

RELANG Portugal 2016/2017

Local Coordinator

Ana Xavier,

Directorate-General for Education/Ministry of Education

RELANG network meeting,
ECML, Graz, 8-9 November 2016



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direção-geral
educação

RELANG Portugal 2016/2017

Outline

Provide the context for this activity in Portugal

Present last year's activities (RELANG 2016)

Say why we have asked for RELANG 2017

RELANG Portugal - context

The Mission of the DGE/ME

- ✓ to support schools in curriculum development
- ✗ to deal with external assessment (different ministerial department)

The rationale for our request

- ✓ **FL curricula** (syllabi & learning outcomes) – different years (1991-2015)
= Some are aligned with the CEFR and some are not
- ✓ **Recent FL and second language policy measures**
 - English as 1st FL – compulsory for 7 years (8-15 year olds/A1 to B1+)
 - inclusion of migrant learners – Portuguese as a 2nd language based on CEFR levels
 - curriculum reflection (reform) – key competences & learner profile at the end of secondary education



**(need for) readjustment of FL and second language
assessment to the CEFR**

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Workshop module/topics addressed

“Developing valid language tests for the use in the classroom”

- principles of valid and reliable language testing in relation to the CEFR model of language use
- Identification and possible adaptation of relevant CEFR descriptors at relevant CEFR-levels
- Identification and production of valid item types to be used in everyday classroom practice
- Practical tips, exercises and support materials adapted to the specific needs of the participants

Participants

25 participants (teacher trainers - language teacher associations, administration officials of the Ministry of Education, project coordinators at school level and an ME consultant)

Location/Date/Sessions

A secondary school in Lisbon, 6-8 April 2016 – Plenary & group sessions

Visibility

At national, regional and local levels <http://www.dge.mec.pt/noticias/linguas-estrangeiras/relating-language-examinations-common-european-reference-levels>

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Relating language examinations to the common European reference levels of language proficiency: promoting quality assurance in education and facilitating mobility (RELANG)

Developing valid language tests for the use in the classroom

6-8 de abril de 2016

This initiative is carried out within the framework of a cooperation agreement between the European Centre for Modern Languages and the European Commission



European Centre for Modern Languages and European Commission cooperation on

INNOVATIVE METHODOLOGIES AND ASSESSMENT IN LANGUAGE LEARNING



Relating language examinations to the common European reference levels of language proficiency: promoting quality assurance in education and facilitating mobility

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Feedback I

Most participants considered the course to be **very useful** (5 on a scale of 1-5)

“(…) It was very **important to be familiar** with the CEFR.”

“It made me **reflect** upon my **teaching abilities** and it was a real eye opener.”

“It helped me **reflect on test construction**, to **better understand the CEFR descriptors** and the trainers’ experience and confidence was excellent.”

“(…) it really **helped me put the CEFR into practice.**”

“This course was of the utmost importance **to bring the CEFR into the classroom** and to understand that **language assessment should undertake its key messages**: be about real-life situations, be based on an action-oriented approach , be valid and reliable and be learner-centred. [It also] **raised awareness on how important it is to align the language syllabi to the CEFR as this can have an impact on learning, teaching and both internal and external assessment.**”

“[RELANG is] an important part of teaching and (…) I learned new perspectives and **feel that now I can do things in a different way with my students .**”

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Feedback II

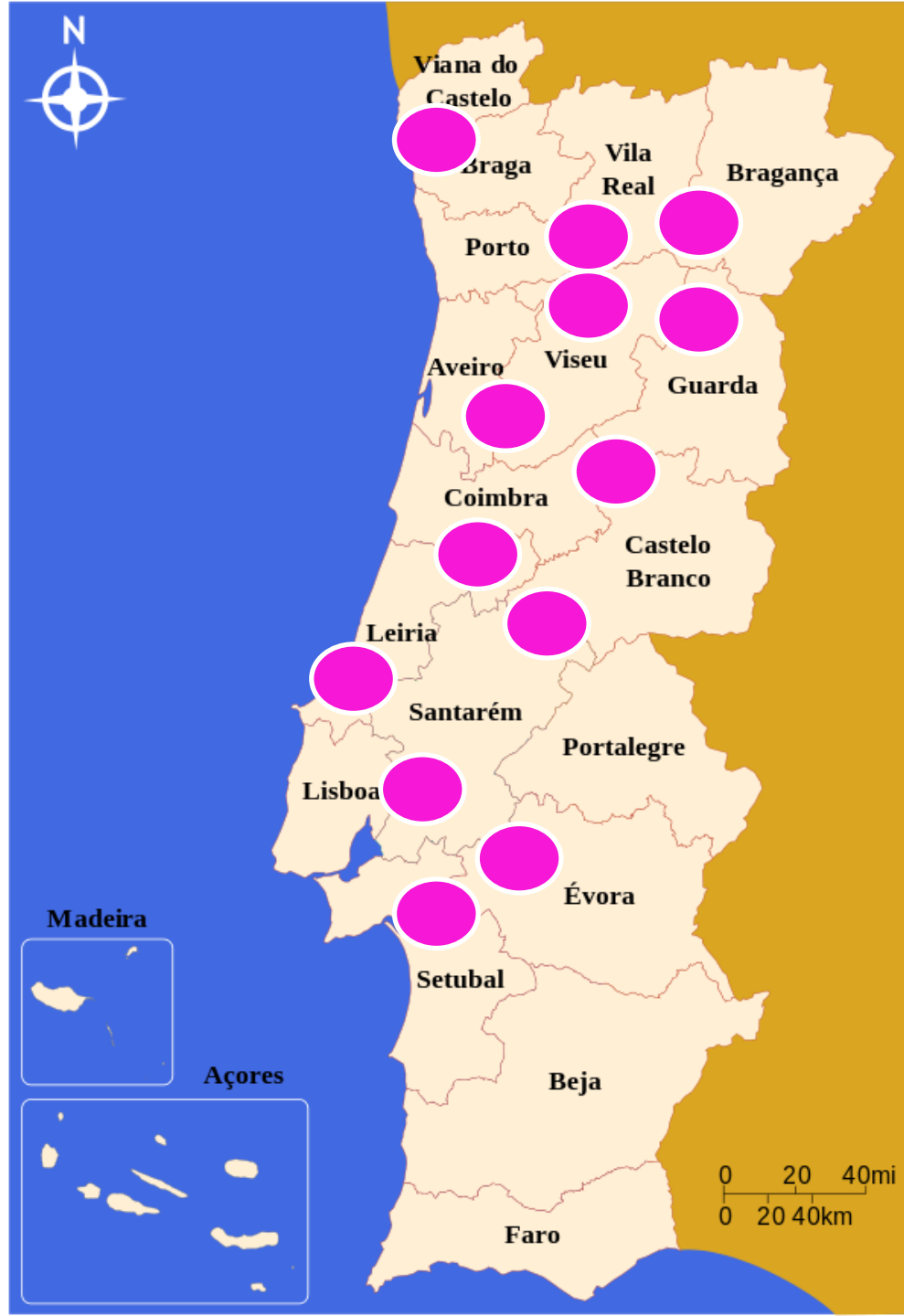
More time was needed to:

- work on descriptor/level correspondence, item construction, item/response correspondence, benchmarking and marking
- question and review their own assessment practices and materials
- do practical and hands on activities
- reflect and assimilate all the issues and materials used

Impact – Cascade events

- mentorship/guidance
- CPD – accredited teacher training courses (12-25 hours), workshops (3-6 hours), informal awareness/sharing sessions (1-3 hours)
- from September to December 2016/across the country
- 50% participants have been developing cascade events

RELANG Cascade events in Portugal



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Objectives

- to reinforce the principles of valid and reliable language testing in relation to the CEFR
- to identify/produce valid items to be used in classroom assessment aligned with the CEFR
- to deepen knowledge of descriptor/level correspondence, item construction, item/response correspondence, benchmarking, marking
- to get practical guidelines and devise tasks based on the classroom assessment materials provided by the Portuguese participants
- to disseminate the content of the training module to other language teachers

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Module chosen

Module 2: *Developing valid language tests for the use in the classroom – a follow-up*

19-21 April 2017

+

(Integration of contents of Module 1: *Applying the CEFR to the development of tests of second language competence*)

Focus

Foreign languages – English and French

Levels – A1, A2, B1, B1+ (B2?)

- reinforcement of familiarisation with the CEFR (PRE-TASK)
- principles of valid and reliable language testing in relation to the CEFR
- descriptor/level correspondence and benchmarking
- discussion about the teachers' classroom assessment samples and the experts' own materials
- production of valid and reliable items to be used in classroom assessment

Look at the descriptors and compare them with the FL curricula

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Same group of participants

French and English teachers/teacher trainers and professionals working for the Ministry who can continue working for RELANG as potential cascaders.

Our expectations?

To better prepare and even specialise the same participants to
be more knowledgeable of the CEFR,
become item writers for the use in the classroom
who can in the near future influence curriculum redesign.

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Thank you!

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