianka's untimely passing away in 2009. Plamen Myrazchyiski did the wonderful job to have the translation ready in a very short period, so that the translated doctorate could be presented at the 2010 EALTA conference in The Hague (The Netherlands). Our collaboration on standard setting became more intense when we (i.e. Sauli, Neus Figueras and I) led standard setting events in Saudi-Arabia and in Russia, and our last meeting on standard setting was in

Bergen (Norway) where Sauli attended a seminar on standard setting using IRT techniques[1].

The last time we met was in Valencia at the 13th EALTA conference in Valencia in 2016. He looked so happy and healthy after his heart operation, that I was convinced he started a new and long life. But I was wrong. His sudden and unexplained passing away in an accident early this year came as a shock. The language testing community lost a great and kind scholar. Let's not forget him.

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National Institute for Educational Measurement (CITO, NL)

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[1] A detailed account can be found in Eli Moe and Norman Verhelst (2017). Setting standards for multistage tests of Norwegian for adult immigrants. In: S. Blömeke and J.E. Gustafsson (Eds.), *Standard Setting in Education*, Springer, Cham, Switzerland, pp. 181-204.

Preface

This volume is dedicated to Sauli Takala as a tribute to his contribution to language education. It was while this publication was in preparation that we received the tragic news of Sauli's untimely and unexpected tragic death.

Sauli, you were always ready to help and offer advice in a very unassuming manner! Your humane touch is sadly missed by all of those who knew you. Thank you for being you!

The thirteen authors are from a pan-European context given their countries of origin, and those in which they work: Austria, Cyprus and Greece, Finland, Ireland and Italy, England and Norway, Spain, while tributes to Sauli come from close friends and colleagues in the Netherlands, Spain and Sweden.

The chapters which make up this volume are, in one way or another, all framed around the Common European Framework of Reference for Languages: Learning, teaching, assessment – CEFR (2001). They highlight the relevance of this reference document in language education since each contribution can be linked to specific themes treated in the CEFR.

What began as a joint collaborative project thanks to ERASMUS collaboration between the Universities of Florence (I) and Granada (ES) developed into a wider European collaborative endeavour when Davide suggested that I invite contributions from other colleagues with expertise in areas related to language teacher education. This enabled the editors to draw on research expertise in different areas related to the broad and complex field of language learning. Hence, it was possible to focus on significant aspects related to teacher competence development in the fields of assessment, Content Language Integrated Learning – CLIL, Curriculum Design, Information Communication Technology – ICT and Task-based Language Teaching – TLBT,

Mediation, Otherness and Phonological Awareness.

There is a theoretical and a practical thread running through this volume. Theoretical aspects are discussed in the chapters by Takala, Capperucci, Guerin, Hasselgreen, Tsagari and Ioannou-Georgiou, and Valverde. Instead, the emphasis is on putting-into-practice in the chapters by Kelly-Calzini, Guijarro Ojeda, Mewald, Ruiz-Cecilia, Salvadori, Serrano-Amores and Guerin. From a different perspective, we can say that Takala's chapter actually holds a key to interpreting the contributions as a whole. In his proposed development of the CEFR conceptual scheme, Takala identifies four areas in need of further development: Communities, Otherness, Mediation and Mobility – COMM. It is through these lenses that we can read this volume. These concepts are distinct but, at the same time, they are inter-related. For this reason, different contributions can overlap different thematic concepts.

Communities

Education is a field which is made up of many different communities from those of Learners to those of Educators and Professionals. Through the contributions by Capperucci, Mewald, Ruiz-Cecilia and Salvadori, we discover English Language Teachers (ELT) as Communities. Capperucci looks at the development of competences in the area of Curriculum-Design and links to action-research projects in English Language Teaching communities in Tuscany. Mewald, as well as Salvadori accompany us to the CLIL community, while Ruiz-Cecilia familiarizes us with the Task-based community. Salvadori and Ruiz-Cecilia also link us to the ICT for language learning community of educators. Similarly, the chapters by Hasselgreen, Kelly-Calzini and Tsagari with Ioannou-Georgiou introduce us to the language testing and assessment community.

Otherness and Mediation

We can say that language and communication, in a certain sense, build on the concepts of otherness and mediation since we use language to interact with others and the act of communication involves mediating meaning. The theme of Otherness is examined from different perspectives in the chapters by Guijarro Ojeda and by Serrano Amores

with Guerin. Guijarro Ojeda deals with otherness in terms of sexual identity in trainee-teacher education in relation to the Spanish legal context and the general competences in the CEFR. Serrano Amores and Guerin use multicultural lenses to examine otherness in ethnicity.

Mediation

Takala's chapter presents the Council of Europe (CoE) work currently underway with experts to further develop the descriptors related to Mediation. He highlights the cultural and historical nature of the CEFR. By identifying the limitations in the CEFR Descriptors related to Mediation, he pinpoints 'the COMM gap' and calls for further research and development in relation to the CEFR conceptual scheme.

Valverde takes us into the realm of affect and opens up Pandora's box on the relationship between cognitive and affective aspects of language learning and teaching, as well as anxiety. She links to Takala's "Social Agent" who acts in society and contexts, so as to place human beings at the centre of the interactive communication process of language learning which hinges on mediation in making meaning.

Mobility

When one thinks of mobility within an EU-education context, one automatically thinks of ERASMUS+, study abroad, training-placements in other EU-countries, and e-Twinning, amongst other things. There are at least two aspects that all these "actions" have in common. They include the concepts of (i) assessment or comparable language levels (CEFR) through shared criteria-based recognition, and (ii) intelligible pronunciation which plays no small part in facilitating interaction and integration (e.g., the integration of migrants Project LIAM etc.). Assessment topics appear in the contributions by Hasselgreen, Kelly-Calzini, Tsagari and Ioannou-Georgiou. Hasselgreen sets out to identify the probable 'ceiling' for Young Learners (YLs). Kelly-Calzini looks at language performance in motivating contexts for YLs with a focus on awarding performance – as opposed to implementing assessment – so as to lower anxiety. Tsagari and Ioannou-Georgiou examine language assessment literacy among language teachers. They encourage reflection when it comes to the testing and assessment of YL language skills.

The topic of intelligible pronunciation which is related to phonological awareness as well as orthoepic competence (CEFR, 2001: 101-8) is taken up by Guerin. She looks at what happens in first language acquisition and considers this as a 'stepping-stone' towards acquiring competence in an additional language given that the phonological aspects of language facilitate and inhibit language comprehension and communication.

This volume is rich in theoretical and practical approaches for language teacher professional development. It hopes to raise awareness and facilitate language teacher professionality so as to lead to a more meaningful motivated learner-centred interactive communicative approach to additional language acquisition. The Editors and contributors would like this volume to be an inspiration and a spur to current and future language educators to provide language learners with meaningful input and tasks so as to stimulate learners to communicate meaningfully in contexts of interest in the additional language. As Takala reminds us, the CEFR is not easy to understand, interpret and apply, but as language professionals we need to come to grips with a tool that can inspire us to change approaches to language learning and recognize language users and learners as social agents with tasks to accomplish in social contexts.

The Editors and contributors thank their Learners for their inspiration and unintentional contribution to these chapters.

Introduction

The Introduction which follows offers a short synopsis of each contribution which appears in this volume. In this way we hope to provide readers with a brief overview of the theme dealt with by the authors as well as some insights into each chapter.

The volume can be read by the thematic threads of each of the three sections, or the reader can feel free to dip into the book and read the single chapters in any order whatsoever.

Whatever the reader's choice, we hope that reading this volume is an enriching learning experience.

Part One which is about ELT Competences and Communities starts with Capperucci's chapter on Developing Future Primary School EFL-Teacher Curriculum-Design Competences. He reflects on EFL-teaching in European Primary Schools in terms of national policies, and then turns his attention to Italy. Through pedagogical reflection, he identifies a 'curriculum-design gap' in teacher-training programmes in Italy. This area needs to be 'treated carefully and with methodological rigour' in both initial and in-service teacher-training. Thus, he considers teacher competences and the design process from the curriculum-design perspective, so as to outline a teacher design-competence profile.

The chapter addresses some epistemological and methodological aspects of curriculum-design competence, with specific reference to the Italian school system. He, then, reports a series of action-research experiments in the First-cycle of Schooling in Tuscany to develop 'a competence design model'. Capperucci highlights how design which is initially a "creative and undefined idea" needs to then be 'transformed into systematic action'. He provides a detailed analysis of the competences needed in each curriculum-design phase. He underlines the formative value of teaching English in Primary School which lies in the development of: (i) multilingual and multicultural competences within a complex, multiethnic and globalized society; and (ii) the

acquisition of 'tools' to practice active citizenship. He emphasizes the importance of (i) promoting a gradual integration of the elements of the new language, and (ii) developing the ability to manage various language components (e.g., phonological, syntactic and semantic aspects). He draws attention to the Italian National Guidelines which suggest that formal grammar be treated in Lower Secondary School since such an approach with young learners can compromise motivation and generate confusion between different grammatical and syntactic systems.

In relation to the Outcomes for Competence Development which are prescriptive and common to all Italian schools, he reminds us that the Outcomes constitute reference points for teachers in First-cycle School (Primary and Lower Secondary), and indicate the cultural and educational goals to be achieved: Level A1 (CEFR, 2001: 24, Table 1).

Methodological guidelines are provided to support language acquisition as indicated by the CEFR (2001): listening, speaking (both production and interaction), reading and writing (which must be introduced very carefully to avoid interference between the two languages in the early years of primary school when children begin L1 reading and writing).

He concludes by emphasizing the: (i) cyclical reflection process needed throughout activity-design; (ii) link between pupils' learning outcomes and curriculum quality and effectiveness; and (iii) need for teacher awareness of the pros and cons of current design-models. To renew school curriculum, he stresses that it is not enough to 'introduce new legislation if we do not systematically check the direct impact' it has on classroom practice.

The chapter by Mewald entitled Give Me 5 and Make Me Feel ALIVE! Five Principles in Foreign Language Education with Young Learners begins by looking at the natural characteristics of young learners (YLs). The author focuses on 5-12 year-old children in her contribution. She argues that by availing of children's natural instincts and following five basic principles children can learn another language almost effortlessly. These five guiding principles are summed up in the acronym ALIVE: Authenticity, Lexical priming, Integration, Variation and Engagement.

In her Introduction, Mewald introduces each of these five terms which she then proceeds to explain in detail in the following sections. Section 2 begins with 'Authenticity and the real-world of young learners' and this theme is presented within a research background. In Section 2.1, the author examines the 'authenticity of the primary

school classroom with reference to the research Literature, while the 'Authenticity of texts' is treated in Section 2.2 With reference to research, Section 2.3 presents Learners' personal interpretation of authentic texts together with samples of learner-output. In Section 2.4, the 'Authenticity of tasks' is examined in detail with accompanying examples.

Section 3 examines 'Lexical Priming and the development of linguistic range in young learners' which Mewald discusses against a research-background enriched with ideas, examples and samples of work with learners, using strategies, digital tools and lexical notebooks.

In Section 4, Mewald moves to the 'Integration of language and content' and links to Content and Language Integrated Learning (CLIL) which she goes on to discuss in relation to YLs also in the light of recent debate, and the 'goal filter function of CLIL'.

In Section 5, Mewald discusses the fact that YLs need 'Variation'. She examines the topics of attention span, lexical priming, lexical notebooks, and other practical implications.

The final 'E' of the acronym ALIVE is dealt with in Section 6 in which Mewald delves into the idea of 'Engagement as a sign of interest and motivation in young learners'. This section is rich in useful ideas and examples on how to stimulate motivation, together with samples of engaging YL self- and formative-assessment practices for the younger and slightly older learners in the age-range considered. The author highlights the role of active engagement of age appropriate activities as being key to captivating YLs and explains that the activities need to be 'increasingly interactive as the learners' cognitive development progresses'.

Mewald's contribution concludes by placing the emphasis on the role of affect in stimulating motivation, engaging learners, and developing, in the original Greek sense of the word 'sympathés', a sympathetic relationship between the facilitating teacher and the learner to to make the classroom come ALIVE!.

In the chapter by Ruiz-Cecilia on Reframing Foreign Language Learning and Teaching: ICT-based Tasks, the author begins by considering different educational models in relation to learning another language. He examines the role of ICT in the development of foreign language learning task-design that can be easily implemented in different European educational contexts. He believes that teaching should have a sense of usefulness in order to kindle learners' interest and impact the teaching-learning process.

Before describing three ICT-based tasks, the central tenets of this

approach adopted are contextualised within the vast literature on Task-based Language Teaching (TBLT), and TBLT-Framework is reviewed together with the TBLT-approach. The latter begins with a needs-analysis, understanding what tasks are, task-criteria, task-types ('real-life' and pedagogic tasks, both focused and unfocused), task-type structure, the pedagogical goals associated with tasks, task complexity, task familiarity, and TBLT in foreign language learning both in their historical context (Section 2), as well as in relation to the CEFR (Section 2.4). In the latter section, he also touches on the role of mediation in communication as seen in the CEFR (see also the contribution by Takala in this volume).

The focus on three ICT-based tasks which are based on real-life uses – even if pedagogic in nature – constitutes the main part of Section 3. The tasks present practical examples which have been piloted in Portuguese and Italian educational contexts. These tasks are set at different CEFR Levels (A1 & A2; B1/B2; B2). Though not designed specifically for the Primary School, they can be adapted for that context. This contribution includes detailed lesson steps together with step-by-step methodological lesson-plans for each of the three tasks presented. Each task requires a number of lessons for the objectives to be achieved. In addition, these steps and plans are developed with direct reference to the concepts related to tasks and task-development presented throughout Section 2. This provides the reader with a unique opportunity to see and reflect on task-development in theory and the application of that theory to practice. The latter is fundamental to the development, understanding and application of tasks within the learning process. The Appendices to the chapter contain grids related to the tasks outlined.

The chapter highlights how the use of authentic materials combined with ICT in communication-based tasks can motivate language learners in 'meaningful communicative activities'. The flexibility of these tasks make them a good point of reference for those who wish to develop new tasks suitable for different education contexts and CEFR Levels, along the same lines. They act as a lever to inspire better teaching-learning practices.

Salvadori's chapter on Learning Paths for Italian Primary School English Language Teachers: CLIL using ICT outlines a profile for English Language Teachers in Primary School in Italy using interdisciplinary or Content and Language Integrated Learning (CLIL) approaches. The chapter is contextualized within the CoE approach to language learning, and focuses on developing initial teacher education

and lifelong learning. In Section 2, Salvadori looks at Italian foreign language policy within the European dimension. Section 3 then turns to examine English language learning methodologies, as well as Task-based Language Teaching (TBLT) which is examined together with a range of similar approaches.

This is followed by a look at CLIL and how it is put-into-action in language learning contexts thanks to well-trained teachers (Section 3). The benefits of a CLIL-approach are outlined before looking at Digital Technologies in school in Section 4. This is followed by the presentation of the SAMR Model and the TPACK approach together with the SQD-Model. ICT in schools and MOOCs etc. are examined and reported. Section 5 deals with key competences and lifelong-learning, examined against a pan-European background.

In the conclusions in Section 6, Salvadori summarizes the approach adopted in her chapter and concludes that the competences a foreign language teacher has to master are numerous and that the point of reference is the CEFR. She highlights how European and National policies can stimulate engagement in EU-actions and projects.

The emphasis throughout the chapter is on the language teacher as a professional profile to facilitate language learning development. An awareness is provided of the pitfalls the use of technology implies. The contribution describes the learning trajectories that support quality language teaching and learning. The primary school teacher profile which emerges is that of a professional of education, not only a language expert, able to generate improvement in learner outcomes, but also a teacher who can leverage CLIL potentiality and, while using technology can help learners meet effectively the learning goals in terms of competence. This is suggested by the TP2C model that is only mentioned and that could represent the basis for further research.

The primary school teacher profile that emerges presents an educational professional who is able to generate improvement in learner outcomes, who can leverage CLIL potentiality and together with technology can help learners meet effectively the learning goals in terms of competence, as suggested by the TP2C model that is introduced. This contribution represents an active learning path for all language teachers.

Part Two of the volume which deals with Otherness and Mediation in Language Learning, begins with the contribution by Takala. He writes about work-in-progress towards enriching the conceptual framework of The Common European Framework of Reference for Languages - Continuities and Enrichments. He points out that the

CEFR is the final result of 'decades of consistent development work within the Council of Europe' (CoE). He highlights the impact and significance of the CEFR worldwide in language education. He examines the CEFR from three important aspects highlighted by Trim (2012): (i) the 'action-oriented approach' at the heart of the CEFR; (ii) the survey of methods of learning, teaching, and assessment in the document which requires further study; and (iii) the CEFR's, probably, most familiar aspect, its 'vertical' dimension: A1-C2.

Takala discusses the various toolkits developed within the CoE to help in the adoption and use of the CEFR; he also examines the vertical and horizontal dimensions based on Kaftandjieva's model. While recognising that the CEFR is not always easy-reading, Takala highlights the fact that it is both a 'historical and cultural product' which calls for a reflective and pragmatic approach in language learning. As he points out, the text has also raised discussion as regards 'its theoretical and conceptual foundations'. In order to maintain the role of the CEFR as 'an influential tool in language education', he pinpoints the 'need to develop the CEFR in response to new challenges and opportunities'. Hence his question 'what further development work on and with the CEFR might be both useful and feasible?'.

He begins to answer this question by identifying possible CEFR developmental options. He suggests (i) building on and (ii) developing ideas already present 'in embryo'. He identifies a gap in the CEFR and highlights the need to take into account 'important developments of our societies and CoE priorities' which have taken place since 2001.

For the proposed development of the CEFR conceptual scheme, he draws on work by Coste and Cavalli (2015) and identifies four areas in need of further development: 'communities, mobility, otherness and mediation'. He then points out the narrow interpretation of mediation present in the CEFR, and suggests updating the concept of mediation. Taking the four areas identified, he weaves them together to highlight the complexity of the 'social agent' who acts within society and contexts. He exemplifies this complexity in the figure under development by CoE experts in terms of the 'Social Agent' with two new tables and accompanying descriptors.

Takala concludes by drawing attention to CoE ongoing work in collaboration with language educators and experts worldwide, and with NGO language associations (e.g., EALTA, ALTE, EQUAL, FIPLV) which he views as custodians of the values (e.g., democratic citizenship, plurilingualism, intercultural education) which lie at the heart of the CEFR and constitute the mission of the Council of Europe.

In the chapter by Serrano Amores and Guerin entitled Multicultural Images: Approaching Otherness with EFL Trainee-Teachers, we find the theme of 'otherness' already introduced in Takala, but this time it is set in a specific historical context. Here, otherness is related to ethnicity and it is examined through the lens of multicultural images. This time the focus is on images related to Jewish culture, history, and traditions. This contribution begins with a description by Serrano Amores of the motivation underlying the choice of topic and images, as well as the reason for linking this topic and these images in the context of raising multicultural awareness and learning another language.

The authors then highlight how literature, advertising etc. have been used in the past to teach language and argue how these same materials can be extremely useful in developing cultural awareness. The chapter offers suggestions for the use of images to help develop cultural awareness in language teachers and learners.

Starting with the 'corpus' of six images, Serrano Amores and Guerin use these to illustrate how these might be used in a language-learning context. They argue that by not dealing with artifacts of photography at school, society ends up with visual illiterates – this is a very interesting hypothesis if seen in terms of Learning 21 (Guerin, 2010: 80 ff.). Serrano Amores begins by analyzing the characteristics of the images, examines how they are independent of text even when they co-occur, and highlights the importance of developing and encouraging visual literacy especially in children.

Serrano Amores then presents the five-variable Kress-Leeuwen (2006) analysis model. Next, Guerin uses this analysis model to undertake a detailed analysis of the previously-mentioned six-picture corpus. She presents two of the pictures at a time, analyzes each of these two pictures in detail, and repeats the process for the whole corpus.

Proposals are then made about how to use the picture-corpus by developing three sample lesson-plans from the point of view of teaching-methodology. These lesson-plans can be easily adapted to different educational contexts and different CEFR Levels. Each sample lesson-plan begins with a warm-up activity related to the images. This is followed by the main activity which focuses on the pictorial content and message. Then, there is a post-activity in the form of an open-response interview, which is used to conclude the activity.

In conclusion, by using the Kress-Leeuwen model (2006), Serrano Amores and Guerin intend to raise awareness as regards the development of visual literacy competences and multicultural awareness in trainee-teachers and learners in relation to a specific historical period.

In this chapter, we are also reminded of the idea of 'language as culture', as well as the fact that the boundaries between written texts and visual arts need to be rethought.

In the chapter by Pérez Valverde entitled Towards Professional Wellbeing: Re-thinking Language Teacher Education, the author looks at EFL teaching and learning from the two different, but at times similar, perspectives of teachers and learners. She sets the scene in Spain against a backdrop of issues which are symptomatic not only of her country. She tells how collaboration between the Ministry of Education and the British Council – which began in 1996 as a result of an increasingly widespread feeling of dissatisfaction among teachers and parents with the outcomes of the mainstream model of foreign language teaching, which envisaged relatively small amounts of time per week being made available for the study of English – is making ongoing efforts to bring about effective change.

She highlights the cognitive and affective aspects of language learning, as well as the idea of anxiety. Her attitude to language learning is extremely important as she sees learning a foreign language as something which not only involves the study of linguistic content in terms of grammar, phonetics, and vocabulary, but, rather, aims at the development and acquisition of communicative competence. Language learning differs from the learning of other subjects because the language learning process needs to be interactive in nature.

She calls for a 'rethink foreign language education from the perspective of the agents involved in the learning and teaching processes', and campaigns against what she considers the 'excessively instrumental' approaches currently used which fail to envisage 'their repercussion(s) on the holistic development of learners, as well as on the perceived self-efficacy of practitioners' given the significant 'role of language acquisition and development in maturation' as well as its role in forging identity and impacting children's critical social-emotional skills which are necessary so as 'to act pro-socially with peers and adults, participate productively in learning activities', as well as 'adapt successfully to new or challenging situations'. Pérez Valverde considers children, adolescents and teachers in relation to these issues, and wonders whether these topics are examined in FL teacher education.

She identifies the gap in the research in relation to analyzing 'the needs of those in charge of guiding their [learners'] learning process'.

The chapter offers a reflection on foreign language teaching wellbeing in relation to preventing burnout, as well as on teacher-training programmes which focus on developing 'reflective, mature practi-

tioners […] in accordance with the current needs'. Her 'humanistic approach' aims to encourage 'respect for both our own learning processes and those of our students'. She concludes her chapter with a proposal for the use of oral and written narratives to construct a sound teacher identity, and highlights wellbeing. Pérez Valverde believes trainee-teachers need to be 'aware of the context-bound nature of their future career' which is both challenging and rewarding.

In the chapter by Gujarro Ojeda entitled Reading Queer with EFL Trainee-Teachers, a different form of 'otherness' – the 'queer issue' – is examined in relation to recent changes in Spanish Law (ECI/3857/2007), the acquisition of the Key Competences for Lifelong Learning European Reference Framework (2006), and the CEFR (2001).

The introduction of so-called 'queer' issues into the language classroom fall into at least three of the four areas related to the general competences as described in the CEFR (2001): Declarative knowledge (savoir), skills and abilities (savoir-faire), and existential competence (savoir-être). When a student learns a foreign language, (s)he is not only learning an isolated system of linguistic symbols, but a cultural system which leads people towards a metaphorical intercultural sphere. Thus, learners develop intercultural skills and abilities which allow them to open up to the world, to new languages and new cultures.

Gujarro Ojeda also examines the topic in relation to Lesbian, Gay, Bisexual, Intersexual, and Transgender (LGBIT) issues and the related theoretical frameworks and assumptions. In ELT, queer issues emerge culturally and linguistically within diverse cultures. Using Queer Theory, one can examine linguistic and cultural patterns in which sexual identities are performed, communicated and formed. The focus is not on what sexual identities are but rather on what they say and do ('observable behaviour'). The author explains that in Spain, for example, two men holding hands usually reflects an act of love and affection, whilst in many Muslim countries two men holding hands can be just friends or relatives. Students learn to examine this diversity in a Spanish multicultural educational context.

Queer Theory states that teaching and learning about sexualities is relevant to everybody. Discussion through pedagogies of inquiry is advocated to understand why and how sexual identities are accepted. In light of the previously mentioned competences, pedagogy should involve rigourous critique of why and how we have different identities. In Section 3, pedagogical implementations of queer-focused

activities in FL teacher-training are reviewed. Examples of questions that can be used with students are offered since identities are not universal, and are not facts but 'theoretical constructs'. This contribution enables us to look at global and multicultural literature in which people on the 'edge' are fictionalised through the lenses of aestheticism.

With Queer Theory, classroom linguistic practices require trainee-teachers to conduct discourse research, gather and select information, present their findings to their lecturers and their own peer group. English language is, thus, used throughout their learning and their work so that new vocabulary and expressions which have been traditionally considered as taboo can be demystified and re-dimensioned in everyday language use.

Part Three of the volume which is related to Mobility – Raising Awareness in Assessment Practices and in Phonological Competences in Language Learning presents three contributions related to YL assessment, and one related to developing phonological competence. Each of the first three chapters highlights the delicate nature of the assessment of YLs and the need for it to be void of needless anxiety, as well as to be meaningful for the learner. It opens with Hasselgreen's chapter entitled The CEFR and Young Learners - How High Is the Ceiling? The chapter begins by considering the influence of the CEFR (2001) in language learning and reminding us that this reference document 'was originally intended for use with adult users'. Her contribution considers young learners (YLs) in the 5-15 year-old age-range. She cautions our use of the cognitively demanding high-end CEFR level descriptors with YLs as the CEFR makes 'no claims that its levels are suitable for use with young language learners'. While recognizing the fact that the CEFR impacts school curricula objectives in Europe and beyond, and that over 30 validated European Language Portfolios (ELP) based on the CEFR levels exist for Primary School, she calls for responsible use of the CEFR and a 'shared understanding of its suitability to YLs as well as its limits'. By examining the characteristics of the cognitive and social maturity of YLs, she sets out to try to establish 'upper CEFR limits, or 'ceilings', for YLs in a series of age groups' based on research.

In Section 2, her focus is on both the CEFR and the ELP, as well as the levels generally held to be achievable by YLs in three age-groups (5-9yrs. c.; 9-13yrs. c.; 13-15yrs). She introduces the documents and relates them to studies in different countries as well as international tests; she concludes by indicating possible attainable levels for YLs. In Section 3, she analyzes the relevant CEFR levels and descriptors in

terms of the demands they make on learners. She cautions us about the use of levels and their limitations, especially in terms of assessment. Here, the levels and descriptors are examined 'at face value, to refer to language use in a "real-life" context, with all the support that it may offer'. In the context of YL assessment, she points to some CEFR descriptor 'short-comings', and also identifies important issues. She also deals with the concept of literacy. Next, she turns her attention to the descriptors as well as the self-assessment grids, and examines them in detail in terms of domains as well as her model of communicative language ability (CLA), together with 'the cognitive, social, linguistic and literacy development of YLs'.

Section 4 addresses the concept of YLs from the perspective of development. She sets out to identify 'their potential CLA and L2 domain of use across a range of ages' so as to link to CEFR 'attainable levels'. She examines L1 development in detail and investigates the L2 potential of YLs. In Section 4.3, she postulates a link between the demands posed at a series of CEFR levels and the potential of these three age groups to meet these demands.

She concludes drawing our attention to: (i) the fuzzy-nature of boundaries in learning; (ii) 'potential' viewed as a 'ceiling' not as an expected outcome; (iii) the challenge to be taken-up as regards YLs and the CEFR. Hasselgreen's chapter contains four extremely useful and informative tables which deserve considered reflection.

The chapter by Tsagari and Ioannou-Georgiou is entitled Assessing English Competences of Young Learners in Primary School Education. Both authors have been involved in language assessment and in the development of language assessment literacy practices among teachers for more than a decade. The present contribution addresses this topic by asking teachers to reflect on their testing and assessment practices used with young learners (YLs). The authors begin by reminding us that assessment is an important part of teachers' daily work in the classroom in general as well as in the English language one. Their contribution highlights what McKay (2006) refers to as the need to understand the role of assessment in children's language-learning processes as well as levels they attain.

Section 2 begins by examining the key characteristics of YLs, their learning needs and contexts, as well as the major age-related factors which need to be taken into consideration in language-learning and assessment. The different types of assessment are also presented. Next, they illustrate what research tells us about assessment and YLs, before considering the case of learners with Specific Learning Differences

(SpLD). This provides the opportunity to introduce us to two EU-funded projects in this area: the DYSTEFL and TALE Projects for teacher-training. Current YL assessment practices are then examined.

Section 3 provides a rich and detailed Literature Review on classroom-based assessment which also examines the stated assessment literacy knowledge of teachers in a number of EU-countries obtained through survey questionnaires. The perceived training-needs of language-teachers in the area of assessment as well as their awareness of their lack of training is discussed. The obstacles to the implementation of child-appropriate assessment procedures are also identified as are other negative aspects of teacher-practice in relation to classroom-based assessment. The issue of 'test-washback' is also addressed. They conclude this Section by identifying the gap and state that 'the field is in need of a comprehensive framework for the assessment of young language learners in both foreign language and second language learning situations'. They also highlight the dearth of studies in relation to the assessment of 5-12 year-olds, with the exception of the seminal work in this area by McKay.

Tsagari and Ioannou-Georgiou draw their chapter to a close with the very important reminder that YL assessment is a 'sensitive area and as such deserves special attention' as the negative effects of assessment can be lifelong. They underline the point that since 'there is no 'correct' way to assess language skills' the assessment should be valuable and meaningful for the learner. Last but not least, assessment needs piloting and refinement!

The chapter by Kelly-Calzini dedicated to Early Foreign Language Learning and Teaching begins by looking at the changes underway in the learning and teaching of English for Young Learners (YLs). She considers how these changes which also take into consideration factors such as affect, motivation, attitudes, and mood also have an influence on the learner in terms of his/her self-esteem thanks to approaches to early language learning and teaching which aim to build communicative abilities, motivation, and self-confidence, while, at the same time, reducing factors related to stress and anxiety. She highlights how brain research suggests that 'both activity and first hand experiences' – storytelling, games, bodily activities etc. – play a key-role in children's early learning and development.

In Section 2, she illustrates the reasons why 'younger is better' based on research. She, then, draws the reader's attention to how Early Language Learning (ELL) can 'influence attitudes towards other languages and cultures', initiatives by the European Commission, and the Euro-

pean Framework for Education and Training 2020 in ELL and related research. Then, in Section 3, she looks at the implementation of change in ELL. In Section 4, she considers the role and implications of testing and assessment, as well as what constitutes appropriate and effective assessment procedures for YLs. She uses the term 'assessment' for the 'process of documenting knowledge, skills, attitudes and beliefs […] in measurable terms.' She also highlights the fact that the purpose of assessment is, not to judge, but, rather, to improve learning; this is very important for both teachers and learners to realize. Next, she examines different kinds of assessment and their purposes.

In Section 5, she discusses appropriate forms of assessment for early learning contexts. In Section 5.2, she introduces the Trinity College London assessment solution for young language learners. She describes its introduction and, in Section 5.3, presents and illustrates the 'Trinity Stars' Young Performers in English Award'. She explains that this is not an assessment *per se* but, rather, an award which is designed to 'boost confidence in young learners of English'. In addition, this Award aims to support teachers in their classrooms as well as in their professional development in relation to teaching, learning, and assessment practices. Moreover, she identifies the positive aspects of this approach in which 'no marks are awarded' because it is not a pass/fail exam, but a 'celebration of performance'. She further explains that 'Trinity Stars' is 'designed to encourage the teaching and learning of English language through music, drama and performance'.

Kelly-Calzini admits that change is not easy but it is through change-for-the-better that teachers and educators can play a positive role and give their learners their best.

The final chapter in this volume is Guerin's contribution about Developing Phonological Awareness for English Language Learning in Infant and Primary School. She examines why it is important to develop phonological awareness in both language teachers and learners. She begins by considering the role of oracy (i.e. spoken language skills) in language and communication and reflects on how developing communicative language competence is a lifelong process even in one's native language.

In Section 2, she looks at speech as the distinguishing characteristic of humans. She views speech as a social activity (CEFR, 2001: 9) which is socially co-constructed and mediated. Through research, she reflects on how we make meaning in and through language. She discusses in detail how sounds play a key role in language 'perception,

deconstruction and construction'. She also refers to orthoepic competence and its key role in speaking, reading, and writing.

The theoretical basis underlying the concepts of pronunciation as well as phonology and phonemics which constitute the central focus of this chapter are presented against a detailed research-background. In Section 3, Guerin examines pronunciation-related issues, as well as the concept of 'intelligible pronunciation', and the so-called 'deficit-model' (Section 3.2). Then the focus turns to phonological, phonotactic and phonemic sensitivity/awareness. In Section 3.3, she examines why teaching-learning pronunciation is held to be problematic by teachers as well as by learners. She then turns her attention to the phonological loop and aspects related to phonological processing. The subsections of Section 3.4 examine phonological, phonotactic, and phonemic awareness from a research perspective.

Section 4 focuses attention on developing learner phonological, phonotactic, and phonemic awareness by considering why it is necessary to focus on phonological aspects in language classrooms, as well as who needs to develop it in the context of learning another language. In Section 4.2, she reflects on infant speech development and its implications for teaching-learning. This section highlights the phonological aspects of language and their role in developing language competence and fluency.

In Section 5, Guerin provides some possible approaches for the development of phonemic awareness in learning-teaching English in Infant and Primary School. The suggestions offered can be used with general as well as Special Needs Learners. She links this section closely to the CEFR (2001) and the Italian National Guidelines (2012), giving examples.

The conclusion to the chapter in Section 6 draws us back again to how language, starting with its phonology, is acquired by infants in a social interactional setting through meaningful and motivating engagement which is the magic key to all language competence development.

The contributions in this volume aim to inform and facilitate the professional development of teachers of additional languages. The theory and practice found throughout this book can be useful to language professionals whether the additional language being taught or learned is English or any other language.

The editors
Davide Capperucci & Elizabeth Guerin

1. Developing Future Primary School EFL-Teacher Curriculum-Design Competences

Davide Capperucci

1. Introduction

Teaching English as a foreign language (EFL) in Primary School is an important topic which, in recent decades, has engaged many language professionals in EU countries. Parallel to the development of European and national policies on foreign language learning and teaching, the pedagogical reflection on these themes has devoted increasing attention to curricular issues and how to teach a second language or more foreign languages effectively. This requires specific teacher expertise in the area of curriculum design, which must be treated carefully and with methodological rigour both in initial trainee-teacher education as well as in in-service training.

This chapter focuses specifically on the development of design competences for future EFL teachers in primary school which is considered as an essential aspect of the professionalism of teachers. In many ways, what is presented here can also be applied to in-service teachers. Indeed, good educational design, even before being implemented needs to be thought out and carefully planned by reviewing the many variables (contextual, educational, organizational, emotional, relational, etc.) that accompany the teaching-learning process and the teacher-learner educational relationship.

Following the presentation of an outline for a possible profile of teacher design competences based on the international literature, the present chapter addresses some epistemological and methodological aspects of curriculum design competence with particular reference to how this is dealt with in the Italian school system, even though most of the reflections and methodological proposals that are here presented may be useful for any school system.

In the second part of the chapter, a competence design model based on the "competence unit" called the CUD-Mod, is proposed. This CUD-Mod has been experimented in a variety of action-research pro-

2. Give Me 5 and Make Me Feel ALIVE! Five Principles in Foreign Language Education with Young Learners

Claudia Mewald

1. Introduction

Young learners are full of enthusiasm, curiosity and the natural desire to engage in anything they find interesting. This chapter claims that if foreign language educators manage to make use of children's natural instincts and dispositions, language acquisition will come spontaneously and nearly effortlessly. In order to achieve this, five principles should be pursued to make the language classroom ALIVE: Authenticity, Lexical Priming, Integration, Variation and Engagement. Let us now see what these involve.

Authenticity is seen in terms of language and its combination with the language of the real-world and a *competence-oriented* approach that seeks to give the learners the means to act effectively in the foreign language in activities they would normally do in relation to their age. *Lexical priming* refers to achieving the goal which aims to help the learners notice how people are using words and phrases in context and to get learners to use them in their own language production without much conscious thinking of what they are doing. *Integration* and *variation* refer to the process of noticing words and phrases in many different situations which are integrated into the daily routine of the classroom and the playground. Words are embedded in many different content-areas and situations as well as having many different ways of being used. A set of core words and phrases have to be used in the contexts in which the learners have heard them and with the meanings they have identified as belonging to them so as to create natural fluency and an age-appropriate language awareness. Finally, *engagement* refers to aspects of motivation and the positive impact of situational interest on the learning processes.

Each principle will be fleshed out in the light of the current literature and research, and will be supplemented with practical teaching and learning examples from primary classrooms with young learners of 6-12 years of age.

3. Reframing Foreign Language Learning and Teaching: ICT-based Tasks

Raúl Ruiz-Cecilia

1. Introduction

This chapter examines the role of ICT in the design of tasks for foreign language learning (FLL) that can be easily implemented in different educational contexts throughout Europe. We believe that teaching should have a sense of usefulness in order to kindle students' interest and make the teaching-learning process memorable for years to come. Before delving into the description of three ICT-based tasks in Section 3, following this brief introduction to the chapter which looks at different education models in language learning, it is of paramount importance to frame the central tenets of the approach-adopted by gleaning information from the vast amount of published literature on Task-based Language Teaching (TBLT) which is presented in Section 2.

Most language teaching experts have gone to great lengths to emphasize the importance of urging students to use the target language for functional purposes. This has led to the emergence of numerous different educational models in the past sixty years. Van den Branden, Bygate and Norris (2009: 3) suggest the following basic dimensions:

1. *Holistic versus discrete learning*: language should be treated as a whole rather than as discrete bits. This is in opposition to the idea that language is a complex system and it needs to be broken down in order to facilitate students' learning. In this latter type of approach, students have to master many rules before they start to use the language. Diversely, holistic approaches make students face the language system as a whole, using language for functional purposes, and integrate different skills. In such approaches, students are supposed to induce the rules from their interaction with plenty of examples of the language.

2. *Teacher-centred versus learner-driven education*: in teacher-centred classrooms, the teacher is the main figure, being the model to

4. Learning Paths for Italian Primary School English Language Teachers: CLIL using ICT

Ilaria Salvadori

1. Introduction

Here we outline a training-programme for English language teachers in Italian primary schools and consider the possible advantages of bringing together cross-discipline teaching practices, and digital competences. We also examine the need for specific teacher-training to meet the goals of language learning. We strongly believe that, alone, new methodologies or the potential virtues of technology count for little in learning a further language. The three main questions addressed are:
1. How can teachers effectively contribute to the foreign language (FL) competences of their pupils?
2. How is it possible to use digital resources effectively to change and shape teachers' practices?
3. What technological smart tools together with well-grounded methodologies and innovative best-practices can contribute to effective learning?

The European Council Barcelona Summit (2002) recommended the learning of at least two additional languages from a very early age. Since then the question of FL proficiency has become pivotal for the European Commission given that it is evident that FL competences are essential to ensure active citizenship and the free mobility of individuals throughout Europe in order to meet the aspirations of an integrated Europe. In Italy, to face the educational challenges involved, language-teacher professional training needs to be planned every single step of the way to build a new language-teaching professionalism which can result in better teacher on-the-job performance.

Indeed, improving the quality of initial teacher-training together with ensuring continuous professional development in a lifelong-learning context are key factors when it comes to describing learning paths to support the qualitative and effective teaching and learning of additional languages throughout one's life.

5. The Common European Framework of Reference for Languages – Continuities and Enrichments

Sauli Takala

1. Introduction

There is hardly any reason to doubt the common claim that the *Common European Framework of Reference for Languages* (CEFR) has become an essential reference document for language education and has had a greater impact on language education in Europe (and beyond) than any other document in recent times. It was published in 2001 simultaneously with the other official version in French (*Cadre européen commun*) and the German translated version (*Gemeinsemer europäischer Referenzrahmen*). The framework has by now been published in several dozen versions.

The CEFR was the culmination and synthesis of decades of consistent development work within the Council of Europe, which has been aptly described by its main "architect" John Trim (2007; 2010; 2012; 2013; 2014). He has given several "insider" accounts of the process, contents and uses of the CEFR. In the 2012 article he characterised the CEFR as having three main aspects. The first aspect, embodying an action-oriented approach,

is an attempt to characterise comprehensively, transparently and coherently the act of language communication in terms of what competent language users do and the competences (knowledge and skills) that enable them to act (2001: xxxiv).

The action-oriented approach is, in essence, the definition of the CEFR construct of language proficiency and it has not been seriously challenged. It is worth quoting in full the horizontal taxonomy of the CEFR:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under

6. Multicultural images: Approaching Otherness with EFL Trainee – Teachers

Silvia Serrano Amores, Elizabeth Guerin

1. Introduction

Images have long been one of the most neglected parts of fiction. When thinking about multicultural resources to use in an EFL class, what usually comes first to mind for many people is literature in all its different aspects, followed by films. However, without denying the importance of the previously-mentioned resources, images appear to have a series of advantages and possibilities which deserve to be explored for their potential use in the classroom.

To do so, EFL teacher-training programmes need to include pictures which can show trainees the advantages of working with images in class. Not all pictures, however, serve the same purpose. In this work, particular attention is paid to multicultural pictures. The specific focus is on those related to Jewish culture, in the belief that they will help EFL trainee-teachers transmit to their pupils the currently much needed intercultural competence to understand people. The global society in which we live is undeniably multicultural. Given that the knowledge of other cultures is the first step to respecting them, today, more than ever, it is essential to teach culture to students at all levels. Thanks to its rich culture and traditions, Jewish culture is a valuable tool when it comes to working on cultural aspects. In addition, it is of the utmost importance that people remember one of the most terrible chapters in our entire history: the Holocaust. The oppression suffered by Jews during that period must be remembered exactly as it was, as something that under no circumstances must be repeated. With this in mind, a model for the analysis and didactic exploitation of images related to Jewish culture, traditions, and history is presented.

7. Towards Professional Wellbeing: Re-thinking Language Teacher Education

Cristina Pérez Valverde

1. Introduction

For decades, the teaching of foreign languages in compulsory education has been a matter of concern in many countries, especially in those places in which the L1 and the target language are not closely related. As is the case in other Romance language-speaking countries, in Spain the distance between the mother tongue and the main additional language taught (namely English) is considerable in terms of mutual intelligibility, grammatical and lexical relatedness, as well as phonetics and phonological rules.

Towards the end of the twentieth century, a perceived failure in the teaching system in Spain prompted a number of reforms which lead, finally, to the current bilingual programs. Such programs were timidly initiated in 1996 following an agreement between the Ministry and the British Council, as the result of an increasingly widespread feeling of dissatisfaction among teachers and parents with the outcomes of the mainstream model of foreign language teaching, which envisaged relatively small amounts of time per week being made available for the study of English (Dobson, Pérez Murillo and Johnstone 2010: 12). This pioneering initiative, inspired other local governments to develop bilingual education and Content and Language Integrated Learning (CLIL) projects in schools. Said approaches are now well-established in quite a few communities, although there are many improvements still needed, and a large number of students still do not benefit from these programs.

Besides, the excessive emphasis on establishing measures to compensate for learning difficulties, the ensuing frustration has left aside – in our opinion – relevant aspects pertaining to the cognitive and affective processes involved in the teaching and learning of foreign languages. Although emotional and attitudinal aspects such as motivation have been the focus of well-grounded research (Madrid 2002),

8. Reading Queer with EFL Trainee-Teachers

Juan Ramón Guijarro Ojeda

1. Introduction

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) (2001) states that otherness related issues should be treated in the classroom as a means to achieve Existential Competence. This competence is defined as the "sum of individual characteristics, personality traits and attitudes which concern self-image and one's view of others and willingness to engage with other people in social interaction" (CEFR 2001: 11). Thus, it tackles the need to train students to become interculturally competent and to develop sensitivity toward other ways of viewing, no matter how shocking they may seem to the learner's eyes. Following some of the principles of the existential competence as dealt with in the CEFR (2001), teachers should pave the way for the learners to develop: openness toward, and interest in, new experiences, other persons, ideas, peoples, societies and cultures; willingness to relativize one's own cultural viewpoint and cultural value-system; and willingness and ability to distance oneself from conventional attitudes to cultural difference (*Ibid.* 2001: 105).

The introduction of so-called 'queer' issues into the language classroom falls into three areas related to the general competences as described in the CEFR (2001): Declarative knowledge (*savoir*), skills and abilities (*savoir faire*), and existential competence (*savoir-être*). Based on the latter, when a student learns a foreign language, he or she is not only learning an isolated system of linguistic symbols, but a cultural system which leads people towards a metaphorical intercultural sphere. Subsequently, learners develop a series of intercultural skills and abilities which allow them to open up to the world, to new languages and new cultures.

Given the fact that trainee-teachers claim that they lack specific training to develop these traditionally silenced topics in their training contexts, it seems highly beneficial to make implicit discourses explicit

9. The CEFR and Young Learners – How High Is the Ceiling?

Angela Hasselgreen

1. Introduction

The Common European Framework of Reference (CEFR) (Council of Europe, 2001) was originally intended for use with adult learners, and the official version of the CEFR, with its six levels, remains adult-centred, with no claim that its levels are suitable for use with young language learners (YLs), defined in this chapter as being from about 5 to 15 years old. Indeed, Little (2006) warns that, although the A1 descriptors for spoken interaction could be mastered at any age, no assumption can be made that children, even at near native speaker level, have the potential to reach the highest CEFR levels, with their heavy cognitive demands:

This characteristic of the CEFR's levels and scales means that they can be adapted to the needs and circumstances of younger learners to a limited extent only. Those who insist otherwise have usually failed to grasp that a high level of linguistic competence does not necessary entail a precocious range of communicative proficiency. (2006: 174)

Yet the influence of the CEFR on the language education of today's YLs is undisputable. It has made significant inroads into school curricula objectives in Europe and beyond, either explicitly, such as in Finland, or implicitly, such as in Sweden. Moreover, its levels have been transmitted widely through the *European Language Portfolio* (ELP) (see Council of Europe website), where roughly 35 validated ELPs currently exist for primary school children, with roughly the same number for secondary schools; four pre-school ELPs exist.

This being the case, the CEFR can clearly not be ignored in the context of YLs. Rather, the onus is on those working and researching in the field to ensure that any use of the CEFR is carried out responsibly, and with a shared understanding of its suitability to YLs as well as its limits. Hopefully this chapter will go some way to help us face this challenge.

10. Assessing English Competences of Young Learners in Primary School Education

Dina Tsagari, Sophie Ioannou-Georgiou

1. Introduction

Assessment constitutes an important aspect of teachers' daily practice in the broad field of English language teaching (ELT). As the number of children learning a second (L2) or a foreign language (FL) is increasing, the need to understand the role of assessment in children's language learning processes as well as their degrees of attainment (McKay 2006) is imperative.

This chapter aims at raising levels of language assessment literacy among English language teachers and encourages them to evaluate and reflect on the testing and assessment of language skills of young learners in different learning contexts. The chapter begins by describing the characteristics of young learners, including their needs and learning contexts, followed by a discussion of the major age-related characteristics that researchers need to consider. Next, the chapter discusses how teachers need to conceptualize the language knowledge and skills of their young learners so that they target the appropriate constructs for assessment purposes. The final sections cover key issues related to practices and consequences of classroom-based and large-scale assessments, and conclude by making research and pedagogical recommendations with regard to the assessment of young learners.

2. Key concepts

2.1. *Language Testing and Assessment: Differences and Similarities*

Assessment has multiple purposes. It is used for planning teaching, diagnosing pupils' strengths and weaknesses, grading pupils' performance at a given time of their learning and informing various stakeholders (e.g. pupils, parents, teachers and other professionals) about

11. Early Foreign Language Learning and Teaching

Manuela Kelly Calzini

1. Reflections on early foreign language learning, teaching, and recognising achievements

Early foreign language learning and teaching is a rapidly growing field, and the practice of teaching English to very young learners has evolved considerably over the last two decades. The spread of English as a foreign or second language at Pre-Primary and Primary levels has also drawn the attention of an increasing number of international research publications (e.g., Enever 2011; Garton, Copland, & Burns 2011) and large scale surveys (e.g., Edelenbos, Johnstone & Kubanek 2007; Pufahl & Rhodes 2011). Early foreign language teachers and educators are increasingly moving away from the tenets of behaviorist psychology and structural linguistics in favour of more socio-cognitive psychological approaches and more contextualized, meaning-based views of language. In short, a more communicative and humanistic approach where the focus is more on the role of the learners rather than the external stimuli learners receive from their environment, hence, the centre of attention has shifted from teacher-centred instruction to learner-centred instruction leading to a paradigm shift which brings important and significant innovations in our profession.

Such innovations have led to new trends and emerging methodologies which recognize the affective factors such as emotions, feelings, attitude and mood, as the most important factors involved in successful early language learning (ELL) and teaching leading to the diffusion of teaching practices and approaches that develop self-confidence, increase motivation, reduce anxiety and promote the development of communicative skills.

This change and development has been spurred by the development of several learning principles and methods of teaching, including active learning, student-centered learning, collaborative learning, experiential learning, task-based learning and CLIL. Although

12. Developing Phonological Awareness for English Language Learning in Infant and Primary School

Elizabeth Guerin

1. Language and Communication

To help us understand how important sounds are in our life and in communication, let us reflect for a moment on newborn children. What is the first thing that newborns do as they enter our world? They emit a sound which we refer to as a cry. Is this cry of any importance? The answer is yes, it is of fundamental importance for two reasons. Firstly, this cry is the first instance of the newborn breathing and, secondly, it is how (s)he begins communicating something to those around him/her. The basic information communicated by means of this cry is that the newborn baby is alive and is breathing. This infant has already begun its lifelong language learning journey.

It is important to remember that even with one's native language, the process of language learning and development is an ongoing lifelong one. Unless attention is drawn to it, people do not reflect on the fact that they are continuously gaining new information about their native language which enables them to make better use of language as a tool in many aspects of their daily lives. It is easy to forget, for example, that a twenty-year old actually takes twenty years to attain the level of sophistication (s)he has in her/his native language, and depending on further education, lifestyle, interests etc., that level of language sophistication will continue to develop during one's lifetime also in relation to one's employment and/or profession. Indeed, most, if not all, people would agree that becoming successful or outstanding in certain professional spheres (e.g., legal affairs, interpreting and translating, marketing strategies, diplomacy (and even politics) can be directly linked to the individual's communicative language competences.

We draw attention to this because, quite frequently, those in the process of learning another language are troubled by the fact that they cannot say in the new language exactly what they say in their native language. What they fail to realize is that, over time, they have built

Biographical Notes on Contributors

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Elizabeth Guerin, a graduate and former Academic Staff member of University College Cork (IRL), currently teaches English and English Language Learning-Teaching Methodology for the Degree Course in Primary Education at the University of Florence (I). Her research interests include the CEFR, curriculum design and development, how learning occurs, language acquisition and assessment, language-teacher training and assessment, and technology in education. She has participated in several EU-funded projects e.g., SOCRATES: Comenius CEFTrain Project. She is an active member of the European Association of Language Testing and Assessment (EALTA), Lingua e Nuova Didattica (LEND), Società per l'Apprendimento per l'Istruzione informati da Evidenza (SApIE), and the Italian Society of Pedagogy (SIPED).

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Angela Mary Hasselgreen is Professor of Language Didactics at the University of Bergen (N). Her work with young language learners and their teachers, both in Norway and abroad, involves language teaching, teacher training and language testing. She has coordinated local, national and international projects related to YLL assessment. Her research examines language classroom assessment, and the potential role of the CEFR and ELP in teaching and assessing YLLs. She has published books, chapters and articles on YLL assessment. She has been an active contributor to Council of Europe work on developing CEFR-based 'can dos' for young learners.

Sophie Ioannou-Georgiou holds an MA from the University of Reading and a PhD from the University of Nottingham (UK). She has extensive experience as an EFL teacher and teacher trainer. She has taught EFL in a variety of contexts and has trained teachers in Cyprus, Serbia, India, Vietnam, Malaysia, the UK, Germany, the Czech Republic and Tunisia. She has authored and co-authored books and articles on assessment, technology, early language learning and CLIL. She is currently a Chief Education Officer for Primary Education at the Cyprus Ministry of Education and Culture (CY) where she coordinates the teaching of English and the implementation of CLIL.

Manuela Kelly Calzini is an experienced teacher and teacher trainer working mainly in EFL Education and Continuing Professional Development Programmes. She is an ELT author and regularly contributes articles in teacher publications. Manuela is currently Academic Coordinator for Trinity College London in Italy. Her main research interests are communicative skills assessment, and washback in language testing. Manuela is an EALTA member.

Claudia Mewald teaches English Methodology, Young Adult Literature and Applied Linguistics at the University College of Teacher Education in Baden, Lower Austria (A). Prior to that, she taught English, History and Arts in Primary, Special Needs and Secondary Schools. Her research interests are Testing & Assessment, Learner Autonomy, CLIL, Competency-based Language Education and Plurilingualism. She is a Council Member of the World Association of Lesson Studies (WALS) and implements Lesson Study in Teacher Education on a regular basis.

Cristina Pérez Valverde is Senior Lecturer in Language and Literature Teaching at the University of Granada (ES). She has wide experience as a leader of research projects on the training of language teachers, teacher well-being and biographical narrative in professional development. Other research fields include fiction and creative writing in education. She was Visiting Academic at the University of Cambridge and The London Institute of Education. She edited *La formación de docentes de lenguas extranjeras: hacia un desarrollo profesional profundo basado en la narratividad* (Visor, 2016).

Raúl Ruiz-Cecilia is a tenured Associate Professor in Language and Literature Teaching at the University of Granada (ES). His research interests focus on multicultural literature, reading in a foreign language, gender studies, ICT and language learning. He was visiting scholar at Berkeley University (2007) and Harvard University (2008). In European Commission and Spanish Ministry of Education financed projects, he explored questions of professional identity, existential issues and narrative biography applied to education.

Ilaria Salvadori is an English Foreign Language teacher who has worked in the Primary and Secondary Schools and as a Teacher-Trainer in English language and CLIL courses. She is currently working on her PhD in Primary Education at the University of Florence (I) and is assistant in the educational activities of the course in Experimental Education and Instructional Design Theories and Methods. Her research interests include evaluation of teaching, teacher-training and the Professional Profile of Primary School Teachers.

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