THE IMPLEMENTATION OF THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES IN EUROPEAN EDUCATION SYSTEMS
Abstract
This study aims at analysing way the compulsory school system approaches foreign language learning. It analyses the use of the CEFR in examination, curriculum development, schoolbooks and teacher training. The study concludes that although links between exams and CEFR are often not supported, the general approach to language learning of the CEFR is implemented; curricula and schoolbooks take notice of contextual language use and the related ‘can-do’ statements; and teacher training includes referenced to the CEFR. However, the CEFR could use a renewed impetus to increase its effect.
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LIST OF ABBREVIATIONS

**ALTE** Association of Language Testers in Europe

**AT** Austria

**BE** Belgium

**BG** Bulgaria

**CEFR** Common European Framework of Reference for Languages

**CY** Cyprus

**CZ** Czech Republic

**DE** Germany

**DK** Denmark

**EE** Estonia

**EL** Greece

**ELP** European Language Portfolio

**EQF** European Qualifications Framework

**ES** Spain

**EU** European Union

**FI** Finland

**FR** France

**HU** Hungary

**IE** Ireland

**ISCED** International Standard Classification of Education

**IT** Italy

**LT** Lithuania
LU Luxembourg
LV Latvia
MFL Modern Foreign Language
MT Malta
NL Netherlands
PL Poland
PT Portugal
RO Romania
SE Sweden
SI Slovenia
SK Slovakia
UK United Kingdom
UK United Kingdom (Scotland)
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ANNEX 1: COUNTRY FACTSHEETS

Annex 1a: The Netherlands

The implementation of CEFR in general

Foreign language policies/programmes and the CEFR
Predominantly under the guidance of the ministry of Education, Culture and Science (in Dutch: Ministerie van OCW) and in collaboration with government and commercial organisations, the role of the CEFR has increased within the policies for foreign language teaching in the Netherlands. In 2001, it all started with an exploratory study of the Dutch exams for French, German, and English and their place at the European scale of language proficiency. This study was commissioned by the ministry of Education, Culture and Science and performed by the Institute for Curriculum Development (SLO) and the Netherlands Institute for Educational Measurement (Cito). On the basis of the European Council’s manual for establishing the relationship between examination and the CEFR, Cito and SLO started analyzing the potential links between the CEFR and the Dutch examination for secondary education (i.e. the ‘linking research’ (in Dutch: ‘Het koppelingsonderzoek’)). Detailed information about this research study is discussed later in this study.

Several studies were conducted by Cito and SLO on the learning outcomes (in Dutch: Eindtermen) for secondary education, which finally resulted in the linking of the CEFR with the requirements for qualifications of secondary education. By this linking, the CEFR was since 2007 formally regulated as an official instrument for foreign language learning, however it was not anchored in law. In secondary vocational education (in Dutch: middelbaar beroepsonderwijs) the learning outcomes were already linked to the CEFR, however the levels are as such not anchored in legislation. Despite recommendations of the SLO and commitments of the ministry of Education, Culture and Science the learning outcomes of primary education are not linked with the CEFR.

Besides the studies of SLO and Cito, several other research projects and instruments were developed to promote the implementation of the CEFR in Dutch education. These additional initiatives were coordinated by the so called ‘Dutch activities programme modern foreign languages’. When the Ministry of Education, Culture and Science received several signals that performance from foreign language teaching declined and that they could not find the causes, the ‘Master plan CEFR’ (in Dutch: Masterplan ERK) was developed to improve foreign language teaching. Introduction of the CEFR in education would define the final levels more concrete and hence make the CEFR more transparent in the Dutch context. The Master plan CEFR,

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1 Rijksoverheid: http://www.rijksoverheid.nl/ministeries/ocw#ref-minocw.
2 SLO: http://www.slo.nl/.
3 SLO: http://www.cito.nl/.
implemented by the government in collaboration with commercial organisations such as publishers and test developers, lasted for three years and consisted of the following lines of action:

- Informing stakeholders about the CEFR;
- Developing intermediate levels, test material and manuals;
- Developing materials and methods;
- providing support and training for teachers, teacher trainers, student teachers, authors and publishers;

Hence, since August 2007 when the learning outcomes of secondary education were linked to the CEFR, the CEFR is considered as an official instrument for foreign language teaching in the Netherlands.

**Introduction of the selected qualification**

In this country study, the focus is on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked (or are equivalent) to level 4 of the European Qualifications Framework (EQF).

**Dutch secondary education system**

In the Netherlands, children, from 4-year-old, enrol in primary education. Primary school consists of eight years schooling. Afterwards, pupils can go to four different types of secondary education, namely:

- **Practical training** (in Dutch: Praktijkonderwijs) is aimed at pupils who have difficulties with graduating for secondary education. Practical training educates pupils for direct entry to the labour market;
- **Pre-vocational secondary education** (VMBO in Dutch: Voorbereidend Middelbaar Beroepsonderwijs) prepares pupils for secondary vocational education and for senior general secondary education;
- **Senior general secondary education** (HAVO in Dutch: Hoger Algemeen Voortgezet onderwijs) prepares pupils for higher professional education and pupils have the opportunity to transfer to pre-university education (in Dutch: VWO);
- **Pre-university education** (VWO in Dutch: Voorbereidend Wetenschappelijk Onderwijs) is divided into two types: athenaeum and gymnasium. A ‘gymnasium’ obliges pupils to take the examination in Latin or Greek. Pupils who enrol in ‘ Athenaeum’ are not permitted to attend Latin or Greek. Pre-university education prepares pupils for university.

Hence, pre-university education is the qualification which is mainly used to give access to university and corresponds to level 4 of the European Qualifications Framework. Admission to pre-university education is subject to approval of the secondary school. Usually, this decision is based on the school advice of primary education, the final test of primary education or an own admission test of the school.

The education programme is meant for pupils aged 12 until 18 and lasts for 6 years, divided among three years of lower secondary education and three years of higher secondary education. During lower secondary education, pupils enrol in lessons in general subjects and in higher secondary education pupils choose a direction or ‘profile’ to specialise. Pupils have the choice of four profiles (nature & technique,
nature & health, economy and society, and culture and society) which includes a common part, a profile part, optional subjects within the chosen profile and a free part. Pupils can choose for a foreign language as a optional subject. With regards to foreign languages, the examination includes at least English and a second foreign language. Pupils who choose the profile culture and society or economy and society, can choose an additional modern foreign language, as optional subject.

Introduction of foreign language learning at upper secondary education level

Foreign language learning at upper secondary education level
Upper secondary education or higher secondary education comprises, in the Netherlands, the last three years, also known as the 4th, 5th, 6th years, of pre-university education (in Dutch: VWO). As mentioned earlier, English and a second modern foreign language is mandatory for upper secondary education of VWO. In contrast with ‘athenaeum’, pupils at ‘gymnasium’ have to choose between Latin and Greek as second foreign language. Pupils of Athenaeum can choose depending on the offer of the school, which may include French, German, Arabic, Italian, Russian, Spanish, Turkish, or Frisian. Besides, for their optional subjects, pupils have the opportunity to choose for a third or even fourth modern foreign language, depending on their chosen profile. For more detailed information see above.

Standards for foreign language learning
Standards are being set mainly by the ministry of Education, Culture and Science (in Dutch: Ministerie van OCW). For upper secondary education of VWO the ministry has determined the mandatory general subjects and the subjects within the profiles, as mentioned earlier. The curriculum also determines the total volume of study load (in hours) per year and the volume for each separate subject. Regarding examination, the ministry prescribes the examination programme, the dates for examination, the authorise apparatus, and the rules that provide passing examination. However, the schools remain responsible for the determination of an ‘examination regulations’ (in Dutch: examenreglement). The examination regulations include rules about the course of examination, measures for irregularities during exams, the address and composition of the committee of appeal, and the proceeding during examination.

Examination
The final exams in the Netherlands consist of central exams and school exams. The ministry of Education, Culture and Science (in Dutch: Ministerie van OCW) determines an examination programme for each subject. It makes a distinction between the study material to be assessed in the central exam and the school exam. In practice, this means that the central exams for modern foreign languages assess the reading skills and that the school exams are focused on assessing the speaking, writing, and listening skills. The examination programme also prescribes that the Board of Examinations (CVE: college voor examens) is responsible for making syllabuses with itemised requirements, or in other words, ‘learning outcomes’ (eindtermen) for the central exams. Hence, in relation to the central exams, the syllabuses outline the content and legally mandatory levels to be achieved when passing the exams. With regards to this specification, the syllabuses functions as a legal guidance for teachers to prepare their pupils for the central exams. Besides syllabuses, the CVE also formulates a ‘construction assignment’ or in Dutch ‘constructieopdracht’ for Cito. This assignment provides Cito specified information required for the development of the central exams. For each exam, the

9 College voor examens: http://www.cve.nl/item/examencyclus.
‘constructieopdracht’ mentioned the topics, the number of assignments, and the authorised tools.

As we have seen, the central exams are developed and tested at national level. On the other hand, with regard to the school exams, the foreign language teachers are only bound by the examination programme. This means that they are obliged to examine the conversation, writing, viewing, and listening skills. Besides this, schools are free to add reading or other skills, which were not mentioned in the examination programme, into the school exams. To support teachers by organising school exams SLO developed a manual\(^\text{10}\) for modern foreign languages. This manual entails an explanation and interpretation on the learning outcomes of the school exams. Besides that, the manual outlined the assessment capability of the learning outcomes and provides suggestions for weighing the different tests. Schools can use the manual to justify the method of assessment to the Dutch inspectorate of education\(^\text{11}\) (in Dutch: Onderwijsinspectie).

It is important to notice that the suggestions and recommendations from the manual are just an aid, they are not obligatory. Therefore, it is not certain whether secondary schools use these manuals to develop and implement their school exams. SLO has made an inventory on the use of the manuals and concluded that schools, which purchase the manuals, also use them. However, there is no information on the use of the manuals by all pre-university secondary education in the Netherlands.

**The use of CEFR in examination, provision, and schoolbooks**

**Methods of examination**

The method of examination depends in the first place on the type of skill which needs to be assessed. Secondly, and more importantly however, it depends on whether the method for examination is prescribed. The latter applies for the examination of listening skills. For the other skills, there are no prescriptions as such. The manuals\(^\text{12}\) of SLO provide only some suggestions for assessing these skills. The suggestions of SLO are based on the results of the comparison or linking of the examination programme and levels of school exams with the descriptions of the CEFR. This means that the suggestions will correspond with the descriptions of the CEFR. The details concerning the linking of examination programmes and the CEFR are discussed earlier in this study. Hereafter, the prescriptions (in the case of listening skills) or suggestions (for the other skills), for examination of English, German, and French for VWO is discussed per skill.

**Reading skills\(^\text{13}\)**

The reading skills are the only skills, which have to be tested in a prescribed manner, according to the syllabuses of the CVE. Detailed information about the CVE and the syllabuses is discussed earlier in this study. As also previously is discussed, the reading skills are tested with assignments that are based on the CEFR levels. An examination consists of exam assignments which correspond with two or three CEFR levels. For more information, about a description of the text types, text

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\(^\text{11}\) Onderwijsinspectie: [http://www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl).


\(^\text{13}\) College voor Examens. *Moderne vreemde talen VWO*. Utrecht. 2011; [http://www.examenblad.nl/9336000/1/j9vvhinitagymgn_m7mvi7dmy3fq6u9_n11vg41h1h4i9qe/viqgk4u54jzd/f=/bestand.pdf](http://www.examenblad.nl/9336000/1/j9vvhinitagymgn_m7mvi7dmy3fq6u9_n11vg41h1h4i9qe/viqgk4u54jzd/f=/bestand.pdf).
characteristics and topics per CEFR level the CVE refers to the ‘language profiles’ (in Dutch: Taalprofielen). Language profiles are created in a commission of the ministry of Education, Culture and Education and validated by Cito to translate the learning outcomes of the examination programme to the CEFR terms.

**Speaking skills**
Speaking skills are, as mentioned before, defined in the two sub domains: spoken interaction and spoken production. For the examination of ‘spoken interaction’, the pupil must have a conversation with one or more discussion partners in which the pupil alternately acts as speaker and listener. The conversation partners must at least dominate the level criteria that is expected for the pupil and should also be receptive. Because B1+ is expected for French, within the sub domain spoken interaction, SLO indicates that the pupil should be able to talk about personal interests and topics related to everyday life, work or training. The pronunciation must be clearly audible. For English and German the level is B2. At this level, the pupil must be able to speak about general, academic, or professional subjects or which have to do with leisure time. The pronunciation should be clear, natural and with intonation. For the sub domain ‘spoken production’ the pupil must communicate information to an audience of one or more listeners. Again, B1+ is required for French. The requirements concerning subjects and pronunciation are the same as for French in ‘spoken interaction’. Subjects for English and German are general of nature or are related to leisure time. Concerning ‘spoken interaction’, the suggestion for the level of pronunciation is the same as for English and German.

**Listening skills**
Pupils of VWO have to control their listening skills on B2 level for English, German, and German at the end of their study. At this level, examination topics can be concrete or abstract. At this level (B2), the tendency is that the degree of understanding is higher within topics that are familiar for the pupil. Besides, the use of words is complex, the pace is normal, and texts could be long during examination of the listening skills.

**Writing skills**
In the Netherlands, also the writing skills are defined in two sub domains, namely: Language skills (in Dutch: taalvaardigheden) and strategic skills (in Dutch: Strategische vaardigheden). SLO gives no suggestions for examining the strategic skills separately. In addition, within the CEFR, strategic skills are integrated in B1 or higher in relation to listening as well as to speaking skills. For these reasons, there is no further operationalisation on how to assess the strategic skills. For assessing the ‘language skills’ in German and French, the pupil must be able to write about topics, which are familiar and which are related to the perception of the writer. Another option is that the pupil will write about everyday matters. The text of the pupil has to be written with reasonably correct use of routines and patterns of grammar. For assessing English language skills, the pupils of VWO have to be able to write about their interests or experiences. With respect to grammar, a quite extensive control is expected in the text.

**Assessment of the performance**
The syllabus for the central exams, in which the reading skills are tested, emphasised that the assessment of the performance are expressed in marks and not in CEFR levels. The linking research showed that the assignments of the central exams include different CEFR levels. The boundaries between a sufficient and an

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14 Receptive means open or receptive for impressions.
insufficient mark hardly coincide with the boundaries between CEFR levels. Furthermore, a student who achieves an insufficient mark in the existing Dutch rating or marking system can at the same time be assessed against (lower) CEFR level descriptors. For that reason, the board of examination decided that their manner of assessing the performance on central exams gives no indication in terms of CEFR levels. In order to relate the marking system with the CEFR levels an additional conversion is required, according to the board of examination.\textsuperscript{15}

However, there are a number of on-going developments in the direction of expressing performance in foreign languages in CEFR levels in the future. In a note\textsuperscript{16}, commissioned by the Ministry, tips are provided to teachers to test language proficiency according to the CEFR. The note includes how a final score can be related to a particular level. Besides the note, SLO and Cito started in 2012 a study\textsuperscript{17} to determine the achieved CEFR level for writing skills for English, German, and French at the end of the studies for HAVO and VWO. With the results, SLO intents to link the learning outcomes of the school exams, derived from the manuals of SLO, and the performance of pupils on the writing skills.

**Duration of the course**

Within the curriculum which established the required language levels, the ministry of Education, Culture and Science prescribes how many hours a student needs, in order to succeed for his or her central exam. These so-called ‘study hours’ (in Dutch: studielasturen) do not only include the lessons at school, however also the time for doing homework, reading books, participate in an excursion and writing reports\textsuperscript{18}. The number of study hours for English is 400 per year, in the final three years of the study, for the qualification that refers to EQF level 4. Unlike English, for French and German 480 study hours are required for the final three years\textsuperscript{19}. For lower secondary education, there is no prescription of how many hours schools have to spend on a particular subject. Only the total number of hours for teaching time per year is determined\textsuperscript{20}.

**Schoolbooks and the CEFR**

Publishers of textbooks participate in a commercial market which is not bound by rules concerning the form, content or price\textsuperscript{21}. Notwithstanding, there is evidence that at least some publishers used the CEFR as a basis for the structure and content of textbooks for modern foreign languages. This concerns publishers who were at an early stage involved in the implementation of the CEFR and who were involved in the use of the European language portfolio (in Dutch: Europese taalportfolio). The European language portfolio is an instrument, which can document the experience of language learning and the CEFR level of a pupil\textsuperscript{22}. Two publishers have been involved

\textsuperscript{15} College voor Examen. Moderne vreemde talen VWO. Utrecht. 2011: http://www.examenblad.nl/9336000/1/j9vvinhatagymen_m7mvi7dmy3fqu9_n11v94111h49qe/viqgk4u54jzd/f=bestand.pdf.


\textsuperscript{17} SLO: http://www.erk.nl/actueel/onderzoek/.


\textsuperscript{22} Nationaal expertisecentrum leerplanontwikkeling: http://www.europeestaalportfolio.nl/TaalPortfolio/show.do?ctx=10010,10194&anav=10174.
in the development of the European Language Portfolio and a third publisher supports the website of this portfolio. These three publishers are: Malmberg, Intertaal, and Noordhoff uitgevers. They use the CEFR as the basis for the content and indicate the achieved CEFR level in the different textbooks. For example, Malmberg asked SLO to translate the descriptions of the CEFR levels into goals for each year of secondary education. Together with several experts, Malmberg analysed these ‘intermediate goals’ which SLO formulated, and determined the content of their textbooks. Malmberg developed two kinds of methods, one in which the goal in terms of CEFR descriptions is identified for each chapter, and a second, more task-oriented method, which includes all kinds of exercises to achieve a CEFR level. Furthermore, Noordhoff developed an own translation of the CEFR descriptions. At the beginning of each chapter and section, the proposed CEFR level and the description of can-do-statements, which are the topic of the chapter, are presented. The translation of Noordhoff is based on the Dutch version of the report about the CEFR of the European Council.

Hence, also among publishers there is attention for the CEFR. This is confirmed in the research study ‘ERK in het voortgezet onderwijs’ which concluded that employees of publishers have a lot of experience and knowledge of the CEFR.

**Teacher trainings and the CEFR**

Compared to secondary education, there are no mandatory curricula for the content of teacher training. In addition, no learning outcomes (in Dutch: Eindtermen) have been defined for the education of teachers. On the other hand, thanks to the project ‘Working on Quality’ this has recently changed. State-funded colleges for higher education, such as the Nationaal Expertisecentrum Leerplanontwikkeling, have included the CEFR in their curricula.

Further information and resources:

30 Noordhoff uitgevers: http://www.noordhoffuitgevers.nl/wps/portal/wno/vuntl/p/b1/04_SjzQ0MzIxZzQ2NjDRj9CPykssy0xPLMnMz0vMAoGjokdek1CHZ0MHQ0MHF0sDTxV5YdH328.IMCBOigQoMcaAB726Zyg-nEpBdWnpf3maUy6czoFJxK6zwMKFS0meGQn-g449S-ykPnID69eepnqslIPACxV8qtnVTRV8eeenru5quxuV44YMLODzA1idFRUB6x2z4w!!/dl4/d5/L2dJQSEvUUt3Q5s80SmfL1o2X1JTNVFBQjFMEDMQ0QwSVA2TucyNU9KVJQ0/.
31 Noordhoff uitgevers: http://www.noordhoffuitgevers.nl/wps/portal/wno/vuntl/p/b1/04_SjzQ0MzIxZzQ2NjDRj9CPykssy0xPLMnMz0vMAoGjokdek1CHZ0MHQ0MHF0sDTxV5YdH328.IMCBOigQoMcaAB726Zyg-nEpBdWnpf3maUy6czoFJxK6zwMKFS0meGQn-g449S-ykPnID69eepnqslIPACxV8qtnVTRV8eeenru5quxuV44YMLODzA1idFRUB6x2z4w!!/dl4/d5/L2dJQSEvUUt3Q5s80SmfL1o2X1JTNVFBQjFMEDMQ0QwSVA2TucyNU9KVJQ0/.
32 Noordhoff uitgevers: http://www.noordhoffuitgevers.nl/wps/portal/wno/vuntl/p/b1/04_SjzQ0MzIxZzQ2NjDRj9CPykssy0xPLMnMz0vMAoGjokdek1CHZ0MHQ0MHF0sDTxV5YdH328.IMCBOigQoMcaAB726Zyg-nEpBdWnpf3maUy6czoFJxK6zwMKFS0meGQn-g449S-ykPnID69eepnqslIPACxV8qtnVTRV8eeenru5quxuV44YMLODzA1idFRUB6x2z4w!!/dl4/d5/L2dJQSEvUUt3Q5s80SmfL1o2X1JTNVFBQjFMEDMQ0QwSVA2TucyNU9KVJQ0/.
35 Hbo-raad, Werken aan kwaliteit, Den Haag, 2009:
education worked together in this project and developed manuals (called in Dutch: ‘kennisbasis’) for teacher training for secondary education. These manuals contain learning outcomes of teacher training education. In addition, this project developed tests (in Dutch the ‘Kennistesten’), which assess the learning outcomes of the ‘kennisbasissen’. In the Netherlands, there are two teacher trainings for VWO: one for lower and one for upper secondary education. The ‘kennistesten’ for teacher training for lower secondary education are not developed for all subjects yet. With regards to the modern foreign languages, only the knowledge-assessment for English is ready. Currently, there are no plans to make tests for the teacher training upper secondary VWO. The ‘kennisbasissen’ for teacher training of lower secondary education were available in 2009 and for upper secondary education since 2011. With regard to the CEFR, the ‘kennisbasissen’ which are made for both types of teacher training, describe their levels for English, German, French, and Spanish according to the CEFR.

All state-funded colleges for higher education, decided to include the use of the ‘kennisbasis’ and the ‘kennissten’ for teacher trainings in their Education and Examination Regulations (OER in Dutch: Onderwijs en Examenregeling). This was decided for teacher trainings of lower secondary education. According to the plan of the project ‘Working on Quality’ this would be regulated for teacher trainings of upper secondary education in the future. It should be noticed that the use of ‘kennisbasis’ and ‘kennissten’ in teacher training is not legally mandatory, however, as mentioned earlier, most colleges for higher education have committed to use them.

Research, regarding the period 2010-2011, concluded that teacher trainers for both upper and lower secondary education experienced more attention (69.7 per cent) to the CEFR in their lessons and tests. Most teacher trainers strive to ensure that teachers have basic knowledge of the CEFR (86.6 per cent), basic knowledge about the implementation of the CEFR in the curriculum (79.9 per cent), and are capable to assess teaching material on suitability for a CEFR level (65.5 per cent).

In addition, several institutes such as CITO and CPS offer in-service trainings for MFL teachers to learn how to use the CEFR within their lessons.

Knowledge and use of CEFR by foreign language teachers
The study ‘CEFR in secondary education’, analysed the knowledge and use of CEFR among modern foreign language teachers, teacher trainers, school managers and publishers. All respondents noticed that the knowledge of the CEFR has increased in the period 2008-2010. This would be due to the ‘Masterplan CEFR’. According to this study, the attention for the CEFR increased; over 60 per cent of the teachers have the intention to adapt lessons and test to the CEFR within a year. Among schools there are however large differences in awareness of the CEFR; some schools barely use the CEFR, others only for specific parts of their education programme, and a few

http://s3.amazonaws.com/assets.paboweb.nl/assets/43/Projectplan_Werken_aan_kwaliteit_fase_2_def.doc

HBO-raad: http://10voorderelaar.nl/kennisbases/master.


included the CEFR in their curricula. In general, with a few exceptions, despite the increased awareness and intention to use the CEFR, schools have not begun to implement the CEFR.

Compared to teachers of lower secondary education, teachers of upper secondary education have more knowledge and experience with using the CEFR. A possible explanation for this would be that teachers of upper secondary education are more focused to the examination requirements than the teachers of lower secondary education. Comparing the teachers of different modern foreign languages shows that teachers of French have the most advanced knowledge and experience in using the CEFR, followed by the teachers of German and finally, teachers of English. The explanation for this could be that French and German are less obvious topics nowadays, which makes teachers more alert to innovations. Teachers, who use the CEFR in their lessons, use mostly methods and tests which are related to the CEFR. This was confirmed by the two teachers who were interviewed for this country factsheet. The teachers who were indicated as teachers with much experience, use the CEFR mostly for developing exercises and assessing speaking and listening skills. The tests for assessing these skills are mostly developed by themselves which could explain their advanced knowledge and experience in using the CEFR.

As mentioned earlier in this study, many materials or methods are developed to support teachers to use the CEFR within their lessons. For MFL teachers who want to test their knowledge of the framework an online-training is conducted. In this training, teachers receive several examples per language skill which they have to match with a CEFR-level. At the end, teachers can check whether their judgements were right.

Guidelines or a manual for using the CEFR
As mentioned earlier in this study, SLO developed manuals for schools of secondary education. These manuals supports schools to arrange there study programme ensuring that pupils reach the required level to pass their school exams. In addition, as mentioned before as well, these manuals are linked with the CEFR, however schools are not required to use these manuals.

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44 SLO: http://www.erk.nl/docent/training/.
Annex 2b: Sweden

The implementation of CEFR in general

Foreign language policies/programmes and the CEFR

Although the CEFR is not included in Swedish law or in any other legal document, the curriculum and subject syllabuses for English and other modern foreign languages are influenced by the CEFR. The curriculum was influenced by the communicative and intercultural skills and the holistic approach which relates to the framework’s global assessment scales. Within the subject syllabuses of English and other modern foreign languages, the descriptions of the learning outcomes drawn up by the Swedish National agency for Education, are rooted in the descriptors of the CEFR. In that way, the subject syllabuses are inspired by the CEFR. In the commenting materials about the subject syllabuses (in Swedish: Kommentarmaterial till kursplanen), the Swedish National agency for education provides insight in the underlying selection of the subject syllabuses. In these commenting materials, one document for English and one for other modern foreign language, the link with the CEFR is outlined. The purpose of the commenting materials is to inform teachers and school directors about the selections and positions of the texts in the subject syllabuses.

Within the CEFR the language activities are divided into four categories namely: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting). The commenting material describes that for developing the descriptions of the learning outcomes in Sweden, only the descriptors of reception, production and interaction are used from the CEFR. In addition, a difference can be identified between the stages used in the Swedish syllabus and the CEFR. The Swedish syllabus contains seven steps/stages while the CEFR has six levels. When comparing the descriptions of the CEFR levels with the descriptions of the Swedish stages it is clear that the Swedish stages do not entirely correspond with the CEFR levels. For example, the A1 level of the CEFR is at a lower level than stage 1 of the Swedish stages and C2 is much higher than the highest Swedish stages. Figure 1 depicted this situation.

45 De Gruyter, W., Sociolinguistica, 2010: http://books.google.nl/books?id=e-C1xt3v2IC&pg=PA88&lpg=PA88&dq=CEFR+sweden+reception+production+interaction+skolverket&source=bl&ots=OABKF4H6hl&sig=YoVrtYK5B6OOQvKA_JMutCHwv4U&hl=nl&sa=X&ei=to4LUYHaAuFX0QXouICw.
For that reason the CEFR in the Swedish context is described with sublevels which are linked with the Swedish stages, as depicted in Table 1.

Table 1: Swedish stages and CEFR sublevels

<table>
<thead>
<tr>
<th>CEFR Levels</th>
<th>A1.1</th>
<th>A1.2</th>
<th>A2.1</th>
<th>A2.2</th>
<th>B1.1</th>
<th>B1.2</th>
<th>B2.1</th>
<th>B2.2-C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swedish Stages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Source: Skolverket, Kommentarer till uppfyndnad av och struktur för ämnena engelska, moderna språk och svenskt teckenspråk för hörande, 2011

The stages depicted in table 1 are meant for both the compulsory education and upper secondary education. This adjustment of the CEFR levels into sublevels is depicted in commenting material (in Swedish: Kommentarmaterial till kursplanen) for teachers and school directors, which means that the link is not openly stated in syllabuses or curricula and therefore schools are not obliged to use the CEFR.

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54 De Gruyter, W., Sociolinguistica, 2010: http://books.google.nl/books?id=e-C1xt3VZIC&pg=PA88&lpg=PA88&dq=CEFR+sweden+reception+production+interaction+skolverket&source
Introduction of the selected qualification
In this country study, the focus is on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked to level 4 of the European Qualifications Framework (EQF).

Swedish secondary education system
As mentioned earlier in this study, the Swedish education system for primary and secondary education is divided in compulsory education and upper secondary education. This study focuses on the qualification, which provides access to higher education. Since upper secondary education includes (national) programmes which give pupils access to higher education, only this part of the secondary education system is discussed.

Upper secondary education includes 18 national programmes divided in 6 higher education preparatory programmes and 12 vocational programmes. The vocational programmes train pupils for their further working life and vocational education. This differs from the 6 higher education preparatory programmes which train pupils for higher education. These six programmes are:

The business Management and Economics Programme (EK)
This programme aims to develop the knowledge about economics, entrepreneurship, law and business economics. Modern languages is a subject which is specific for this programme because pupils of this programme need to be able to communicate in a number of language other than Swedish and English;

The Arts programme (ES)
Graduating for this programme means that the pupils have knowledge about aesthetic forms of expression and about people in contemporary society, in history and in the world based on artistic, cultural and communicative perspectives;

The Humanities Programme (HU)
In this programme, students learn about people in contemporary society and history based on cultural and linguistic perspectives both nationally and internationally. Modern languages are a specific subject of this programme.

The Natural Science Programme (NA)
The aim is this programme is learning students about conditions of life, nature, the phenomena and processes of physics, and chemical processes. In addition, within this programme modern language is included as a specific subject of the programme to make it easier for students to pursue further international studies and work abroad;

The Social Science Programme (NA)
Students who enrol in this programme develop knowledge about conditions in society in Sweden and the rest of the world, about interaction between society and individual, and about living conditions of people. The subject modern language is included as a specific subject of the programme, because knowledge about other languages other than English is needed nowadays for working as a social scientist;

The Technology Programme (TE)
This programme focused on learning students about technological developments and technology.

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A diploma for one of the aforementioned programmes gives students in Sweden access to higher education. To be able to enrol in one of these programmes, students need to achieve passing grades for Swedish or Swedish as a second language, English, Mathematics and nine other compulsory school subjects in compulsory education (i.e. lower secondary education).

All programmes last for three years and are meant for pupils aged from 16 until 19 years. During these three years pupils’ study for 2,500 credits, of which 2,250 credits should result in passing grades for achieving a diploma. In general, 100 credits correspond with four weeks of full-time study. For each subject the total number of credits is determined.

The structure of the programmes contains foundation subjects, programme specific subjects, orientations, programme specialisations, a diploma project, and an individual optional subject. **Foundation subjects** are the same for all programmes and include English, history, physical education and health, mathematics, science studies, religion, social studies, and Swedish or Swedish as a second language. Only for the natural science and technology programme, science studies replace one of the other subjects. The **programme specific subjects** depend on the chosen programme. **Orientations** are specific courses, within the chosen programme, between which the student can choose. **Programme specialisations** are courses within the framework of the diploma goals of the programme and are important courses for further studies at higher education. A diploma project is required for all students to achieve a diploma. The content of this project corresponds with the chosen programme. Within the **individual optional** subject, students are free to choose any subject. The number of subjects between which a student can choose depends on what the school offers. However, the government decided that schools at least should offer students the courses physical education and health or a course in aesthetic subjects.

**Introduction of foreign language learning at upper secondary education level**

**Foreign language learning at upper secondary education level**

Pupils that enrol in one of the higher education preparatory programmes on upper secondary education level in Sweden are required to obtain a passing grade for English. For the six higher education preparatory programmes this means that pupils have to enrol in two English courses named ‘English 5’ and ‘English 6’, for each course pupils achieve 100 credits. Pupils have the option to enrol English 7 for extra credits. Other modern foreign languages are required within the programme specific subject of the following four programmes:

- Business management and economics Programme – student should achieve **100 credits** in modern languages;
- Humanities programme – students should achieve **200 credits** in modern languages;

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• Natural science programme - student should achieve 100 credits in modern languages;
• Social Science programme - students should achieve 200 credits in modern languages;

For the modern languages courses, the same applies as to the English courses: one course is valued 100 credits.

Students of the Humanities programme have the choice to enrol in ‘orientation languages’, besides the mandatory modern language courses. For this orientation the student can achieve 300 credits which mean three courses. One course is already set, namely Latin for 100 credits. For the other two courses the student can choose between the following languages: English, Classical Greek, Latin, modern languages, mother tongue tuition and Swedish sign language for the hearing.

Besides, all students can enrol in additional foreign language courses as their ‘individual optional course’. For their individual course students receive extra or ‘merit’ credits. Students can only achieve these extra or merit credits from a passing grade for a course of stage 3, 4 or 5. The exact grade is not important, however it needs to be a passing grade, see later in this study. The fact that course 3 is mandatory to achieve merits credits implies that for students who did not start with a foreign language during compulsory education, it is almost impossible to arrive at the level of course 3.

According to the syllabuses both English and other foreign languages courses should be taught in the language of the course. The language which students can choose within their foreign languages course depends on which languages your school offers. Schools will strive to offer at least French, German, and Spanish.

Standards for foreign language learning
The settled standards for foreign language learning in upper secondary education are divided among several documents, which should all be used by schools. The content of these documents do not overlap and therefore it is important that schools take into account all these documents for determining their activities in the classroom. The first document is the education act wherein the goal/learning outcomes for all school forms are determined. As mentioned earlier in this study the Swedish Parliament (in Swedish: Riksdagen) is responsible for the legislative process. The ministry of Education and Research makes these goal/learning outcomes more specific in the upper secondary school ordinance. Furthermore, the government decides on the curriculum for upper secondary education. This curriculum describes the fundamental values, tasks, goals and guidelines of schools. For each programme there are also diploma goals. On the basis of proposals from Skolverket, the government determines the diploma goals for the national programmes. In addition, Skolverket provided proposals for the subject syllabus only for the foundation

The Implementation of the Common European Framework for Languages in European Education Systems

subjects. The decision concerning these foundation subject syllabuses will be taken by the government. The ministry does not interfere with the syllabuses for the other subjects of the national programmes like the programme specific subjects, which are made by Skolverket.

Study programmes
The content of the national programmes are determined by the diploma goals which, as mentioned earlier in this study, are decided upon by the ministry. Diploma goals include the goals of the programme, the orientations in the programme, and the diploma project. Municipalities and independent schools are obliged to offer the national programmes. Besides the national programmes there is room for local adaptation and flexibility in the programme specialisations.

The subject syllabuses provide detail information about the courses within each subject of the national programmes. Each subject syllabuses starts with the aim of the subject and continues with the goals of the subject. Goals indicate the content that should be taught in the subject. These goals are divided in four forms of knowledge i.e. facts, understanding, skills and familiarity or the broad knowledge concept ‘ability’ which covers the four forms of knowledge. Courses within a foreign language syllabus are related to different levels, but this does not mean that two courses of the same language can be studied at the same time. For example, a student can study English 6, which builds on to the course ‘English 5’, and study English 5 at the same time. This is possible because it is not required to have a passing grade for an earlier course. Furthermore, it is not the intention that these successive courses should run parallel and start and end at the same time. The content of each course is determined in the ‘core content’, which are based on the goals set. In addition, the core content teachers are allowed to add other content in their programme. Teachers should assess the student performance with the five following passing grades E, D, C, B and A. Specific knowledge requirements are only described for the grades E, C, and A. Grade D and B are based on the knowledge requirements of the grades above and below. The knowledge requirements describe the progression between the courses based on the four forms of knowledge. According to the curriculum, teachers have to assess students’ performance on the four types of knowledge. This is emphasised to avoid that teachers will assess one of the types of knowledge above the other. Determination of the grade for the student performance is based on the judgement of the teachers. For using the criteria ‘most of’ which means a student has mastered most of the requirements of the grade, there are no requirement described because it is multi-interpretable. As mentioned earlier in this study, students must collect credits to succeed for their programme on upper secondary education. Therefore, each grade relates to a number of credits, see Table 2264.

Table 2: Grades and related credits

<table>
<thead>
<tr>
<th>Grades</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>credits</td>
<td>0</td>
<td>10</td>
<td>12.5</td>
<td>15</td>
<td>17.5</td>
<td>20</td>
</tr>
</tbody>
</table>


The Swedish National agency for Education (in Swedish: Skolverket) support teachers for assessing student performance by providing national tests and support for the assessment in certain subjects. The aim of the national test is to analyse which knowledge requirements a student commands. Support for assessment includes a specification of the syllabuses, stimulating fair awarding of grades, and increasing of a student goal attainment. For the sake of clarity, only the national test in Swedish or Swedish as a second language, English and mathematics are required to be assessed. Moreover, the national tests are based on the national curriculum. Tests for French, German and Spanish are available, but not required. Schools determine the weight of the national test results and teachers correct and grade the results. However, schools are not required to take the results of the national test within their decision to let a student succeed for the course. Teachers are free to decide how to judge about the student’s performance in relation to the knowledge requirements of the course, which are outlined in the subject syllabuses. Some teachers make teachers’ assessments but they are not required to make tests. Hence, at the end of upper secondary education, there is no final examination, succeeding is based on the teacher’s judgements and the credits appointed to this judgement. For example, if a student succeeds for a course with the grade D, in that case the student achieves 100 credits (out of the 2500) for succeeding the course plus 12.5 merit credits for the grade D.

The use of CEFR in examination, provision, and schoolbooks

Examination
Teachers in Sweden are, within the legal framework set, free to decide about the ways of assessing their students’ levels of competence. According to the national curriculum, however, assessment has to be conducted in a comprehensive way, i.e. using a variety of techniques to cover all aspects of the syllabus. Hence, teachers decide to what extent students reach a pass grade for a course in relation to the prescribed performance standards. This also applies for the two mandatory national tests for English in upper secondary education, where there is no formal rule concerning the degree to which teachers have to take into account the results of the national test in their final decision about the student performance.

The national tests and the related national assessment materials are developed by different universities. These universities were commissioned by the Swedish national Agency for Education to develop the required materials. The tests for assessing the proficiency in foreign languages are developed by the University of Gothenburg (in Swedish: Göteborgs universitet). Since, the national assessment materials are based on the subject syllabuses which are inspired by the CEFR, the national assessment materials for foreign languages are also inspired by the CEFR. However,

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71 Göteborgs universitet: http://www.nafs.gu.se/english/information/nafs_eng/.
intercultural and communicative competence are described in the subject syllabuses but only implicitly included in the national assessment materials, e.g. in considerations underlying the choice of texts and topics. Not having special tasks focusing on culture per se is in line with most large-scale tests of foreign languages. Hence, this aspect of language proficiency is commonly regarded as something that is better assessed continuously in the classroom than in a standardised test. Moreover, as mentioned earlier, the national assessment material is not intended to be a final examination, but its purpose is to support teachers in grading the foreign language competences of their pupils.

Currently, the University of Gothenburg has national assessment material available for English, German and Spanish. For English there is material available for stage 1 until stage 7 and for French, German and Spanish the material is only available for stages 2, 3, and 4. These materials are all focused on assessing the receptive competences; both oral and written production competences; and the interaction competences. The national test consists of four separate parts, namely an oral test, a listening comprehension part, a comprehension reading part, and a writing test.72

In 2009, the University of Gothenburg submitted to the National Agency for Education a final report of a study to the relation between the Swedish National assessment material of English and the CEFR (in Swedish: ‘ Slutredovisning av en studie av ett svenskt nationellt pro vi engelska i relation till gemensam europeisk referensram för språk: lärande, undervisning, bedömning’).73 This study analysed the relation of the national assessment material for English with the CEFR. For this study European experts on the CEFR from twelve different European countries were involved. The University, together with the experts compared the CEFR levels with the oral test, the reception test, and the writing test. These tests were meant for the final level of compulsory education and are related to Swedish stage 4 and CEFR level B1.1.

In addition to analysing the comparison of the tests and the CEFR, the foreign experts were asked to review the quality of the tests. The experts were positive about the variation, the progress, and the well-suited content for the age group of the tests.

The results of this study made clear that in general the content of the tests correspond with B1 of the CEFR levels. The oral exams correspond with B1 with a progression from A2, the reception test corresponds primarily with B1, and the writing test corresponds with B1 and B2.

**Duration of the course**

As mentioned earlier in this study one course corresponds with four weeks of full-time studies. For English two courses are prescribed, which means eight weeks of full-time studies. The programmes business management and economics and natural science required one course of foreign language, which means four weeks of full-time

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73 Erickson, G., SLUTREDOVISNING AV EN STUDIE AV ETT SVENSKT NATIONELLT PROV I ENGLSKA I RELATION TILL GEMENSAM EUROPEISK REFERENSRAM FOR SPRÅK:LÄRANDE, UNDervISNING, BEDÖMNING, Göteborgs universitet.

25
studies. The Humanities programme and the Social science programme request 200 credits, in other words, two courses, which means eight weeks of full-time studies.

**Schoolbooks and the CEFR**

At the moment the use of the CEFR in foreign language schoolbooks for upper secondary education in Sweden varies by each publisher. Liber Publishing House gives no clear attention to the CEFR in their schoolbooks, although the framework influenced the content of the materials because the material is based on the national curriculum. In the past Liber Publishing House went through the material and tried to analyze if the books corresponds with the CEFR. Therefore, Liber Publishing House used the commenting materials (‘commenting materials’ (in Swedish: Kommentarmaterial till kursplanen) are developed to inform teachers and school directors about the selection, and position of the texts in the specific curricula for English and other modern foreign languages). Because a new curriculum was released in 2011 and the commenting materials were not updated, Liber Publishing House decided to concentrate only on the new content of the Swedish curriculum. Mostly, teachers want to follow the curriculum so publishers concentrate on the Swedish curriculum. Another publisher named ‘Studentlitteratur’ outlined in a schoolbook for ‘Spanish’ which CEFR level a pupil can achieve by use this schoolbook and mentioned on their website that a schoolbook for ‘English’ is based on the CEFR. Besides, these two publishers who are using the CEFR in different extents, the publisher named ‘Gleerups’ which sales schoolbooks for English, French, Spanish, Italian, Chinese, and German pays no attention to the CEFR according to their book descriptions.

The situation with respect to the use of the CEFR in foreign language schoolbooks is diverse or in other words there is no unambiguous use of the framework. Although, modern foreign language teacher trainers acknowledge that the use of the framework by publishers is increased.

**Teacher training and the CEFR**

In Sweden universities are responsible for the content and organisation of teacher trainings. For that reason it appears difficult to make a statement about the extent in which the CEFR is implemented into teacher training. The University of Gothenburg provides foreign language teacher trainings for secondary education, in which the CEFR is taught, for example, through the use of the European Portfolio for Student Teachers of Languages (EPOSTL). In spite of this, however, the information provided by the university about the use of the CEFR in teacher training is difficult to find. In addition, the University of Uppsala does not indicate the CEFR in the programmes for foreign language teacher trainings. However, this university offers some seminars to foreign languages teachers to learn about the CEFR. At the

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74 Studentlitteratur: https://www.studentlitteratur.se/#33628-01.
75 Studentlitteratur: https://www.studentlitteratur.se/#33775-01.
84 University of Uppsala: http://www.uddning/utbildning/utbud/intro-referensram-esp/.
85 University of Uppsala: http://www.uddning/utbildning/utbud/kommunikativ-sprakundervisning/.
moment the university offers a course for English teachers which include learning to know and use the CEFR. This course was offered as a reaction on several requests of teachers\textsuperscript{87}.

**Knowledge and use of CEFR by foreign language teachers**
Since the commenting materials explain the link of the CEFR with the subject syllabuses foreign language teachers of upper secondary education have the opportunity to know the framework. Besides, as mentioned earlier seminars and courses are available for teachers to learn about the CEFR. Indirectly the lessons will be influenced by the CEFR because teachers are mandatory to use the subject syllabuses which are influenced by the CEFR. The Swedish National Agency for Education expects that the CEFR will be known by mostly all foreign languages teachers within two-three years.

**Guidelines or a manual for using the CEFR**
As discussed earlier in this study, teachers are obliged to use the subject syllabuses as their guideline for their study programme. Because the subject syllabuses are indirectly linked to the CEFR, foreign languages lessons are influenced by this framework. The commenting materials explain how the subject syllabuses are influenced by the CEFR, but there are not mandatory to use. Commenting material is made for teachers to inform them.

\textsuperscript{86} University of Uppsala, *Fortbildning 2013: språk, kultur, didaktik, internationalisering*, 2013.
\textsuperscript{87} University of Uppsala:
Annex 1c: Austria

The implementation of CEFR in general

According to the LEPP study: “An [...] educational development that has important implications for language teaching and learning is the recent adoption of a standards-based approach. The Austrian authorities have already taken the opportunity to attach language learning outcomes (and thus language curricula) to the proficiency levels of the Common European Framework of Reference for Languages. The adoption of a standards-based approach implies the growth of an assessment culture that does not depend entirely on the individual teacher as has traditionally been the case.”Furthermore, Austria "was one of the first Council of Europe member states to pay serious attention to the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP), and it has participated fully in European Union language teaching and exchange projects.\"88

According to the LEPP study, at present, CEFR plays a central role in the debate about educational policy and subject specific didactics, in Austria. Ever since its publication, CEFR has been much discussed in professional circles; regarding schools and the educational agenda, it has stimulated a return to communicative classroom teaching with specific learning goals, as well as coming to terms with questions of transparent testing and assessment. In 2004, the first foreign language curriculum to be entirely geared to CEFR was that of academic upper secondary schools (AHS), followed in 2006 by the MFL curriculum for general (lower stage) secondary schools. Providers of language courses and manufacturers of teaching materials already make reference (in their 'product descriptions') to the scales of competence which are part of CEFR. The development of the Austrian versions of the European Language Portfolio and of national educational standards is also based on CEFR as an instrument. In schools, particularly in vocational schools, curriculum work is grounded in CEFR, which also receives close attention in in-service teacher training. Too often, however, CEFR is reduced to assessing language skills and achievements only, and is not sufficiently appreciated in its entirety.\"90

The educational standards for modern foreign languages are based on the current curriculum and on CEFR. Educational standards for modern foreign languages (MFL) have been tried-and-tested and illustrated by means of approximately 300 practical examples of usage which are also based on CEFR. Those examples of usage are to introduce those educational standards to schools in an attractive way and assist teachers in designing their MFL teaching in the best possible manner to ensure that learners can be trained to reach those standards. Moreover, in-service training measures are being undertaken. A number of tests – of receptive skills – were held by the Testzentrum an der Universität Klagenfurt, in May, 2006. After the pilot phase, the intention is each year to have a certain percentage of pupils of lower secondary stage which undergo a test, to be able to draw needful conclusions for

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89 Ministry of Education, the Arts and Culture and Ministry of Science and Research, Language Education Policy Profile Austria, 2008: http://www.oesz.at/download/spol/lepp_engl_1.pdf; see Appendix 3.
steering measures. In the new examination system (see further), the CEFR is taken as reference point: each individual assignment is linked to CEFR levels. This emphasis on the CEFR is transferred to curricula development, learning plans and school books as well.

Initially, the CEFR did not only affect language teaching and examination in schools, but is also used in determining language levels for immigrants. Would-be immigrants need to enter into a so-called ‘integration agreement’ (Integrationsvereinbarung), which includes (among others) a requirement for applicants to attend an ‘integration course’ in German language, of 300 teaching units’ duration, to acquire a knowledge of the German language corresponding to Level A2 in the Common European Framework of Reference for Languages (CEFR).

On the other hand, the new standardised examination is based on the CEFR and the curricula preparing for the exams are linked to CEFR.

When the CEFR was introduced, there was not a clear understanding of what was the meaning of the CEFR and there was not a precise idea about sub-levels. For this reason, initially, sub-levels were introduced to differentiate between levels. When gaining experience in using the CEFR, it became clear that the CEFR does not allow sub-levels. In piloting the SRP data was available to base a more evidence-based connection between the exam and the levels of the CEFR (for English).

Hence, to summarise, in Austria the CEFR is related to:
- All curricula in secondary education level 1 and all curricula in level II
- Education standards for foreign languages
- The standardised examination in upper secondary education
- The European Language Portfolio
- Study plans in pedagogic higher education institutes and universities
- Learning material (school books, all languages taught, but this is more advanced for English compared to other languages)
- International language certificates

The competence descriptions for the second foreign language are based on the CEFR.

**Introduction of the selected qualification**

In this country study, the focus is on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked to level 4 of the European Qualifications Framework (EQF).

Before providing information on the qualification and the related school-type, first a short introduction is provided on the Austrian secondary education system. From secondary level (ISCED 2) onwards, the Austrian school system becomes diversified into general (Hauptschule) and academic secondary schools (AHS: Allgemein bildende höhere Schule). This interface is crucial for language education processes.

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93 The Österreichische Integrationsfonds (ÖIF) has developed a test of its own, which – on its homepage (www.integrationsfonds.at) – is called a ‘recognised German test on level A2 of the Common European Framework of Reference for Languages’. It consists of four modules (reading: 3 tasks; listening: 3 tasks; writing: 2 tasks; speaking: 3 tasks). Taken from: Ministry of Education, the Arts and Culture and Ministry of Science and Research, Austrian Centre for Language Competence, Language and language education policies in Austria, 2008: [http://www.coe.int/t/dg4/linguistic/Source/Austria_CountryReport_final_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Austria_CountryReport_final_EN.pdf).
that can be interrupted, continued or enhanced.\textsuperscript{94} The AHS is considered ISCED 3 or EQF level 4. The AHS consist of a four year lower stage (AHS-U), and a four year upper stage (AHS-O, ISCED 3A). The school leaving examination is the so-called Reifeprüfung or Matura, which gives access to university studies. Within the general system of education, and after completing their compulsory schooling (AHS-U), pupils may continue to attend the upper stage of AHS, or switch to another AHS (or BHS) that offers upper secondary stage only. AHS comes in a variety of types:

\begin{itemize}
\item \textbf{Gymnasium} (with an emphasis on arts subjects);
\item \textbf{Realgymnasium} (with an emphasis on mathematics and the natural sciences);
\item and
\item \textbf{wirtschaftskundliches Realgymnasium} (with an emphasis on business studies, economics and applied sciences)
\end{itemize}

All these cover the full eight years of lower and upper stages; while the Oberstufenrealgymnasium is of four years duration and caters for pupils from 9th to 12th year of schooling, i.e. after having received four years of schooling in AHS-U (from 5\textsuperscript{th} to 8\textsuperscript{th}). Hence, the focus in the Austrian country report is on the Oberstufe der Allgemeinbildenden höhere Schule (AHS: academic secondary school, upper cycle, years 9 to 12). There are about 59,566 pupils in AHS-O measured in school year 2009/10.\textsuperscript{95}

\textbf{Introduction of foreign language learning at upper secondary education level}

The number of foreign languages offered depends on the specific type of AHS:

\begin{itemize}
\item Gymnasium (Latin, in the upper level with Greek or a second modern foreign language, however, by now, many “Neusprachliche Gymnasien” offer two foreign languages instead of Latin. This has been piloted for more than 20 years.),
\item Realgymnasium (Latin or a second modern foreign language. In addition other subjects such as Geometry, Math and science),
\item Wirtschaftskundliches Realgymnasium (Latin or a second modern foreign language. In addition other subjects such as, chemistry, economy, psychology and philosophy).\textsuperscript{96}
\end{itemize}

The new curriculum for the upper stage of these academic secondary schools has been in force since the 2004/05 school year:

\begin{itemize}
\item The lesson plan for the \textbf{first MFL}, for all types of such upper secondary schools, indicates weekly lessons to the amount of 3/3/3/3. Concerning the second MFL, Gymnasien and Realgymnasien (academic secondary schools, and academic secondary schools with a more mathematical or scientific direction) also prescribe 3/3/3/3 lessons per week; except that some Realgymnasien with an upper secondary stage only, provide for 4/3/3/3. Others are as described above. In general, the total number of lessons is between 10 and 12.
\item As regards the teaching of a \textbf{second MFL} at AHS there are now 2 alternatives: it is either made available as from year 7, and is continued (as a compulsory subject) over 6 years, to school leaving exam level; or it is introduced as from year 9, and leads to school leaving exams after 4 years.
\item Apart from exceptional cases, it is not intended in principle to introduce a \textbf{third MFL} into the AHS curriculum: however, autonomous planning may include such an
\end{itemize}

\textsuperscript{95} See Austrian EQF Referencing Report, 2012.
\textsuperscript{96} See: \url{http://www.bmukk.gv.at/schulen/bw/abs/ahs.xml}. 
offer, either on pupils’ initiatives (to be taught as an option to be chosen from several possible subjects, with -/2/2/2 curriculum lessons per week), or to be applied for by the school concerned, from year 9 or 10.

According to the BMUKK, upper secondary school leaving examination (written work for Matura) is possible if 10 weekly lessons (in total) have been taught, and if in all years written tests were set; or for oral Matura examination, if at least 6 weekly lessons were taught across upper secondary stage for the ‘Wahlpflichtfächer’. In addition, successful school leavers of Austrian AHS (academic secondary schools) will have been taught at least one modern foreign language: they may however have had up to three MFLs, as compulsory subjects.  

The offer of languages depends on the competences of the school. English is provided in all AHS. French and Latin in almost all schools. Italian is provided in 4/5th of all AHS schools and 3/5th has Spanish lessons offered. 3/4th of the graduates have learned two modern foreign languages.

The new standardised examination in AHS for the first time in Austria introduced centralised examination, also for modern foreign language learning. After testing and piloting (currently the new standardised examination is still in a piloting phase despite that nearly all schools in Austria participate). From 2014 onwards, centralised examination will be the norm and hence, standards are set at national level. Regarding language examination, separate standards are set for writing, listening, Language in Use (spoken interaction), and reading examinations. For speaking, this skill can be chosen on a voluntary basis by the students and it is not standardised. AHS include Language in Use, however. The assignments and examinations are linked to the CEFR levels.

The envisaged levels per year are specified into national curricula. On the other hand, programmes and learning plans are developed by the schools and the teachers. Until recently, as considered a ‘bad tradition’, teachers considered the learning plans equivalent to the school books. This gradually changes and teachers are more and more confident to adjust and renew curricula in relation to the needs of their pupils.

The use of CEFR in examination, provision, and schoolbooks

In keeping with the recommendation of the Committee of Ministers of the Council of Europe addressed to the Member States no. R (98) 6 (of March 17th, 1998) regarding the Common European Framework of Reference for Languages, these reference levels are used at secondary school stage to define language skills and achievements to be reached.

As mentioned, the new standardised examination takes the CEFR levels as reference point and is aligned to the level descriptors of the CEFR. The following table provides an overview of the levels of the school leaving exam for the different language skills,

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98 http://www.bmu.uk.gv.at/schulen/bw/abs/ahs.xml.
different types of AHS and whether the MFL is the first or second MFL. Also, it includes an overview of the units taught each year (per week).

**Figure 2: Levels of the school leaving exams**

<table>
<thead>
<tr>
<th>School type/ year</th>
<th>Units</th>
<th>CEFR levels at school leaving exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>spoken</td>
</tr>
<tr>
<td><strong>Secondary level II – AHS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realgymnasium 2. MFL 4. year of study</td>
<td>3/3/3/3</td>
<td>B1</td>
</tr>
<tr>
<td>Gymnasium 2. MFL 4. year of study</td>
<td>3/3/3/3</td>
<td>B1</td>
</tr>
<tr>
<td>Oberstufenrealsgymnasium 2. MFL 4. year of study</td>
<td>4/3/3/3</td>
<td>B1</td>
</tr>
</tbody>
</table>

**Source:** [http://www.uibk.ac.at/srp/lehrplaene.html](http://www.uibk.ac.at/srp/lehrplaene.html)

For the Second MFL from 2004 up to August 2010, for some of the skills, the levels were set higher (B1+ or even B2. Note: B1+ = B1 and a few additional skills from B2).

**Standardised school leaving exam (standardisierte Reifeprüfung)**

A standardised school leaving examination that focuses on the skills of listening and speaking, reading and writing is being developed and piloted at almost all academic secondary schools. It is based on the new curriculum for the upper level of academic secondary schools, according to which pupils should achieve B2 for all four skills in their first foreign language. The introduction of this new examination will be another step towards a more competence-based approach and will help to make learning outcomes transparent and comparable. The development of the SRP is an ongoing process. It involved a testing phase in which the new examinations were tested in the field and trail examination, where school can voluntarily participate since 2008. These trail examinations are in fact real examinations and 300 of the 350 school already voluntarily to participate in the centralised examination.

The linking of levels of the CEFR (see previous table) to exams was a difficult and still ongoing process. In fact, initially, when introducing the CEFR around 2004, there was not a precise idea about the levels and it was not clear whether the use of sub-levels was consistent with the CEFR. In addition, there was no monitoring data available to build an argued link between the exams and CEFR levels. Through the piloting of the examinations, more information was obtained to link the examinations
to levels of the CEFR. It appeared that in some cases (second MFL), the CEFR levels were set too high (B1+ and B2).

To link the SRP to CEFR levels firstly, the CEFR descriptors and related can-do statements were used to determine the range of the assignments. Secondly, item-writers developed assignments which test language proficiency in given contexts and attribute the CEFR level (B1 or B2); thirdly, the assignment were tested in the field and finally, the standards were set by stakeholder consultation (including international experts, Ministry, native speakers, teachers, universities).

The level of the (intermediate) examinations is laid down in the learning plans (Lehrplan) and is strongly linked to the CEFR. In the figure below the learning programme and the associated CEFR levels is presented per year and for first and second MFLs in AHS. ¹⁰¹ However, the exit levels after the end of each school year are currently under discussion for the second foreign languages.

**Figure 3: Learning outcomes First MFL**

<table>
<thead>
<tr>
<th>First MFL (5.-8. years of MFL learning)</th>
<th>5th year of AHS (already having 4 years of MFL learning in AHS-U)</th>
<th>6th year</th>
<th>7th year</th>
<th>8th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td>Writing</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td>Speaking spoken interaction</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td>Speaking spoken production</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td>Listening</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
</tbody>
</table>

**Source:** Universität Innsbruck

**Figure 4: 1-4 years of learning outcomes second MFL**

<table>
<thead>
<tr>
<th>NB: These levels, apart from the levels of 8th year are currently being adapted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Speaking spoken interaction</td>
</tr>
<tr>
<td>Speaking spoken production</td>
</tr>
<tr>
<td>Listening</td>
</tr>
</tbody>
</table>

**Source:** Universität Innsbruck

¹⁰¹ See: [http://www.uibk.ac.at/srp/lehplaene.html](http://www.uibk.ac.at/srp/lehplaene.html); Lebende Fremdsprache (Erste, Zweite); (Englisch, Französisch, Italienisch, Russisch, Spanisch, Tschechisch, Slowenisch, Bosnisch/Kroatisch/Serbisch, Ungarisch, Kroatisch, Slowakisch, Polnisch): [http://www.uibk.ac.at/srp/PDFs/lebendefremdsprache_ost_neu0.pdf](http://www.uibk.ac.at/srp/PDFs/lebendefremdsprache_ost_neu0.pdf).
Figure 5: 3-6 years of learning outcomes second MFL

NB: These levels, apart from the levels of 8th year are currently being adapted

<table>
<thead>
<tr>
<th>Skills</th>
<th>5th year (3rd year of MFL learning)</th>
<th>6th year (4th year of MFL learning)</th>
<th>7th year (5th year of MFL learning)</th>
<th>8th year (6th year of MFL learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>B1</td>
<td>B1</td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td>Writing</td>
<td>A2</td>
<td>A1</td>
<td>B1</td>
<td>B1</td>
</tr>
<tr>
<td>Speaking</td>
<td>spoken interaction</td>
<td>A2</td>
<td>A2</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>spoken production</td>
<td>A2</td>
<td>A2</td>
<td>B1</td>
</tr>
<tr>
<td>Listening</td>
<td>A2</td>
<td>A2</td>
<td>B1</td>
<td>B1</td>
</tr>
</tbody>
</table>

Source: Universität Innsbruck

Examination

Concerning examination, as previously mentioned, the exams and assignments are linked to the CEFR. The figure below provides an overview of test methods of the competence-oriented examination in AHS for modern foreign languages in the school year 2012/2013. The CEFR (In German GERS) levels are included as well as what kind of method is used for the specific skills.

Figure 6: Test methods for the AHS MFL examinations

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
<th>CEFR-level</th>
<th>Listening</th>
<th>Reading</th>
<th>Language in Use</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Matching</td>
<td>Zuordnen</td>
<td>B1/B2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short answer questions</td>
<td>Kurzantworten</td>
<td>B1/B2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True/false with justification</td>
<td>Richtig/Falsch mit begründung</td>
<td>B2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple choice</td>
<td>Multiple choice</td>
<td>B1/B2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Word formation</td>
<td>Wortbildung</td>
<td>B1/B2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td>Editieren</td>
<td>B1/B2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cloze test with response options</td>
<td>Lückentext mit Antwortmöglichkeiten</td>
<td>B1/B2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloze test without response options</td>
<td>Lückentext ohne Antwortmöglichkeiten</td>
<td>B1/B2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>Essay</td>
<td>B2</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Report</td>
<td>Bericht</td>
<td>B1/B2</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Article</td>
<td>Artikel</td>
<td>B1/B2</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Email</td>
<td>E-mail</td>
<td>B1/B2</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Teachers
As indicated, within the framework set by the relevant curriculum (and leading to the requirements for the SRP), teachers are free to plan and design their teaching, as regards their didactic methods and their choice of teaching materials: they are required – as stated in Austria’s School Education Act §17, para. 1 (SchUG) – to keep school and teach in an independent and responsible manner, based on the relevant curriculum.102 Some curricula contain suggestions on methods to use (e.g. the primary school curriculum); others limit themselves to affirming that teachers are free in their choice of methods. According to a study conducted in 2006103, it seemed that many teacher-assessors tend to react in a rather dismissive way towards the CEFR and all the innovations that it has brought about so far. Six years later however, as the CEFR is broadly used in examination, learning plans and school books, no hesitation has been recorded. In relation to the SRP, teachers take courses to acquaint themselves with the SRF/use of CEFR. There is a natural movement with regard to teachers not embracing the SRP and the use of the CEFR: they gradually diminish the number of lessons they teach in MFLs.

Schoolbooks
With regard to the use of the CEFR in schoolbooks, in recent years developments have been taken place. In general, the CEFR is used in the English school books as well as in textbooks for French, Italian, and Spanish. While the use is more advanced for English text books, it becomes more and more advancedly used in the school books of other MFLs. In the early days of the CEFR, publishers slightly misused the CEFR. For instance, they indicated a level for the school book and supported that with ‘can do’ statements, such as “can do the past perfect”; which is obviously not in line with the general idea underlying the CEFR.

A Ministerial committee is in charge to validate the school books used. School textbooks are evaluated regarding their compatibility with curricula, through certification or licensing procedures (by a Begutachtungskommission, an assessment commission at BMUKK, the Ministry of Education): those textbooks should therefore accompany language acquisition in a continuous way, and their aims should be transparent for all concerned. Most teachers put their trust in textbooks as well as in hints (in the teachers manual) about methods to use, including the area of pupils’ changes of school or new entries – which is all about continuation of language teaching, and where the curriculum requires that pupils’ previous skills and knowledge should be taken into account.104 Sometimes, however, in the past, it was questioned whether this committee was well aware about the CEFR.

In general, new developed schoolbooks in Austria are built upon the CEFR and take into account the descriptors for each language skill.

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Annex 1d: UK (Scotland)
Questions concerning the implementation of CEFR in general

Foreign language policies/programmes and the CEFR
As mentioned earlier in this report, Scotland has its own Education Acts, which regulate the organisation, administration of education, and gives power to other bodies for example responsible for ensuring the quality of qualifications and curricula. Within these Education Acts, the CEFR is not mentioned. Besides the Education Acts there is the guideline 'Curriculum for Excellence'\textsuperscript{105}, which outlines the skills and knowledge which pupils need to acquire for learning, work, and life. For modern languages, three levels are indicated to be achieved during compulsory education. The highest level which can be achieved is called 'level 4' and these outcomes are closely linked to basic user level (A1/A2) of the CEFR\textsuperscript{106}. Although, this curriculum is not a legal document\textsuperscript{107}, all schools of Scotland have committed to use the curriculum\textsuperscript{108}. In Scotland, local authorities are responsible for the content that is taught in schools\textsuperscript{109}. Head teachers are responsible for implementing the curriculum for primary and secondary education, which mostly takes the national and local guidelines into account\textsuperscript{110}. Therefore, in principle, local authorities and head teachers are free to develop another curriculum not based on the curriculum for excellence\textsuperscript{111}. According to interviews with people of SQA, SCILT, and the leader of the modern language review group for the new curriculum for excellence, the new CfE levels will be approximately benchmarked against the level descriptions of the CEFR. However, it is uncertain whether or not official linkage between the CfE levels and the CEFR will be pursued. The new curriculum of excellence will be fully implemented by 2017.

As part of CfE the national qualifications in modern languages will be reviewed and revised and these new qualifications will also be approximately benchmarked against the CEFR.

The Scottish Qualification Authority expects that the qualifications for modern languages will be linked to the CEFR in 2014. However, within two supporting notes for foreign languages courses leading to a qualification, which pupils can achieve at the end of compulsory education, the CEFR is mentioned. The Basic User level of the CEFR is mentioned as one of requirements which give access to enter these courses\textsuperscript{112} 113.

\textsuperscript{105} Education Scotland : http://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf
\textsuperscript{106} Education Scotland: http://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf.
\textsuperscript{108} Higher education institutions: http://www.ucas.com/he_staff/quals/scotquals/cfe.
\textsuperscript{109} The Scottish government: http://www.scotland.gov.uk/Topics/Education/Schools/curriculum.
\textsuperscript{113} Scottish Qualification Authority, National 5 Modern Languages Course: Support Notes, 2012: http://www.sqa.org.uk/files_ccc/Cfe_CourseUnitSupportNotes_N5_Languages_ModernLanguages.pdf.
Although the school curricula are not yet related to the CEFR, currently, qualifications for English for speakers of other languages (ESOL) are related to the CEFR\textsuperscript{114}.

**Introduction of the selected qualification**

In this country study, the focus is on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked to level 4 of the European Qualifications Framework (EQF).

**Scotland secondary education system**

The Scottish secondary education system is regulated by qualifications for subjects which pupils can achieve at different levels. Thus, pupils with different levels enrol in the same secondary education school, only students with higher levels can achieve qualifications of higher levels. These levels are described within the Scottish Credit Qualifications Framework (SCQF), which situates every qualification at a particular level and determines the credit points attached to the qualification\textsuperscript{115}. In total, the SCQF entails 12 levels, however only seven can be achieved in secondary education. As the SQA will propose changes to the qualifications framework in 2013/2014, currently the seven qualifications related to secondary education are\textsuperscript{116}:

- Access 1 (level 1) is for pupils who need support for their learning;
- Access 2 (level 2) is for pupils who need moderate support for their learning;
- Access 3 (level 3) gives access to take a qualification on a higher level;
- Intermediate 1 (level 4) is only for pupils who achieved qualifications at level Access 3;
- Intermediate 2 (level 5) is only for pupils who achieved qualifications at level Access 3;
- Higher (level 6) for pupils who have achieved qualifications at level Intermediate 2;
- Advanced Higher (level 7) aimed at pupils who have achieved qualifications for Highers.

In general, pupils will take their first qualifications at the fourth year of secondary education, which is the last year of compulsory education. Pupils will often choose seven or eight subjects for their exams, mainly Mathematics and English are included because almost all schools made these subjects mandatory. Furthermore, pupils can choose to take the subjects at two different levels.

The Qualifications which give access to higher education are ‘Higher’ and ‘Advanced higher’. Not all pupils will achieve these qualifications because the fifth and sixth year of secondary education are not mandatory. Generally, the ‘higher’ qualifications are taken in S5 and/or S6 and the ‘advanced higher’ in S6. Each year pupils choose the subjects and level for which they would like to take their exams. In general, pupils take five or six subjects in S5 and S6. Because, pupils can choose the level for their exams it is allowed to take some new subjects at, for example, intermediate 1 or 2. The level students choose mostly depends on their previous results in S4.

\textsuperscript{114} Scottish Qualification Authority: http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/ESOL/framework/progression/levels.asp.


Although in general ‘Highers’ and ‘Advanced Highers’ provide access to university, universities themselves have their own entry requirements set. These entry requirements are based on the achieved grades within the ‘higher’ and ‘advanced Higher’ qualifications. Normally university will state the entry requirements in terms of a grade for higher and a grade for advanced higher. The grade for ‘highers’ will of course be higher than for ‘advanced higher’\textsuperscript{117}.

All in all, the focus of the remaining part of the study is on foreign language learning in education provision leading to ‘highers’ and ‘advanced highers’ qualifications.

**Introduction of foreign language learning at upper secondary education level**

**Foreign language learning at upper secondary education level**

In Scotland, pupils have the entitlement to enrol in a modern foreign language until the end of S3 of secondary education, according to the Curriculum for excellence\textsuperscript{118}. In practice, however, this does not ensure that all pupils at secondary school enrol in a modern foreign language class. The problem is that the Curriculum for excellence is not a legal document\textsuperscript{119} and therefore the entitlement is not a legal requirement for local authorities and schools\textsuperscript{120}.

With regard the offer of foreign languages at higher levels, this depends on staffing and timetabling decisions taken by the local authority. These decisions have impact on firstly the availability of courses in foreign language education in S5 and S6 to achieve ‘Higher’ and/or ‘Advanced Higher’ qualifications\textsuperscript{121}. Secondly, the number of foreign languages pupil can learn, and thirdly, the options pupils have to choose between foreign languages available.

In general, the offered foreign languages at secondary schools are French, Spanish, German, Italian and Chinese\textsuperscript{122}. This corresponds with the results of the research study\textsuperscript{123} of SCILT, which concluded that the three most offered languages for higher level in S5 and S6 are French, German, and Spanish. Moreover, this research study indicates that a majority of the secondary schools offer more than one modern language.

**The use of CEFR in examination, provision, and schoolbooks**

**Learning outcomes of higher education preparatory programmes**

As mentioned earlier, the CEFR is not implemented in the two qualifications which give access to higher education. There is however the intention to make use of the CEFR in developing these qualifications in the future. For this purpose, the Scottish


\textsuperscript{121} The Scottish government: http://www.scotland.gov.uk/Topics/Education/Schools/curriculum.


Qualification Authority conducted a comparative study to compare the SCQF levels with the CEFR levels. This comparison was aimed at giving guidance for item writers when developing new qualifications. The results of this comparative study can be used for the new qualifications of modern languages to ensure that there will be an approximate relationship with the CEFR levels and the levels of tasks and the assessment approaches. Although it must be emphasised that the comparative study is not a formal and detailed analysis as it was a relatively small study, the comparison made, can be used as a first impression of what the SCQF levels could be in terms of the CEFR levels. For the two qualifications which give access to higher education, the study concluded the following on the comparison of levels for modern languages with the CEFR:

- ‘Higher’ qualifications for modern languages (SCQF level 6): mainly B1 and aspiring to B2;

Thus, according to the comparison made, it is estimated that a pupil which passes a Higher qualification for French, this pupil is able to use this language in the way the CEFR level description of B1 describes.

As been mentioned before, there are plans to relate the qualifications with the CEFR levels but it is not known to what extent this will be done formally.

**The mother tongue language and the CEFR**

As seen in many countries, the mother tongue language is not related to the CEFR. However, the Scottish qualification Authority has related the International qualifications for English for speakers of other languages (ESOL) to the CEFR. The aim was to inform the learners about the relation between the SCQF levels and levels of other frameworks. The CEFR level that is comparable with a ‘Higher’ qualification for English is C1. This comparison has not been made for an ‘Advanced Higher’ qualification for English. For the link between the ‘Higher’ qualification for English learners, the SQA conducted a ‘linking project’ with a small panel in 2007 and a larger panel in 2008. The first panel included four practitioners and examiners examining the course, unit descriptors, guidance material, and grade related criteria. The second panel analysed the exams of 2007/2008 and the marks of candidates.

**Examination**

In Scotland, pupils of secondary education can achieve seven qualifications which are available for a range of subjects. Each qualification is linked to a level: level 1 is the lowest and level 7 is the highest. In secondary education levels 3-5 are usually taken in S3/S4, level 6 is called the ‘higher’ which is taken in S5, and level 7 or ‘Advanced Higher’ is taken in S6.

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125 Scottish Qualification Authority: http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/ESOL/framework/progression/levels.asp
Pupils who achieve qualifications for Higher and/or Advanced Higher obtain access to higher education\textsuperscript{128}. The Scottish Qualification Authority is responsible for the development of these two types of qualifications and offers qualifications for the following modern languages: Spanish, French, Cantonese, German, Italian, and Mandarin\textsuperscript{129}. For Gaelic and Urdu, the authority only offers the qualification for ‘Higher’\textsuperscript{130}. Within the course specification for modern languages of ‘Higher’ and ‘Advanced higher’ no link is made with the CEFR. As has been mentioned, this will probably be different in the future.

Assessment of a qualification is divided into unit assessment and course assessment. A Unit assessment is an internal assessment carried out by teachers, which will use the requirements described in the ‘Unit specification’. These unit specifications are established by the Scottish Qualification Authority. The course assessment is different for the two qualifications:

- For the ‘Higher’ qualifications, the course assessment contains a ‘performance’ assessment wherein the pupils have to prove their talking skills and the pupils have to sit two ‘question papers’. The question papers test the listening, reading, and writing skills of the pupil. Before outlining the course assessment of the ‘Advanced Higher’ qualification it is important to note that the document in which this course specification is described, is in a stage of development and that the following information is based on a public draft version\textsuperscript{131}.

- The course assessment of the ‘Advanced higher’ entails three forms of assessment: a performance, a portfolio, and a question paper. For the performance the pupil has to demonstrate their talking skills, the portfolio is used to assess the analysing skills, and the question paper tests the reading, translation, listening and writing skills\textsuperscript{132}.

**Duration of the course**

The duration of a modern language course which leads to a qualification depends on the related Scottish Credits and Qualification (SCQF) credit points. The number of hours related to a credit point is based on the average hours a pupil needs to achieve the qualification of the particular level. One SCQF credit point is related to approximately 10 hours of learning including the assessment. Important to note is that the number of hours for a course is meant as a guideline and hence is not considered mandatory\textsuperscript{133}. According to the course specification of modern languages for a ‘Higher’ qualification, pupils should achieve 24 SCQF credit points\textsuperscript{134}. This number of SCQF credit points means approximately 240 hours of learning. Within the course specification for the ‘Advanced Higher’ qualification, a distinction is made between mandatory units and optional units. For the mandatory unit, a pupil has to achieve 16 SCQF credit points and 8 for the course assessment. This would mean 320 hours of learning for the mandatory part. Pupils who

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{129} Scottish Qualification Authority: http://www.sqa.org.uk/filesccc/CPE_CourseSpecification_AdvancedHigher_Languages_ModernLanguages.pdf.
\item \textsuperscript{131} Scottish Qualification Authority: http://www.sqa.org.uk/sqa/47909.html.
\item \textsuperscript{132} Scottish Qualification Authority: http://www.sqa.org.uk/sqa/48456.html.
\item \textsuperscript{133} Scottish Qualification Authority: http://www.scqf.org.uk/The%20Framework/Credit%20Points.
\end{itemize}
\end{footnotesize}
choose to enrol in an optional unit achieve 8 SCQF credit points for each optional unit, which means 80 extra hours of learning for each optional unit.\textsuperscript{135}

**Teacher training and the CEFR**

In Scotland the General Teaching Council (GTC) Scotland, is by law (Teaching Council (Scotland) Act of 1965) responsible for the quality and monitoring of programmes for teacher training called ‘programmes of Initial Teacher Education (ITE)’.\textsuperscript{136} GTC Scotland is responsible for accrediting ITE programmes as by the Scottish government, which are outlined in the document called ‘Guidelines for initial Teacher Education Courses’\textsuperscript{137}. This document describes the content, nature, and duration of programmes, which lead to teaching qualifications for both primary and secondary education. For obtaining the teaching qualification for secondary education, the student teacher has to achieve the entry requirements for their subject specialism. According to the guidelines, it is the responsibility of the university to ensure that student teachers will achieve these requirements. In case of foreign languages the requirements for students’ teachers who are learning to teach the first foreign language are as followed:\textsuperscript{138}

- have a degree with at least 80 SCQF credit points in the language they want to teach;
- have lived for six months in a country where the language is spoken before starting the course; and
- prove to the Higher Education Institute (HEI) they apply to that they are competent in speaking the relevant language.

Student teachers who want to teach a second foreign language have to meet the requirements for their first foreign language and the following entry requirements:\textsuperscript{138}

- have a degree with at least 80 SCQF credit points in the second language they want to teach;
- have lived for at least three months in a country where the language is spoken before starting the course; and
- prove to the Higher Education Institute (HEI) they apply to that they are competent in speaking the relevant language.

These requirements make clear that the Scottish government does not make the link with the CEFR or require implementing the CEFR in the programmes of Initial Teacher Education. An interview with the University of Glasgow confirmed that there is no link with the CEFR in programmes for foreign language teacher training for secondary education.

**Knowledge and use of CEFR by foreign language teachers**

Foreign language teachers of Scotland will use the curriculum for Excellence and the local curriculum which is made by local authorities and or head teachers, for


determining their foreign language programme. In addition, the used schoolbooks and the content of their teacher training will influence their foreign language programme. Although it is not known whether the CEFR is used in the local curriculum, the framework is in any case not currently used in the Curriculum for Excellence, teacher trainings and schoolbooks. For information about the CEFR in schoolbooks, see later in this study. As a consequence, teachers will probably not know or use the CEFR. This is confirmed by the persons who contributed to this country study, which include one foreign language teacher.

In Scotland there is an organisation named ‘Scotland’s national Centre for Languages’ (SCILT)\textsuperscript{139} which is established to promote learning other languages and provides modern foreign language teachers and learners with information that could help them to learn or teach modern foreign languages. The fact that this organisation gives little attention to the CEFR indicates that the chance that teachers know and use the framework will be low. On the other hand, one of the recommendations on the website of SCILT for resources which Spanish teachers at upper secondary education can use during their lessons, uses the CEFR to indicate the levels of their online published Spanish texts\textsuperscript{140}.

**Schoolbooks**

In Scotland multiple publishers offer schoolbooks for foreign languages. In addition, little evidence is found to suggest that Scottish publishers use the CEFR. According to a message of the director of Bright Red Publishing Ltd the CEFR is not used in schoolbooks for secondary education. Another Scottish publisher of schoolbooks named ‘Leckie & Leckie’ offers schoolbooks for German and Spanish for lower qualification than the ‘Higher’ and ‘Advanced Higher’ qualification\textsuperscript{141} \textsuperscript{142}. For French, Leckie & Leckie offers two schoolbooks for ‘Higher’, the description of the schoolbooks on the website do not indication a relation with the CEFR\textsuperscript{143} \textsuperscript{144}. According to the catalogues ‘Languages 2013’\textsuperscript{145}, Hodder Education offers schoolbooks for Spanish on higher levels and schoolbooks for Spanish, Italian, German, and French on advanced level. These schoolbooks do not provide an indication that these schoolbooks are based on the CEFR. Besides, a foreign language teacher and other persons who have contributed to this research study assumed that publishers of textbooks of foreign languages do not use the CEFR.

\textsuperscript{139} SCILT : http://www.scilt.org.uk/AboutUs/tabid/1301/Default.aspx.
\textsuperscript{141} Leckie & Leckie : https://secure.leckieandleckie.co.uk/products/buy_online.asp?css=1&area=226.
\textsuperscript{142} Leckie & Leckie : https://secure.leckieandleckie.co.uk/products/buy_online.asp?css=1&area=214.
\textsuperscript{143} Leckie & Leckie : https://secure.leckieandleckie.co.uk/products/buy_online.asp?css=1&area=212&lvl=4&id=1954.
\textsuperscript{144} Leckie & Leckie : https://secure.leckieandleckie.co.uk/products/buy_online.asp?css=1&area=212&lvl=4&id=1730.
\textsuperscript{145} Hodder Education, *Languages 2013*, 2013: http://www.hoddereducation.co.uk/HEDocuments/catalogues/pdfs/Schools/Languages_2.pdf.
Annex 1e: Hungary
The implementation of CEFR in general

Foreign language policies/programmes and the CEFR

In Hungary, the Public Education Act determines the structure and organisation of the education system. Since the amendment of the education act in 1995, schools have more responsibility in determining the content of education. The government develops the National Core Curriculum (in Hungarian: Nemzeti alaptanterv), which sets out the competence standards. In addition, the government develops the Framework curricula which are based on the National Core curriculum. This framework curriculum describes the education system in more detail; it determines the time allocated to the different subjects; it elaborates on the content of subjects; the framework sets the requirements in each subject in each class or in other words ‘grade’, and finally it contains recommendations for teaching objectives. Schools develop their local curriculum in accordance with the National Core Curriculum and the Framework curricula. The local curriculum or the ‘school-level curriculum’ made by schools regulates the process of individual lessons.

The law (the ‘Public Education Act’) of Hungary does not mention the CEFR. However, the National Core Curriculum prescribes that the content of foreign language education has to correspond with the aim and content of the recommendations of the European Council. This means that the national core curriculum defines minimum levels in terms of the CEFR for the first and second foreign language at different moments in compulsory education. These minimum levels are depicted in Table 3.

Table 3: Minimum levels for foreign language learning in Hungary

<table>
<thead>
<tr>
<th>Grade 4 (primary education)</th>
<th>Grade 5-8 (primary and lower secondary education)</th>
<th>Grade 9-12 (lower and upper secondary education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First foreign language</td>
<td>No CEFR level is indicated</td>
<td>A2</td>
</tr>
<tr>
<td>Second foreign languages</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
</tr>
</tbody>
</table>

Source: The Hungarian Educational Authority, National Core Curriculum 2012

Thus the link between the content of school education programmes and the CEFR is mandatory, because the Public Education Act prescribes that the content of school education and teaching has to be related to the National Core Curriculum. In addition to the learning outcomes described in terms of the CEFR, the National Core Curriculum provides a description of each CEFR level in terms of objectives for the different skills. Detailed descriptions of subjects are outlined within the Framework curricula which, for the foreign languages, are also linked to the CEFR. For foreign

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149 Oktatáskutató és Fejlesztő Intézet:http://kerettanterv.ofi.hu/.
languages there are two framework curricula for grades 5 through 12: one for English and German and one for the other foreign languages. The Framework curricula provide examples and detailed descriptions of the CEFR levels. The CEFR is therefore the mandatory basis for the foreign language programmes of schools which can be complemented with local requirements.

In addition to the national objectives within the National Core curriculum, secondary schools have to relate their local curriculum to the **Secondary School-leaving Examination Regulations**. These examination regulations describe the requirements for the examinations at the end of the final year for two forms of upper secondary education: the general secondary schools and the secondary vocational schools. The central examination requirements\(^{150}\) for these ‘school leaving examinations’ are described for English, French, German, Russian, Spanish, and all other modern languages. These examinations consist of a written exam and an oral exam assessing the four language skills identified: reading, listening, speaking and writing. Furthermore, these assessment requirements are related to the CEFR levels. The minimum or standard CEFR level for the school-leaving examination for a foreign language is B1. Students have the opportunity to prepare for the exam of a higher level, i.e. the advanced level secondary education examination, for which the assessment level is set at B2 in CEFR terms\(^{151}\).

**Introduction of the selected qualification**

In this country study, the focus is on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked to level 4 of the European Qualifications Framework (EQF).

**Hungarian secondary education system**

In Hungary compulsory education takes twelve years and is divided between primary education, lower, and upper secondary education. **Primary education** is mandatory at the age of 8 but mostly starts when a pupil is 6 years old. Schools offer an eight-year programme which includes primary and **Lower secondary education**. The programme is described and discussed in terms of grade 1 (first year) until grade 8 (final year). In total, compulsory education comprises twelve years of education, which means that the first two years of **upper secondary education** are still compulsory. Usually, upper secondary education is for pupils aged 14-18 and covers grades 9 through 12\(^{152}\) \(^{153}\).

Upper secondary education is divided among three forms of education\(^{154}\):

- General secondary school (in Hungarian: gimnázium);
- Secondary vocational schools (in Hungarian: szakközépiskola);
- Vocational schools (in Hungarian: szakiskola).


Pupils of general secondary school and secondary vocational schools have to participate in the national secondary school-leaving examination. Students who enrol in vocational schools do not have to prepare for the school-leaving examination but finalise their vocational education by taking the vocational examination.

The use of CEFR in examination, provision, and schoolbooks

Examination

In Hungary, the national school-leaving examination at the end of upper secondary education is obligatory. As mentioned earlier, these exams are only obligatory for pupils of general secondary school and vocational secondary school. The school-leaving examination has to be organised according to the central examination requirements, however, schools can adjust to local examination requirements which are described in the local curriculum. These local examination requirements may not conflict with the central examination requirements. In addition, since 2000 'the Accreditation Board for Foreign Language Examinations' has been established by the government to accredit Language centres which produce foreign language examinations in Hungary. In order to receive an accreditation resolution the language centres have to meet a number of criteria including the indication of attainment level of the exam in CEFR levels.

All examinations can be taken at two different levels: standard and advanced levels. The examination at the standard levels are mandatory for all pupils, examinations at the advanced level is for pupils who want to receive additional points which are required for admission to some higher education institutes. For entering higher education, five exams at standard level are required. One foreign language is included among the five compulsory exams. The foreign language is chosen by the pupil, whose choice depends on what their school has to offer. This choice does not have to be a modern foreign language, for example pupils can choose to take Hungarian as a foreign language. Furthermore, one of the five compulsory exams is an elective subject, for that reason pupils can choose to take an exam in a second (modern) foreign language.

Thus, there are school-leaving examinations at two different levels. Both include a written examination and an oral examination. The written standard level examinations are taken on the same day for all schools. Oral examinations are organised by an examination committee which consists of an external examiner, the principal, and the subject teacher. The advanced level exams are organised in the same way, only these exams are evaluated by external examiners. The distinction between the levels in the central examination requirements is clearly shown by the different learning outcomes. These learning outcomes are translated in CEFR levels. Besides the influence of the CEFR on the learning outcomes, the requirements for the written and oral examinations are based on the CEFR.

156 Education Authority Accreditation Centre for Foreign Language Examinations: http://www.nyak.hu/iroda/bemutat-eng.asp.
160 Oktatas, ÉLŐ IDEGEN NYELV, 2012:
Duration of the course

In the Framework curricula\textsuperscript{161} for compulsory education, which includes the first two years of upper secondary education, requirements for time allocations are described. For a first foreign language and a second foreign language three hours per week are prescribed. There are no requirements concerning the duration of foreign language courses for the final years of upper secondary education.

Schoolbooks and the CEFR

Schoolbooks that are used in public education are included in an official list of textbooks. The Ministry of Human Resources is responsible for this list, however, the National Public Education Council is consulted to make the decision whether a schoolbook may be included in the list or not. Within ‘a ministerial decree on textbooks’\textsuperscript{162} the ministry has outlined which criteria the National Public Education Council has to use when evaluating schoolbooks. This is arranged firstly, to control the quality of schoolbooks and secondly, to make sure that price of the schoolbooks do not exceed the annual price limit. The procedure assesses whether the schoolbooks cover the content and requirements of the National Core Curriculum. This concerns assessing whether first, the content ensures an appropriate level, second, it is based on an appropriate pedagogical method, and third, it guarantees that the content is based on a specialised branch of study in a scientific, authentic and objective way\textsuperscript{163}. With respect to the school books for foreign language learning, there are no specific requirements or direct links with the CEFR. Notwithstanding publishers use the CEFR, because the national Core Curriculum uses the CEFR levels and descriptions\textsuperscript{164}.

Teacher training and the CEFR

Pupils who want to enrol in a teacher training can choose between sixteen universities, ten colleges, two private institutions, two universities and three colleges which are in the charge of churches. These schools are fairly autonomous in organising their own provision, independently from the government\textsuperscript{165}. The government has set some general guidelines, but no requirements are established for the teacher training in specific subjects. Therefore, it is not known whether teacher training includes the CEFR in their study programme.

This is in contrast to the in-service teacher training which are obliged to implement the programme of the European centre for Modern language\textsuperscript{166} and the Lifelong Learning Programme\textsuperscript{167} into account, which both stimulate the use of the CEFR\textsuperscript{168}. The system of in-service teacher training is considered more important in Hungary than the pre-service training because for their professional development, teachers have to participate in at least one in-service teacher training every seven years. This

\textsuperscript{161} Kerettantervek, Középfokú nevelés-oktatás szakasza, gimnázium, 9–12. évfolyam, 2012: http://kerettanterv.ofi.hu/3_melleklet_9-12/3.1_bevezetes_9-12.doc.


\textsuperscript{164} Oktatas, Tájékoztató az iskolai tankönyvellátás 2013, 2013: http://www.oktatas.hu/pub_bin/dload/kozoktatas/tankonyv/tajekoztatas_a_tankonyvellatas_valtozasairol.pdf.


\textsuperscript{166} ECML, European Centre for Modern Languages 2012–2015 Programme, 2012: http://www.ecml.at/LinkClick.aspx?fileticket=NuhqS%2bwQNRA%3d&tabid=685&language=en-GB.


\textsuperscript{168} Oktatas: http://www.oktatas.hu/tovabbkepzes/beszamithato_tanulmanyok/tajekoztato.
rule has gained some flexibility since 2009 for teachers who are hindered by having no financial support. Since then, in-service training is available for free or for low cost\textsuperscript{169, 170}.

**Knowledge and use of CEFR by foreign language teachers**

Foreign language teachers of upper secondary education are obliged to use the National Core Curriculum, the framework curricula, and the central examination requirements to determine the content of their lessons and course programme. As mentioned earlier, these documents use the CEFR levels and descriptions to describe the objectives and requirements for foreign language learning. For this reason it is assumed that foreign language teachers have knowledge of the CEFR.

For modern foreign language teachers and students who are interested in learning about the CEFR, a Hungarian website\textsuperscript{171} is available with information about the framework. Teachers and students can find information about the framework and complete exercises or tests which are based on the underlining approach of the framework. At the moment it is only possible to practice with exercises of English and German, but soon French exercises will be available\textsuperscript{172}. The website is developed by the Hungarian Educational Authority (in Hungarian: Oktatas).

**Guidelines or a manual for using the CEFR**

As mentioned earlier, the main legal documents which foreign language teachers have to use for their study programme are based on the CEFR and explain the framework as well. In addition, the Hungarian Educational Authority (in Hungarian: Oktatas) has launched a website with information and exercises for foreign language teachers to learn about the framework. Finally, foreign language teachers have the opportunity to enrol in in-service teacher training programmes which are obliged to base their training programme on the CEFR.

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\textsuperscript{171} Oktatas: http://www.keronline.hu/.

\textsuperscript{172} Oktatas: http://www.oktatas.hu/nyelvvizsga/nyelvtanaroknak/tovabbkepzes_eu_referenciakeretrol.
Annex 1f: France
The implementation of CEFR in general

Foreign language policies/programmes
In France, the CEFR is anchored in the education law (the "Code de l’éducation")\(^{173}\). The law regulates that the level of foreign languages at the end of on primary schools, compulsory education and upper secondary education of both public and private schools have to be related to the CEFR. Furthermore, the law describes the CEFR levels for each type of education as depicted in Table 4.

Table 4: Mandatory CEFR levels for each type of education

<table>
<thead>
<tr>
<th></th>
<th>Primary education</th>
<th>Compulsory education (or at the end of the first year of upper secondary education)</th>
<th>Upper secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>First foreign language</td>
<td>A1</td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>Second foreign language</td>
<td>No CEFR level is indicated</td>
<td>A2</td>
<td>B1</td>
</tr>
</tbody>
</table>

Source: Code de l’éducation: Article D312-16, République française

The CEFR levels depicted in the table indicate the levels, which pupils should achieve at the end of each education type. Furthermore, the law prescribes that both foreign language curricula as methods of education should be described on the basis of the CEFR levels which are mandatory for the regarded type of education. Hence, the curricula (in French: programmes de langues étrangères) of foreign languages for primary education\(^{174}\), lower secondary education\(^{175}\) and upper secondary education\(^{176,177}\) are related to the CEFR. These curricula are developed by the General Directorate of School Education (DGESCO) which is a directorate of the ministry of National Education. Teachers are obliged to organise their lessons according to the rules of the Code de l’éducation and the curricula, which are developed for each cycle separately\(^{178}\). In addition, the CEFR is the reference for the mandatory tests of 2013 for foreign languages to achieve a general or technological diploma (baccalaureat)\(^{179}\).

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173 République Française: http://www.legifrance.gouv.fr/affichCode.do;jsessionid=E0A77FFA6D72DD8D6E39D41B69724E5.tpdjo13v.3?idSectionTA=LEGISCTA000006182505&cidTexte=LEGITEXT000006071191&dateTexte=20130220.


175 Ministère éducation nationale: http://www.education.gouv.fr/cid81/les-programmes.html#Langues vivantes.


Introduction of the selected qualification

France secondary education system
In this country study, the focus will be on foreign language learning in upper secondary education programmes of which the qualification gives access to higher education. Throughout Europe, these qualifications are linked to level 4 of the European Qualifications Framework (EQF).

Access to higher education in France requires a baccalauréat qualification. Pupils can achieve this qualification after finishing one of the three types of education within upper secondary education:

- General education
- Technological education
- Vocational education

All three types of education pathways encompass 3 years of education. Pupils are aged 15 to 18 years old. Pupils who enrol in general or technological education have to make their decision for one of the three general study programmes or one of the eight technological study programmes at the end of their first year (in French: classe de seconde). The aim of these types of education is to prepare the students for a higher study or in case of a technological study programmes, a higher technological study and to achieve the baccalauréat. However, also through the vocational education pathway a pupil can achieve a baccalauréat qualification, which would in that case be a professional baccalauréat, aiming at preparing pupils for a working life.

In order to achieve a baccalauréat qualification pupils are obliged to participate in written and oral examinations. The subjects of the examinations depend on the curricula or chosen study programme of the pupils. In general, the examinations are at the end of the third year, however some examinations are within the second year (in French: classe de Première) or are taken during the lessons, for example for sport education.

Introduction of foreign language learning at upper secondary education level

Foreign language learning at upper secondary education level
Since 2010, two foreign languages are mandatory for all pupils at upper secondary education to achieve the baccalauréat qualification, which gives access to higher education. The aim is to ensure that students are able to understand, and speak with native speakers of the two foreign languages. Therefore, schools have to arrange partnerships with foreign schools.

180 Ministère éducation nationale:


182 European Commission, National system overview on education systems in Europe, Eurydice, 2011.


184 Ministère éducation nationale: http://eduscol.education.fr/cid46518/langues-vivantes-nouveau-lycee.html
A third foreign language is mandatory for one study programme and optional for two study programmes of general education and optional for one study programme of technological education.\(^{185}\)

In principle, pupils are free to choose any foreign language. In addition, they can change their foreign language learning when switching from primary education to lower secondary education. Moreover, the requirements for learning outcomes are higher in later forms of education. In practice however, the choice depends on the offer of the school on foreign languages classes. Mostly, schools offer at least English, German, and Spanish.\(^{186}\)\(^{187}\)\(^{188}\)

**Standards for foreign language learning**

The ministry of National Education is responsible for developing and the implementation of education policy. Standards for foreign language learning are first of all settled by the rules within the law (‘Code de l’education’)\(^{189}\) which includes descriptions of the learning outcomes. A second source for developing the educational offer is the curriculum which gives more detailed information about the content of a foreign language programme. In addition, the ministry organises the rules for examination and graduation (more about this later). The 30 external departments (‘academies’) of the ministry are responsible for implemented education policy in the local context.\(^{190}\)

**Study programmes**

The developing of curricula or the study programmes for upper secondary education is the responsibility of the General Directorate of School Education (DGESCO) of the ministry of National Education.\(^{192}\) For the development of these programmes different stakeholders of the French education system are involved. The stages of this developing process are as followed:\(^{193}\):

- A ministerial decision is given to the General Directorate of School Education to receive permission to renew the old programmes;
- The writing process of the programme is entrusted by the DGESCO to a group of experts which is chaired by a university professor or an inspector who is appointed by the minister;
- The group of experts consults stakeholders like teachers and parents during the writing process;
- The DGESCO is responsible to supervise the group of experts;
- Presentation of the draft programme to the Higher council for education (in French: Conseil supérieur de l’éducation- CSF) for advice;


\(^{186}\) Académie de Nantes : http://www.ac-nantes.fr/29907550/0/fiche___pagelibre/&RH=1348066961788.


\(^{189}\) République Française: http://www.legifrance.gouv.fr/affichCode.do;jsessionid=E0A7FFA6D72DD8D6E39D41B69724ES.tpdjo13v _3?idSectionTA=LEGISCTA000006182505&cidTexte=LEGITEXT000006071191&dateTexte=20130220.


The Implementation of the Common European Framework for Languages in European Education Systems

- If the minister agrees with the programme it will be published in the Official Journal (‘Journal officiel de la République française (JO)’) and in the ‘Bulletin officiel de l'Éducation nationale’;
- The DGESCO will supervise the new programmes.

Within the rules which are determined in the curricula or programmes and the education law, teachers are free to determine their programmes (more about this later in relation to language learning). For example, teachers are free to decide which schoolbook they will use to teach their pupils a foreign language. As mentioned earlier, examinations are the responsibility of the ministry.

**The use of CEFR in examination, provision, and schoolbooks**

In France, the education law and curricula for upper secondary education describe the learning outcomes pupils should achieve at the end of their final year for modern foreign language learning in terms of the CEFR. The following table shows the learning outcomes of the three qualifications which provide access to higher education.\(^{194}\) \(^{195}\)

**Table 5: CEFR learning outcomes for upper secondary qualifications**

<table>
<thead>
<tr>
<th></th>
<th>First foreign language</th>
<th>Second foreign language</th>
<th>Third foreign language (optional or required in specific programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General baccalauréat</td>
<td>B2</td>
<td>B1</td>
<td>A2</td>
</tr>
<tr>
<td>Technological baccalauréat</td>
<td>B2</td>
<td>B1</td>
<td>A2</td>
</tr>
<tr>
<td>Vocational baccalauréat</td>
<td>B2</td>
<td>B1</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** the République Française

As Table 5 suggests, the learning outcomes in terms of the CEFR are described for every foreign language. These learning outcomes have to be considered as objectives of the secondary schools, not as requirements for entering university. Objectives are used to determine the content of foreign language methods, curricula, and examination. Later in this study more will be said concerning the CEFR and examinations. The influence of the CEFR can be felt in the way curricula are developed. The curricula aim to support pupils to learn how to use a foreign language in practice. This is further operationalised in terms of the following ‘learning activities’:

- reception (listening and reading);
- production (speaking and writing), and;
- oral interaction.

The description of the three types of learning outcomes of A2, B1, and B2 are used for the content of the curricula.\(^{196}\)

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\(^{194}\) Ministère éducation nationale: http://www.education.gouv.fr/cid53320/mene1019796a.html.

\(^{195}\) République Française: http://www.legifrance.gouv.fr/affichCode.do;jsessionid=E0A77FFA6D72DD8D6E39D41B69724E5.tpdpjo13v_3?idSectionTA=LEGISCTA000006182505&cidTexte=LEGITEXT000006071191&dateTexte=20130220.

\(^{196}\) Ministère éducation nationale : http://www.education.gouv.fr/cid53320/mene1019796a.html.
Examination
At the end of upper secondary education pupils of the general and technology type or upper secondary education have to take final exams to achieve their ‘baccalauréat’. The final exams for the two or three mandatory foreign languages are currently not based on the CEFR, but this will change as the exams of the first and second modern foreign language will be based on the CEFR in 2013\textsuperscript{197}. These 2013 final exams assess the listening, speaking, reading and writing skills\textsuperscript{198}. Teachers will assess the listening and speaking skills during the last year of upper secondary education. In the second quarter the listening skills will be assessed and the speaking skills in the third quarter of the final year. Assessment of listening and oral interaction is new in France as the final exams of 2013 will include these skills for the first time. This emphasis on assessing these skills is influenced by the CEFR and has led to an important change in foreign language programmes for upper secondary education. For the second part of the final exams, pupils have to take an exam to assess their reading and writing skills which will take place at the end of the final year.

One study within the general education deviates a bit from what is sketched above, because within this programme several ways of assessment are used to assess the foreign language skills of their students. In addition, this programme concludes with two exams which assess the listening, speaking, reading and writing skills and the end of the year. Pupils who enrol in vocational education and want to obtain the qualification ‘baccalauréat professionnel’ are not required to take final exams\textsuperscript{199}.

Pupils are not obliged to take an exam in the foreign languages that they have studied during their years in upper secondary education. Pupils can decide themselves in which languages they would like to take their exam. For the final examination, the first foreign language has to be a modern foreign language and the second language can be a regional language\textsuperscript{200}.

Pupils can choose between thirty different languages for their two or three mandatory foreign language exams, and if they choose to enrol in an extra foreign language as an optional subject, pupils can choose between fifty-six different languages (foreign and regional languages) in which they can take an exam for their ‘baccalauréat’\textsuperscript{201}.

Duration of the course
In the first year of upper secondary education the first and the second foreign language course takes five and a half hour a week. Pupils who enrol in a third foreign language will enrol in courses that will take three hours a week\textsuperscript{202} \textsuperscript{203}. For the second and final year of upper secondary education the duration of the course are different as depicted in the table below\textsuperscript{204} \textsuperscript{205}.

\begin{itemize}
\item \textsuperscript{197} Ministère éducation nationale : http://www.education.gouv.fr/cid206/les-langues-vivantes-etrangeres.html.
\item \textsuperscript{198} Ministère éducation nationale : http://eduscol.education.fr/cid60505/les-nouvelles-modalites-des-epreuves-de-langues-vivantes.html.
\item \textsuperscript{199} Ministère éducation nationale: http://eduscol.education.fr/cid47640/les-langues-vivantes-etrangeres.html.
\item \textsuperscript{200} Ministère éducation nationale : http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=65827.
\item \textsuperscript{201} Ministère éducation nationale, L'enseignement des langues vivantes étrangères dans le système scolaire français, 2012 : http://www.education.gouv.fr/cid206/les-langues-vivantes-etrangeres.html.
\item \textsuperscript{202} Ministère éducation nationale:http://www.education.gouv.fr/cid52692/les-enseignements-nouvelle-seconde.html.
\item \textsuperscript{203} République française : http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000026878980&dateTexte=&categorieLie=n&id=id.
\item \textsuperscript{204} Ministère éducation nationale :http://eduscol.education.fr/cid46476/cycle-terminal-de-la-voie-technologique.html.
\item \textsuperscript{205} Ministère éducation nationale : http://eduscol.education.fr/cid56711/horaires-cycle-terminal-reforme-lycee.html.
\end{itemize}
### Table 6: Duration of foreign language courses in upper secondary education

<table>
<thead>
<tr>
<th></th>
<th>First foreign language</th>
<th>Second foreign language</th>
<th>Third foreign language (if mandatory or chosen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second year of General education</td>
<td>A total of 5 hours and 30 minutes a week for the two foreign languages</td>
<td>3 hours a week</td>
<td></td>
</tr>
<tr>
<td>Final year of general education</td>
<td>A total of 4 hours and a half a week for the two foreign languages</td>
<td>3 hours a week</td>
<td></td>
</tr>
<tr>
<td>Second year of technology education</td>
<td>From 3 to 4 hours and a half a week as a total for the two foreign languages depending on the technology studied</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Final year of technology education</td>
<td>From 3 hours to 5 hours a week as a total for the two foreign languages depending on the technology studied</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Ministère éducation nationale

Pupils who need additional support, can have one hour extra support.

Vocational education is not indicated in Table 6, because the number of hours per week for the foreign languages courses is not formulated. The number of hours per year is indicated on 116 hours for pupils who enrol in two foreign languages\(^{206}\).

#### Schoolbooks and the CEFR

Although, publishers of schoolbooks are not obliged to refer to, or indicate the CEFR levels in their schoolbooks, many persons who contributed to this country study mentioned that publishers use this framework in developing their schoolbooks. Publishers mostly mentioned the CEFR level and associated skills, which would be reached if a learner reads and follows the instructions within the schoolbooks. The framework is also mentioned in the teacher’s manual, accompanying the schoolbooks.

In order to substantiate that the CEFR is used for foreign language schoolbooks, the following three websites of publishers which offer foreign language schoolbooks for upper secondary education are analyzed:

- **Bordas:** offers schoolbooks for English\(^{207}\), German\(^{208}\), and Spanish\(^{209}\) for pupils of upper secondary education. The content of the schoolbooks for German would support the learner to assess their performance on the CEFR level descriptions. The description of the schoolbook for Spanish explains that the content is based on the CEFR and thereby focused to stimulate the learner to show some initiative in the learning process. For English there are three schoolbooks based on three different CEFR levels;

\(^{206}\) Ministère éducation nationale: https://eduscol.education.fr/cid45729/horaires.html.


• Hachette: has indicated the CEFR levels for the schoolbooks which are offered for English, Spanish, and Italian\textsuperscript{210};
• Hatier: offers one English schoolbook for upper secondary education which indicates the CEFR level of this particularly schoolbook\textsuperscript{211}.

According to this analysis, publishers of foreign language schoolbooks for upper secondary education are using the CEFR as the basis for the content or to indicate the level of their schoolbooks.

**Teacher training and the CEFR**

As mentioned earlier in this study, education programmes in France are based on the CEFR. Pupils need to learn two or three foreign languages and achieve certain CEFR levels at different stages of the French education system. In addition, there are also new requirements for teachers. Since 2012, primary and secondary teachers of all subjects are obliged to have a certificate\textsuperscript{212} which proves that the teacher masters a foreign language at B2 of the CEFR\textsuperscript{213}.

Current foreign language teacher did not receive a teacher training which gives attention to the CEFR. For these teachers there are in-service training programmes related to foreign languages which teach them how to work with the framework especially how to evaluate learning outcomes within the CEFR. These training programmes are amongst others provided by the following external departments\textsuperscript{214} of the ministry: ‘Académie de Versailles\textsuperscript{215}, ‘Académie de Lille’\textsuperscript{216}, and only for English\textsuperscript{217} and German\textsuperscript{218} teachers at ‘Académie de Créteil’.

The offer of these training programmes is influenced by the ‘plan de formation’ of the ministry of Education. The ‘plan de formation’ outlined a strategy which identifies the topics that should have priority in training programmes for teachers\textsuperscript{219}. One of the aims of the ‘plan de formation’ is to ensure that the courses are in line with the latest developments. The concrete implementation of the plans is the responsibility of the external departments\textsuperscript{220}.

**Knowledge and use of CEFR by foreign language teachers**

The government does not compel foreign language teachers to possess knowledge about using the CEFR. However, as mentioned before, teachers have the possibility to learn about using the CEFR in their lessons in special training programmes. This could be useful for foreign language teachers, because the CEFR is implemented in the foreign language programmes of upper secondary education (in French: lycée). These programmes describe the learning outcomes in terms of the CEFR levels and describe the objectives or ‘can-do-statements of each CEFR level’. Because of that, it is hardly thinkable that foreign languages teacher never heard of the framework.

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\textsuperscript{210} Hachette: http://pvevent1.immanens.com/fr/pvPage2.asp?puc=2146&pa=1&nu=2012#.
\textsuperscript{211} Editions Hatier : http://www.editions-hatier.fr/livre/anglais-2de-prepabac-cours-entrainement.
\textsuperscript{213} Ministère éducation nationale, L’enseignement des langues vivantes étrangères dans le système scolaire français, 2012.
\textsuperscript{214} External departments are 30 ‘academies’ who have the tasks to enrol education policy into the regions.
\textsuperscript{216} Académie de Lille: http://www.ac-lille.fr/formation/dafop/download/contribution_LVI_.pdf.
\textsuperscript{219} Ministère éducation nationale : http://eduscol.education.fr/cid46906/le-plan-national-de-formation.html.
\textsuperscript{220} Ministère éducation nationale http://eduscol.education.fr/cid46777/plans-academiques-formation.html.
However, foreign languages teachers are free to decide which material and schoolbooks they want to use for their programme.

**Guidelines or a manual for using the CEFR**

Teachers are required to respect the law for education and the curricula developed by the Ministry. The law prescribes the use of the CEFR in education and prescribes the learning outcomes of foreign language courses within upper secondary education in terms of the CEFR levels. The objectives of these learning outcomes in terms of the CEFR levels are described in the curricula or programmes. Thus the curricula could be used by teachers as a manual because: firstly, the CEFR levels are mandatory for foreign language programmes; secondly, it provides a more detailed description of the learning outcomes which their students should achieve. Teachers who want to learn more about how to use the CEFR for their foreign language programme, can enrol in special in-service training programmes which are mentioned earlier in this study.
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