

# EUROCENTRES

*Language Learning Worldwide*

## Mediation in the CEFR: Shining a light on transferrable skills in ESAP

Tim Goodier





## **Eurocentres and the Common European Framework of Reference for Languages: Teaching, Learning and Assessment**

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

- **Founder member of Eaqvals** – Evaluation and Accreditation of Quality Language Services

- **Leading NGO consultant** for development of the CEFR

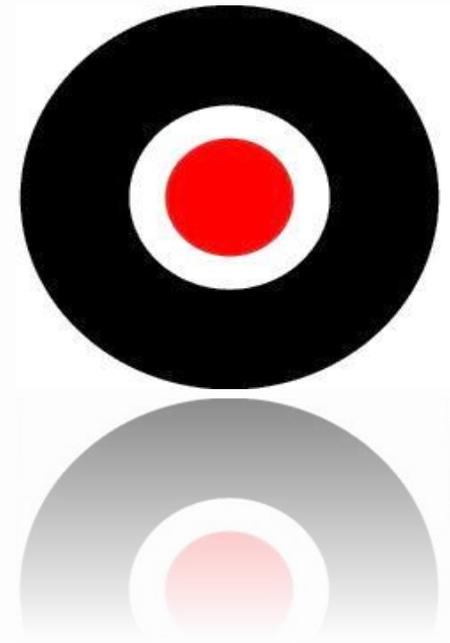
**Eaqvals**



# Agenda

1. Something new, something familiar...
2. The CEFR Companion Volume and ‘mediation’
3. Exploitation for the ESAP curriculum: learning, teaching and assessment of transferrable skills

**Something new, something familiar...**





# Communication vs communications



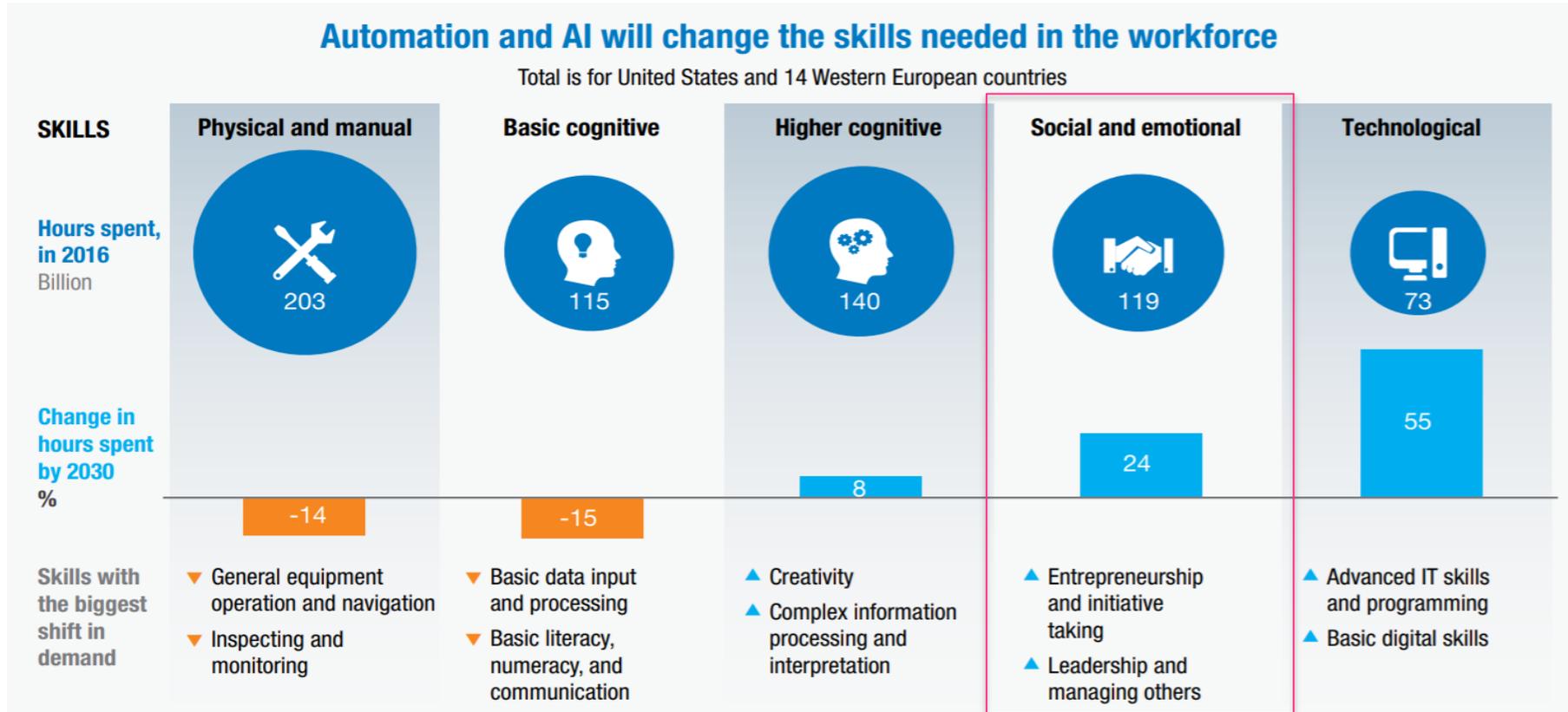
20<sup>th</sup> Century view of robots replacing humans in the workplace



Reality more nuanced as AI communications tools are set to take over the more routine aspects of communication



# The anticipated impact of automation on communicative needs for careers



From: 'Skills Shift, Automation and the Future of the Workforce', McKinsey Global Institute 2018



# The anticipated impact of automation on communicative needs for careers

Social and emotional skills will grow rapidly, along with advanced communication and negotiation skills, while basic cognitive and manual skills will decline.

Based on McKinsey Global Institute workforce skills

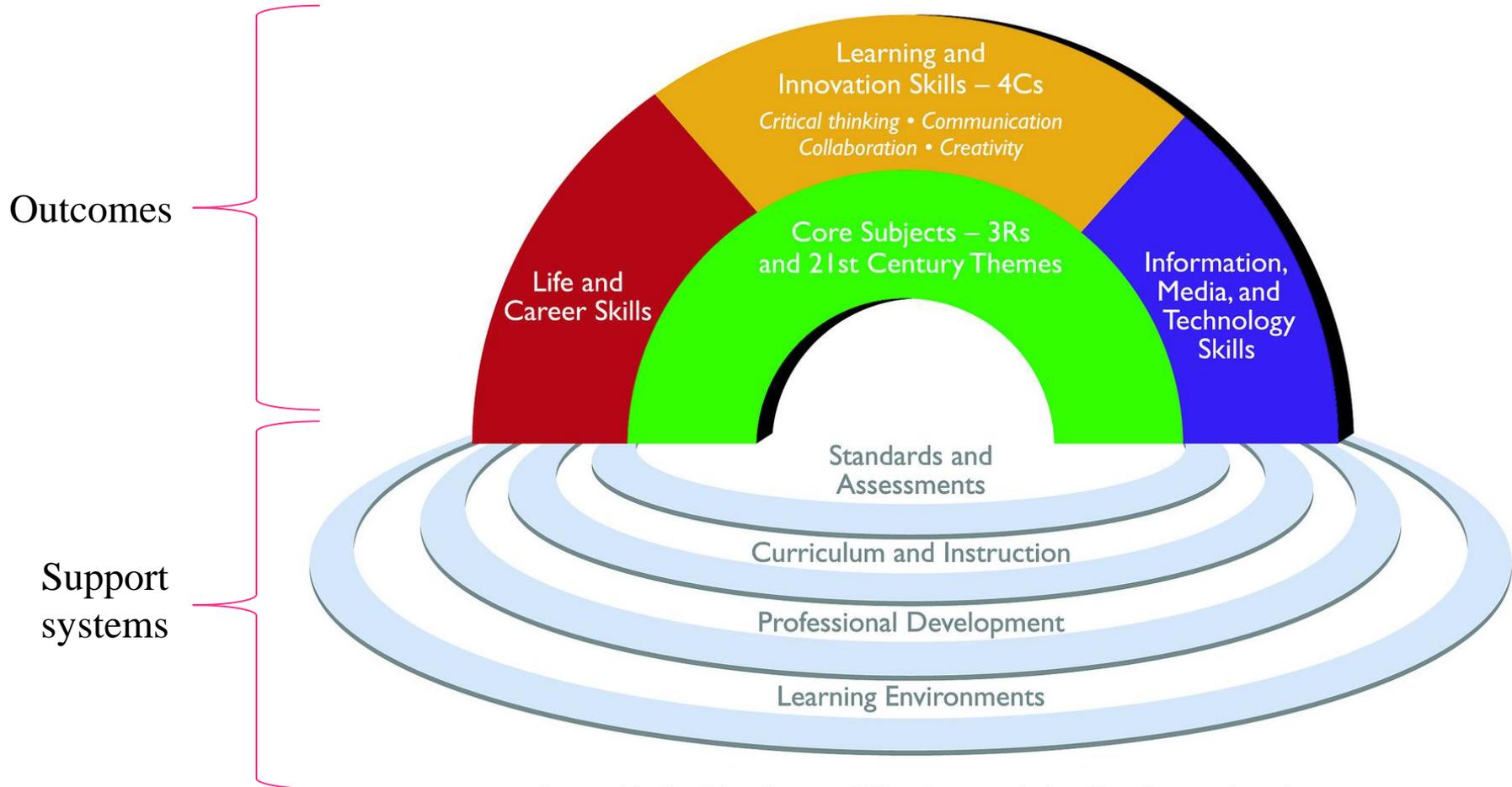
Category	Skill	Unit Hour work in 20 billi
 <b>Social and emotional skills</b>	Advanced communication and negotiation skills	
	Interpersonal skills and empathy	
	Leadership and managing others	
	Entrepreneurship and initiative-taking	
	Adaptability and continuous learning	
	Teaching and training others	
	Advanced communication and negotiation skills	High
	Interpersonal skills and empathy	—
	Leadership and managing others	—
	Entrepreneurship and initiative-taking	—
	Adaptability and continuous learning	—
	Teaching and training others	ite

From: 'Skills Shift, Automation and the Future of Work' 2018



# '21<sup>st</sup> century skills' (P21 Framework)

## 21st Century Student Outcomes and Support Systems



Partnership for 21st Century Skills: Framework for 21st Century Learning

<http://www.battelleforkids.org/networks/p21>



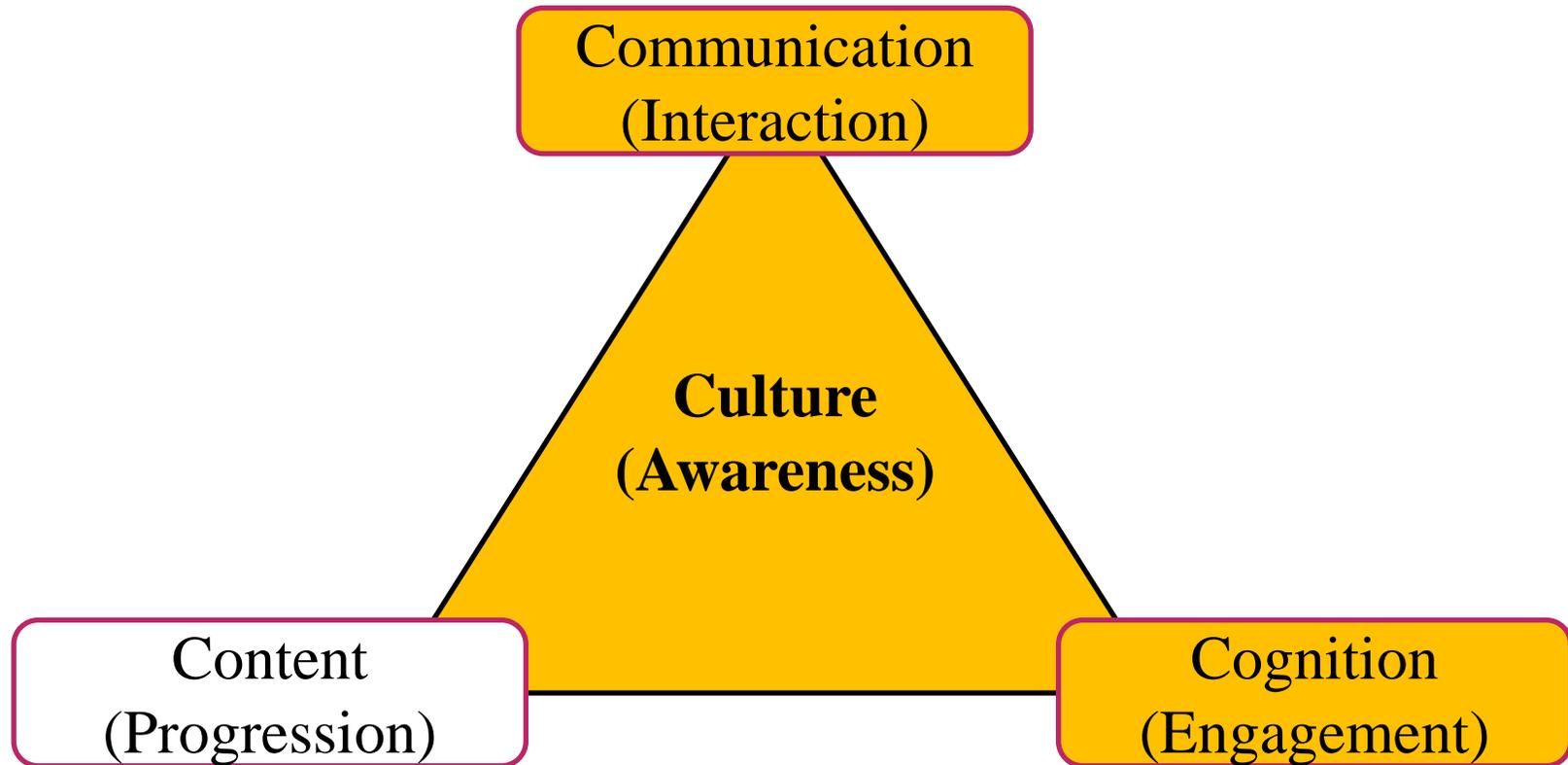
## **‘21<sup>st</sup> century skills’ (P21 Framework)**

**Learning and  
Innovation Skills – 4 Cs**  
*Critical thinking ● Communication*  
*Collaboration ● Creativity*

<http://www.battelleforkids.org/networks/p21>



# Content and Language Integrated Learning – 4 C's



*Adapted from Coyle, D. 1999*



## Familiar activities that mobilise the 4 (or more) Cs



Team work



Presentation / leadership



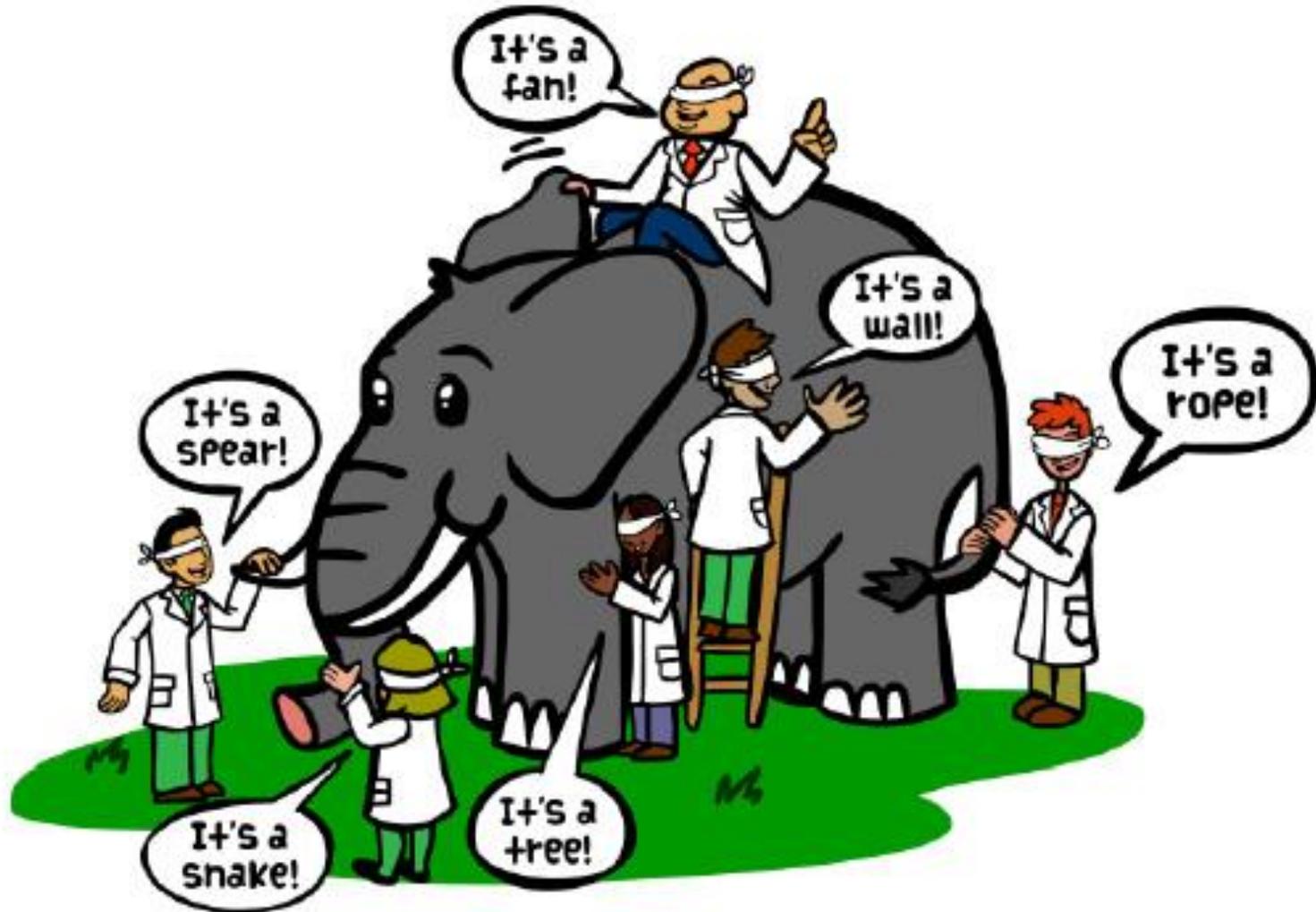
Peer learning and support



Online transactions and discussion



# What does communicative success look like?





## Focusing needs analysis of 'soft skills'

Employer expectations:	Course outcomes (sample list)
➤ Capacity to solve complex problems	<ul style="list-style-type: none"><li>✓ Break down complicated information into smaller component parts</li><li>✓ Synthesise and analyse information from different sources</li><li>✓ Work collaboratively to make decisions and identify solutions</li></ul>
➤ Ability to out-think challenges	<ul style="list-style-type: none"><li>✓ Eliminate digressions / non-relevant information</li><li>✓ Interpret, analyse and evaluate situations</li><li>✓ Expand and elaborate on content and ideas</li></ul>
➤ Diverse team thinkers and doers	<ul style="list-style-type: none"><li>✓ Engage in online exchanges and real-time collaboration</li><li>✓ Initiate, maintain, close interactions effectively</li><li>✓ Stimulate discussion; encourage participation, show appreciation of different ideas</li></ul>





## Focusing needs analysis of 'soft skills'

### Employer expectations:

### Course outcomes (sample list)

➤ Capacity to solve complex problems

- ✓ Break down complicated information into smaller component parts
- ✓ Synthesise and analyse information from different sources
- ✓ Work collaboratively to make decisions and identify solutions

➤ Ability to out-think challenges

- ✓ Eliminate digressions / non-relevant information
- ✓ Interpret, analyse and evaluate situations
- ✓ Expand and elaborate on content and ideas

➤ Diverse team thinkers and doers

- ✓ Engage in online exchanges and real-time collaboration
- ✓ Initiate, maintain, close interactions effectively
- ✓ Stimulate discussion; encourage participation, show appreciation of different ideas





## Focusing needs analysis of 'soft skills'

### Employer expectations:

### Course outcomes (sample list)

- |                                      |   |
|--------------------------------------|---|
| ➤ Capacity to solve complex problems | <ul style="list-style-type: none"><li>✓ Break down complicated information into smaller component parts</li><li>✓ Synthesise and analyse information from different sources</li><li>✓ Work collaboratively to make decisions and identify solutions</li></ul>       |
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## Focusing needs analysis of 'soft skills'

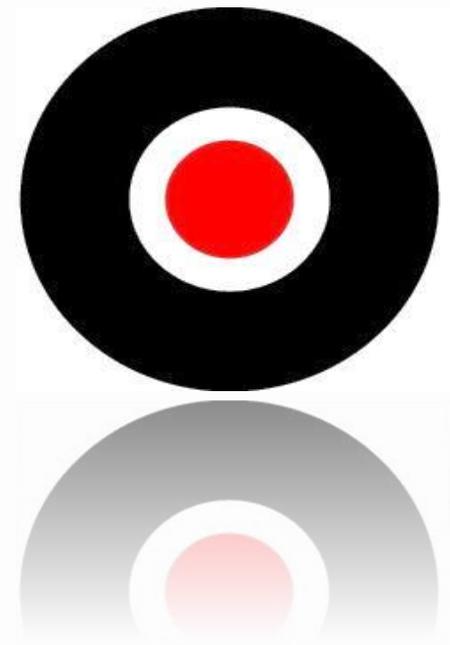
### Employer expectations:

### Course outcomes (sample list)

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# **The CEFR Companion Volume and ‘mediation’**





# The CEFR Companion Volume

## Common European Framework of Reference for languages:

1. learning
2. teaching
3. assessment



## CEFR Companion Volume 2018:

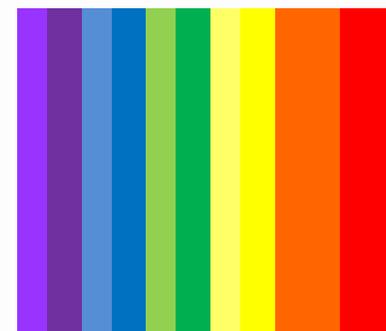
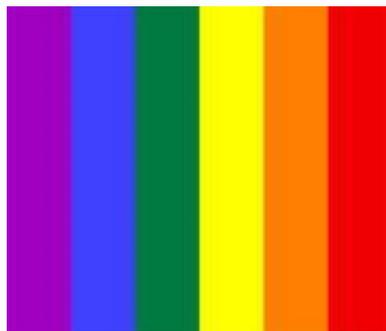
1. Key aspects of the CEFR for teaching & learning
2. Updated and new illustrative descriptor scales including **mediation**, online interaction, plurilingual / pluricultural





# Reinforcement of Reference Levels for Profiling

Skills	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2
Listening										
Reading										
Spoken Interaction										
Written Interaction										
Spoken Production										
Written Production										
Mediation										



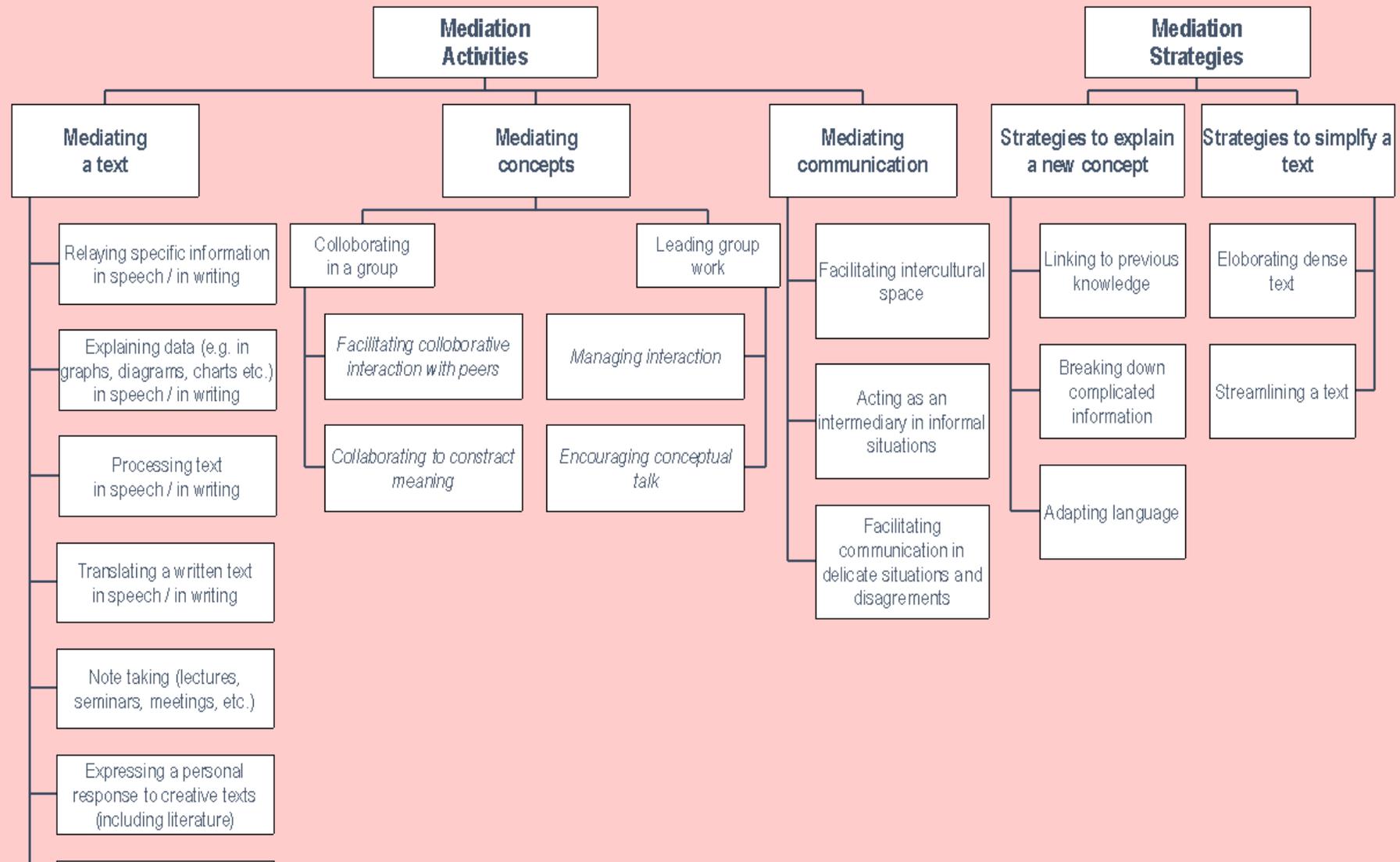


## Shining a light on ‘soft skills’ as mediation competences



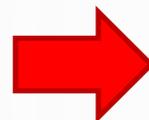
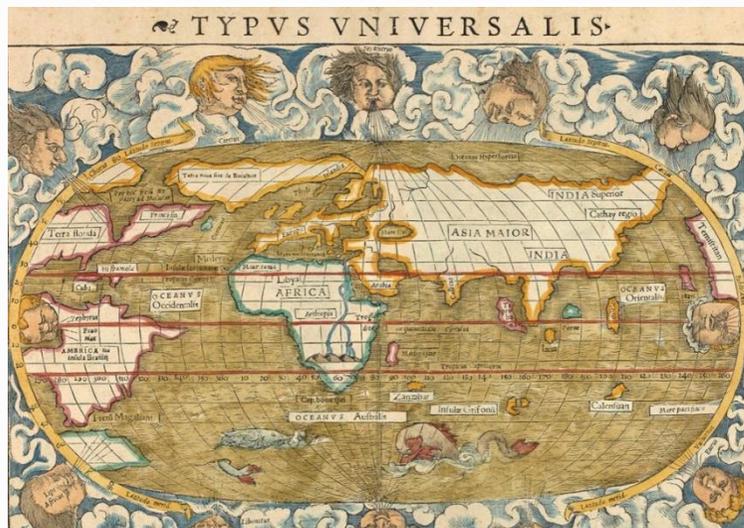


# Orientation maps of the illustrative descriptor scales





# The 2018 CEFR Companion Volume



Political Map of the World, November 2011



**An enrichment of level descriptors in the CEFR**



## Beyond (and including) the 'four skills' paradigm

### Action orientation

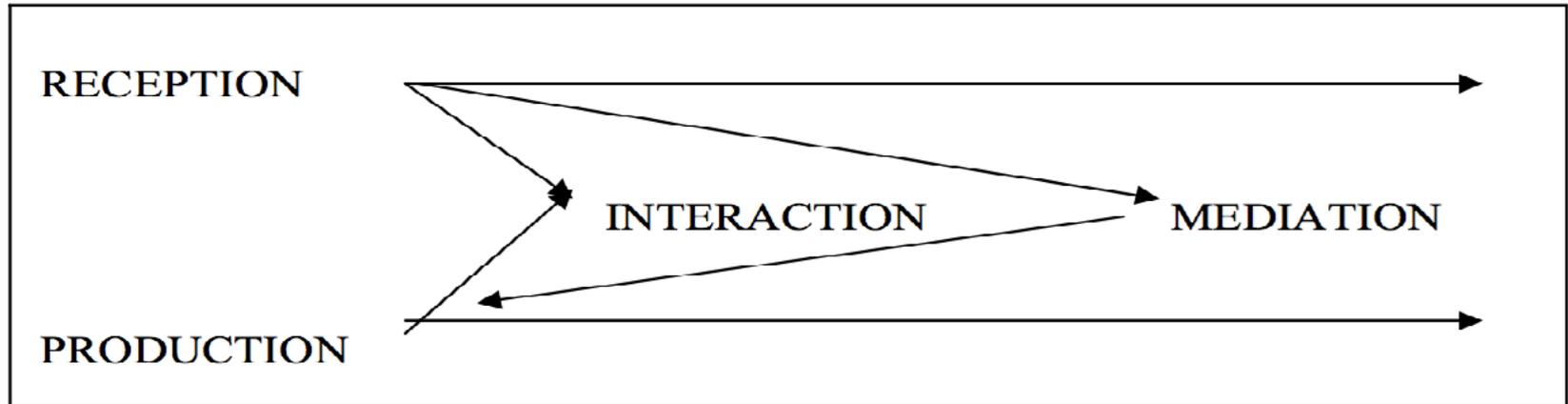
	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
<b>Creative, Interpersonal Language Use</b>	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
<b>Transactional Language Use</b>	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
<b>Evaluative, Problem-solving Language Use</b>	<i>(Merged with reading for information and argument)</i>	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts



**Language resources** (grammar, lexis, phonology)



## 'Mediation'



(from CEFR 1998 p.16 version 4)

*'The aim (...) is to reduce the gap between two poles that are distant from or in tension with each other'*

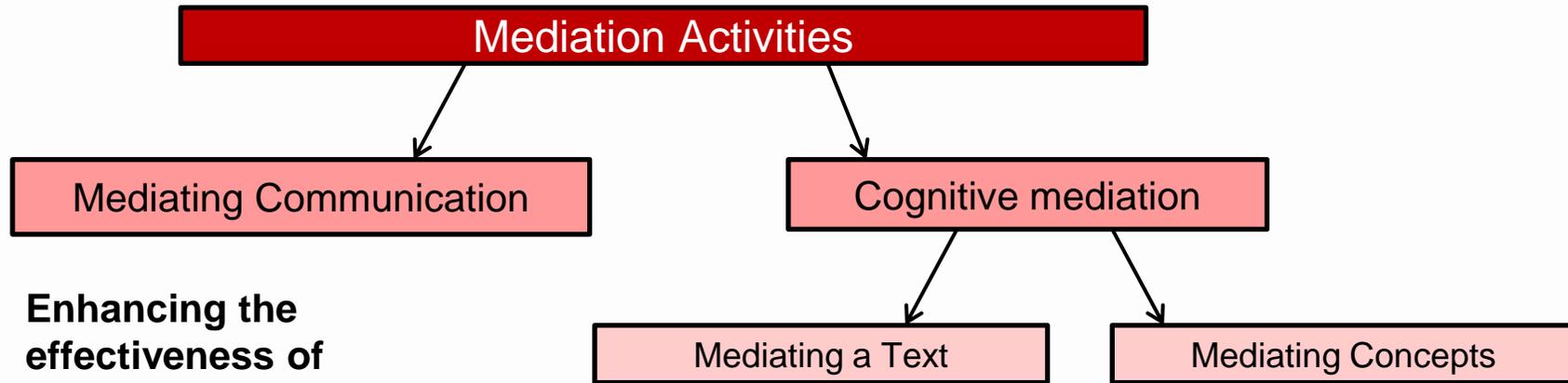
(Coste & Cavalli, 2015)

*'Mediation takes ... the dynamic nature of meaning making to another level'*

(North & Piccardo, 2016)



# Mediation activities in the CEFR – a broadened concept



## Enhancing the effectiveness of communication by:

- creating a positive atmosphere
- showing cultural awareness
- facilitating collaborative interaction



## Relaying / summarising / synthesising information from spoken or written sources (including informal translation).

### Sources include:

- listening texts
- reading texts
- discussions / conversations
- data, graphs, statistics
- visuals, diagrams, pictures

## Mediating Concepts

## Collaborating with others in order to come to a decision or solve a problem.

### Includes:

- aiding the development of ideas
- asking questions to stimulate reasoning
- inviting/giving contributions and reactions
- asking for/giving clarification
- making and responding to suggestions



## Examples of Mediation descriptors

### Processing Text in Speech B1

*Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.*



### Facilitating collaborative interaction with peers B1+

*Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.*





## Feedback from pilots of mediation descriptors

### *Tertiary A2-B2*

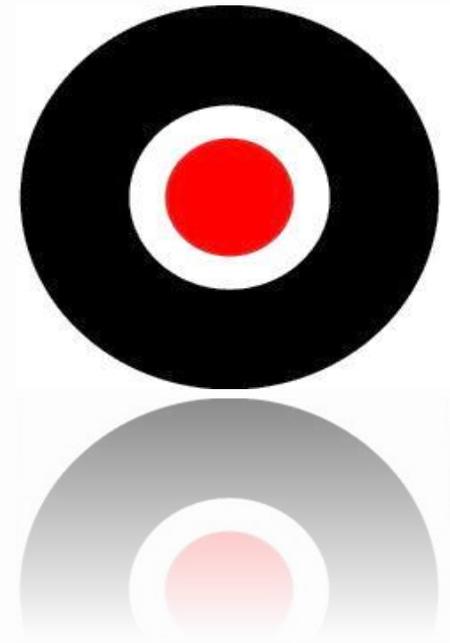
It has a considerable impact, it's awareness raising, interesting, triggers development of new creative ideas and shows an enormous potential.

### *Upper secondary: B1 / B2*

Offer a good possibility to reflect the activity / gives students a clear focus on what they are supposed to do.

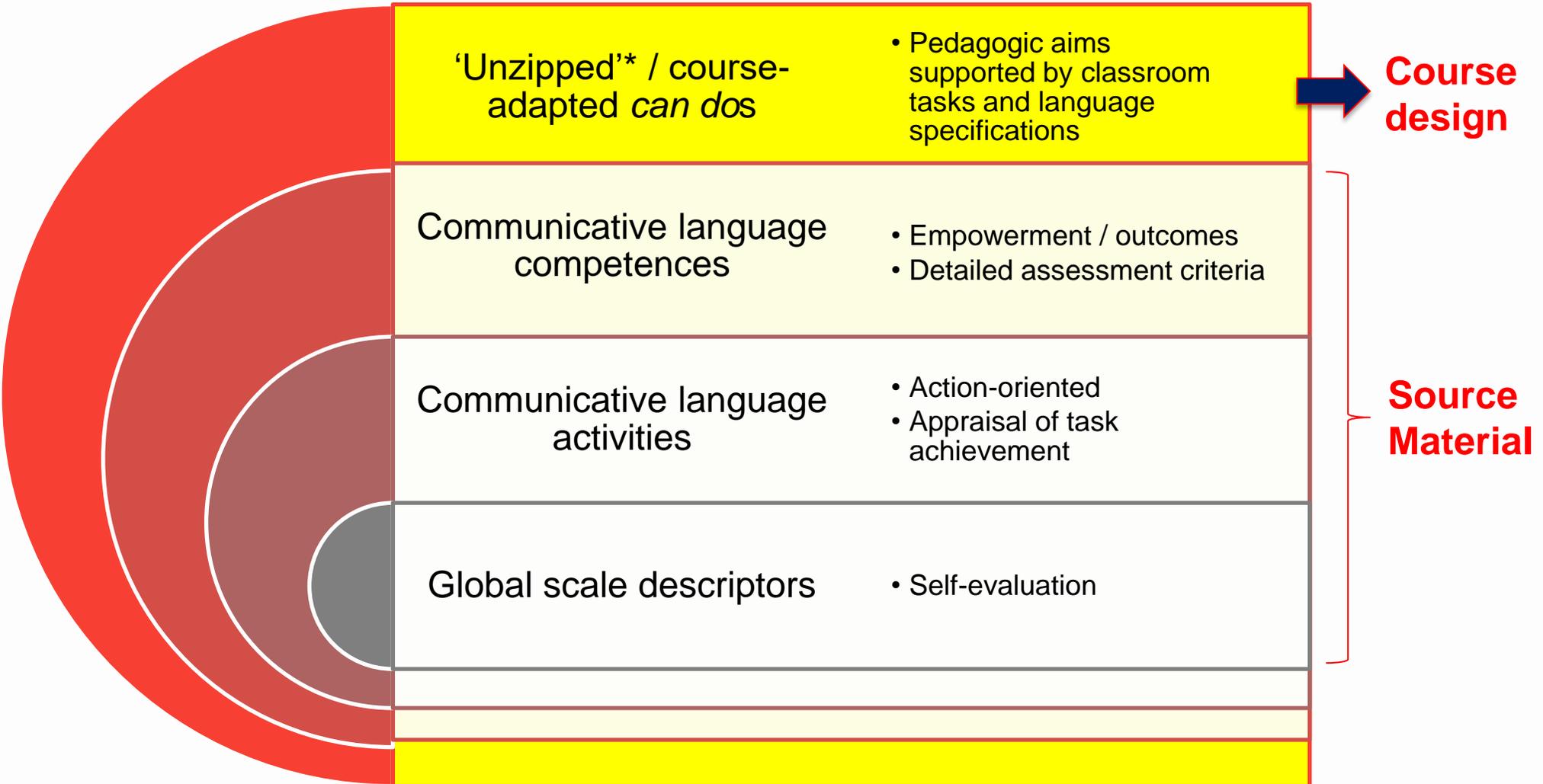
Good impact may also influence my tasks and be added to my assessment

# **Elaboration into the ESAP curriculum**





# The CEFR is not an ‘off the shelf’ curriculum & assessment scheme





## Example needs – ESAP civil engineering module

	DOMAINS			
	Personal	Public	Educational	Professional
<b>My learners will need to be able to:</b>				
Develop a proposal for flood mitigation			✓	✓
Give clear descriptions	✓	✓	✓	✓
Collaborate on a shared task	✓	✓	✓	✓
Explain a complex process by breaking it down	✓	✓	✓	✓
Use specialised lexis for water engineering and management			✓	✓



## Example needs – ESAP civil engineering module

**My learners will need to be able to:**

	DOMAINS			
	Personal	Public	Educational	Professional
Develop a proposal for flood mitigation				
Give clear descriptions				
Collaborate on a shared task				
Explain a complex process by breaking it down				
Use specialised lexis for water engineering and management				

Scenario

Competence

Activity

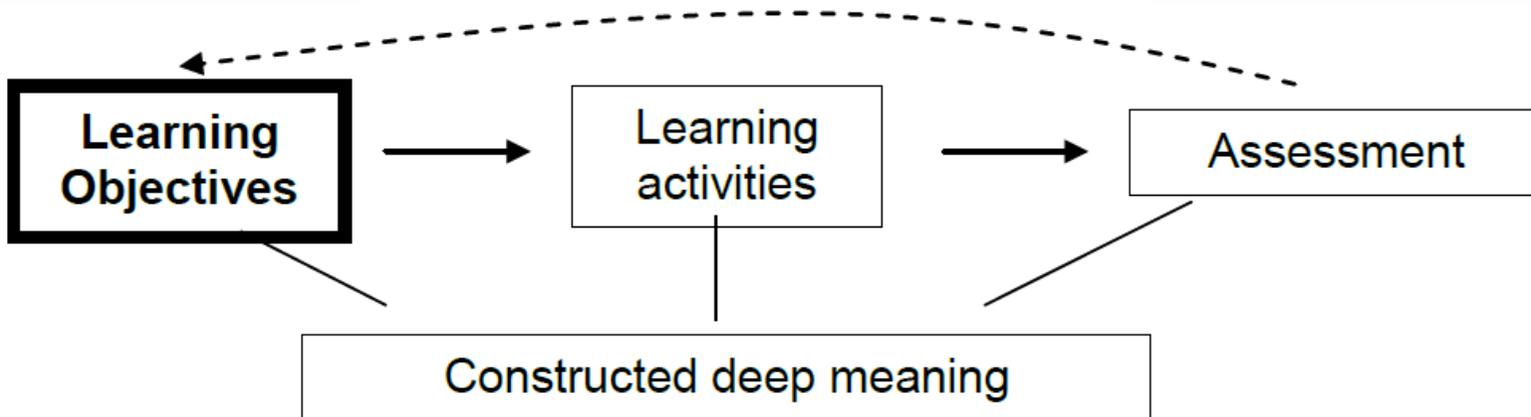
Strategy

Resource



# Constructive alignment and meaning orientation

- Students *construct their own meaning* through learning experience
- Learning experience (activities and assessment) is *aligned with course learning objectives*



Biggs, 1996



# Adapting to context

## Good ‘can do’ curriculum aims:

- Are based on local **needs analysis**
- Retain where possible original validated descriptor wording
- Describe something **concrete** the learner can do
- Remain **positive** and **short** (max 20 words)
- May contain a **proviso** or **example** to clarify the level of the descriptor
- **Avoid qualifiers, quantifiers, frequency adverbs** and **adjectives** that rely on arbitrary opinion

(After North. 2014)



## Example – adapting a descriptor as a learning objective

Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.

**Summarise in a peer presentation the important points of a medical research paper and answer further questions about details.**

Research

Present

Discuss

Report



# How can we measure success in ESAP programmes?

(Between the Scylla of over generalisation and Charybdis of over-specification...)





# Example criterion project with mediation

EUROCENTRES

A.I.M. Speaking Assessment Scales – B2 classes v4

Please select from the mediation descriptors most appropriate to the speaking task.

	Action (productive range and accuracy)	Interaction (responsiveness and delivery)	Mediation (technique and strategy to mediate information)	
			group tasks	presentation tasks
C1 / 8	<ul style="list-style-type: none"> <li>Wide range of structures. Little obvious searching for expressions.</li> <li>Good command of idiomatic expressions and collocations, appropriate to the context.</li> <li>High degree of grammatical accuracy.</li> <li>Some inappropriate word choice and occasional minor slips but few significant errors.</li> <li>Pronunciation controlled enough to ensure intelligibility throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is clear and flows smoothly.</li> <li>Descriptions and arguments are easy to follow.</li> <li>Interacts confidently and spontaneously.</li> <li>Can evaluate and respond to complex reasoning.</li> <li>Develops systematic arguments, highlighting significant points and supporting them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Helps to maintain positive interaction by commenting on and interpreting the different perspectives.</li> <li>Can anticipate misunderstandings and intervene diplomatically to redirect talk.</li> <li>Builds on different contributions.</li> <li>Stimulates reasoning with a series of questions.</li> <li>Establishes a supportive environment for sharing ideas.</li> <li>Facilitates discussion, encouraging people to explore issues.</li> <li>Shows appreciation of different perspectives and sensitively adjusts the way he/she expresses things.</li> <li>Co-develops ideas by explaining details, building on others' ideas and making suggestions for ways forward.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and fluently conveys ideas, attitudes, opinions and most nuances from a complex source.</li> <li>Aids access to information by helping others to establish a link to their prior knowledge.</li> <li>Explains difficult aspects more explicitly, adds helpful detail and recapitulates at key points.</li> <li>Relays the main points of a complex spoken/written source, clarifying and evaluating the opinions and the purpose.</li> <li>Helps others to understand by presenting components separately, and by using paraphrase, examples and explanations.</li> <li>Adapts speed, volume, stress and intonation to highlight important aspects and mark transitions.</li> </ul>
B2+ / 7	<ul style="list-style-type: none"> <li>Expresses him/herself clearly, using some complex sentence forms.</li> <li>Not much sign of having to restrict what he/she wants to say.</li> <li>Accurate use of basic structures. Some difficulty with complex structures and less common vocabulary.</li> <li>Errors and inappropriacies rarely cause comprehension problems.</li> <li>Generally clear pronunciation and intonation but mispronunciations may occasionally distract.</li> </ul>	<ul style="list-style-type: none"> <li>Considerable fluency and ease of expression.</li> <li>Hesitation and reformulation may be apparent with unfamiliar or abstract topics.</li> <li>Intervenes appropriately to develop the discussion.</li> <li>Can follow up statements and inferences of others and respond convincingly to complex lines of argument.</li> <li>May be less assured on complex, unfamiliar issues.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a positive atmosphere, encourages participation, shows interest and empathy.</li> <li>Supports group collaboration, (e.g. by asking questions).</li> </ul>	<ul style="list-style-type: none"> <li>Relays detailed information and arguments reliably.</li> <li>Can refer to the significance of specific information from part of a spoken/written source.</li> </ul>
B2 / 6	<ul style="list-style-type: none"> <li>Has assimilated the essentials of the language.</li> <li>Can express viewpoints and develop arguments using complex sentence forms to do so.</li> <li>Lexical gaps may cause some jumpiness and circumlocution.</li> <li>Reasonable accuracy but formulation of complex structures may be awkward.</li> <li>There may be some inappropriacies in word-choice.</li> <li>Mistakes do not lead to misunderstanding.</li> <li>Accent has little effect on intelligibility but mispronunciation of words or phonemes may reduce clarity at times.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, detailed descriptions.</li> <li>Some fluency and spontaneity despite occasional hesitation or circumlocutions.</li> <li>Takes an active part in discussion on familiar topics.</li> <li>Initiates, maintains and ends discourse effectively, but not always elegantly.</li> <li>Participation on unfamiliar ground may be more restricted.</li> </ul>		
B1+ / 5	<ul style="list-style-type: none"> <li>Uses simple language flexibly, can explain a point but can't always say what they would like to.</li> <li>Familiarity with the main tenses, modals and major sentence patterns.</li> <li>Control of basic structures in everyday contexts but frequent errors and inappropriate choice of expressions.</li> <li>Mixed control over pronunciation but it is clear what he/she is trying to express.</li> </ul>	<ul style="list-style-type: none"> <li>Gives extended descriptions. Able to keep going effectively without help.</li> <li>Some problems with formulation resulting in pauses and 'ou-de-sacs'.</li> <li>Some confidence with structured discussion on familiar topics.</li> <li>Can invite others in, comment on views and communicate an opinion clearly.</li> <li>Participation more restricted in free or unfamiliar contexts.</li> </ul>		

Mediation divided by task-type

Three categories for rating performance (Production, Interaction, Mediation)

Mediation column offers alternatives depending on task type.

Collaborative tasks

Presenting and explaining reporting tasks or tasks with a source text (integrated skills)





## Example criterion project with mediation (B2 extract)

EUROCENTRES

A.I.M. Speaking Assessment Scales – B2 classes v4

Please select from the mediation descriptors most appropriate to the speaking task.

**B2 / 6**

- Can express viewpoints and develop arguments using complex sentence forms to do so.
- Lexical gaps may cause some jumpiness and circumlocution.
- Reasonable accuracy but formulation of complex structures may be awkward.
- There may be some inappropriacies in word-choice.
- Mistakes do not lead to misunderstanding.
- Accent has little effect on intelligibility but mispronunciation of words or phonemes may reduce clarity at times.

**(Production)**



# Example criterion project with mediation (B2 extract)

**EUROCENTRES**

A.I.M. Speaking Assessment Scales – B2 classes v4

Please select from the mediation descriptors most appropriate to the speaking task.

	Action (productive range and accuracy)	Interaction (responsiveness and delivery)	Mediation (technique and strategy to mediate information)	
			group tasks	presentation tasks
C1 / 8	<ul style="list-style-type: none"><li>• Wide range of structures. Little obvious searching for words.</li><li>• Good command of idiomatic expressions and collocations appropriate to the context.</li><li>• High degree of grammatical accuracy.</li><li>• Some inappropriate word choice and occasional minor errors.</li><li>• Pronunciation controlled enough to ensure intelligibility.</li></ul>			
B2+ / 7	<ul style="list-style-type: none"><li>• Expresses him/herself clearly, using some complex structures.</li><li>• Not much sign of having to restrict what he/she says.</li><li>• Accurate use of basic structures. Some difficult structures and less common vocabulary.</li><li>• Errors and inappropriacies rarely cause communication problems.</li><li>• Generally clear pronunciation and intonation patterns may occasionally distract.</li></ul>			
B2 / 6	<ul style="list-style-type: none"><li>• Has assimilated the essentials of the language.</li><li>• Can express viewpoints and develop arguments using a range of sentence forms to do so.</li><li>• Lexical gaps may cause some jumpiness and occasional awkwardness.</li><li>• Reasonable accuracy but formulation of complex sentences may be awkward.</li><li>• There may be some inappropriacies in word choice.</li><li>• Mistakes do not lead to misunderstanding.</li><li>• Accent has little effect on intelligibility but mispronunciation of words or phonemes may reduce clarity at times.</li></ul>			
B1+ / 5	<ul style="list-style-type: none"><li>• Uses simple language flexibly, can explain a situation.</li><li>• Familiarity with the main tenses, modals and idioms.</li><li>• Control of basic structures in everyday contexts and inappropriate choice of expressions.</li><li>• Mixed control over pronunciation but is clearly understood.</li></ul>			

- Some fluency and spontaneity despite occasional hesitation or circumlocutions.
- Takes an active part in discussion on familiar topics.
- Initiates, maintains and ends discourse effectively, but not always elegantly.
- Participation on unfamiliar ground may be more restricted.

(Interaction)



# Example criterion project with mediation (B2 extract)

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B2+ / 7	<ul style="list-style-type: none"> <li>Expresses him/herself clearly, using some complex sentence forms.</li> <li>Not much sign of having to restrict what he/she wants to say.</li> <li>Accurate use of basic structures. Some difficulty with complex structures and less common vocabulary.</li> <li>Errors and inappropriacies rarely cause comprehension problems.</li> <li>Generally clear pronunciation and intonation but mispronunciations may occasionally distract.</li> </ul>			
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- Creates a positive atmosphere, encourages participation, shows interest and empathy.
- Supports group collaboration, (e.g. by asking questions).
- Further develops other people's ideas. Invites reactions.
- Can refocus discussion, propose a solution, compromise or next steps.

- Relays detailed information and arguments reliably.
- Can refer to the significance of specific information from part of a spoken/written source.
- Helps others to understand by paraphrasing in simpler language, recapitulating, giving examples or by breaking processes down into smaller steps.

Collaborative tasks

Presenting and explaining reporting tasks or tasks with a source text



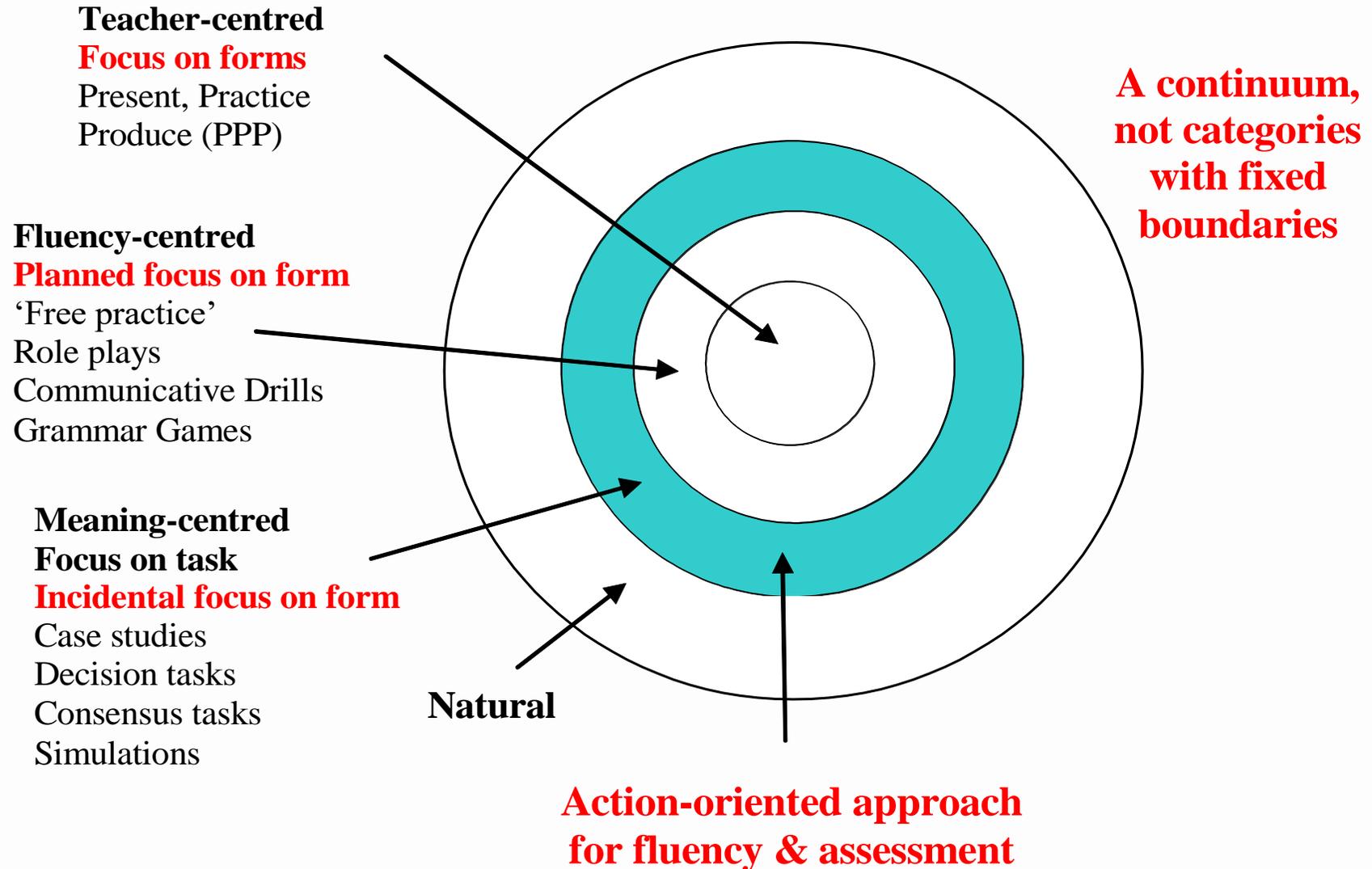
## Example spoken assessment task format

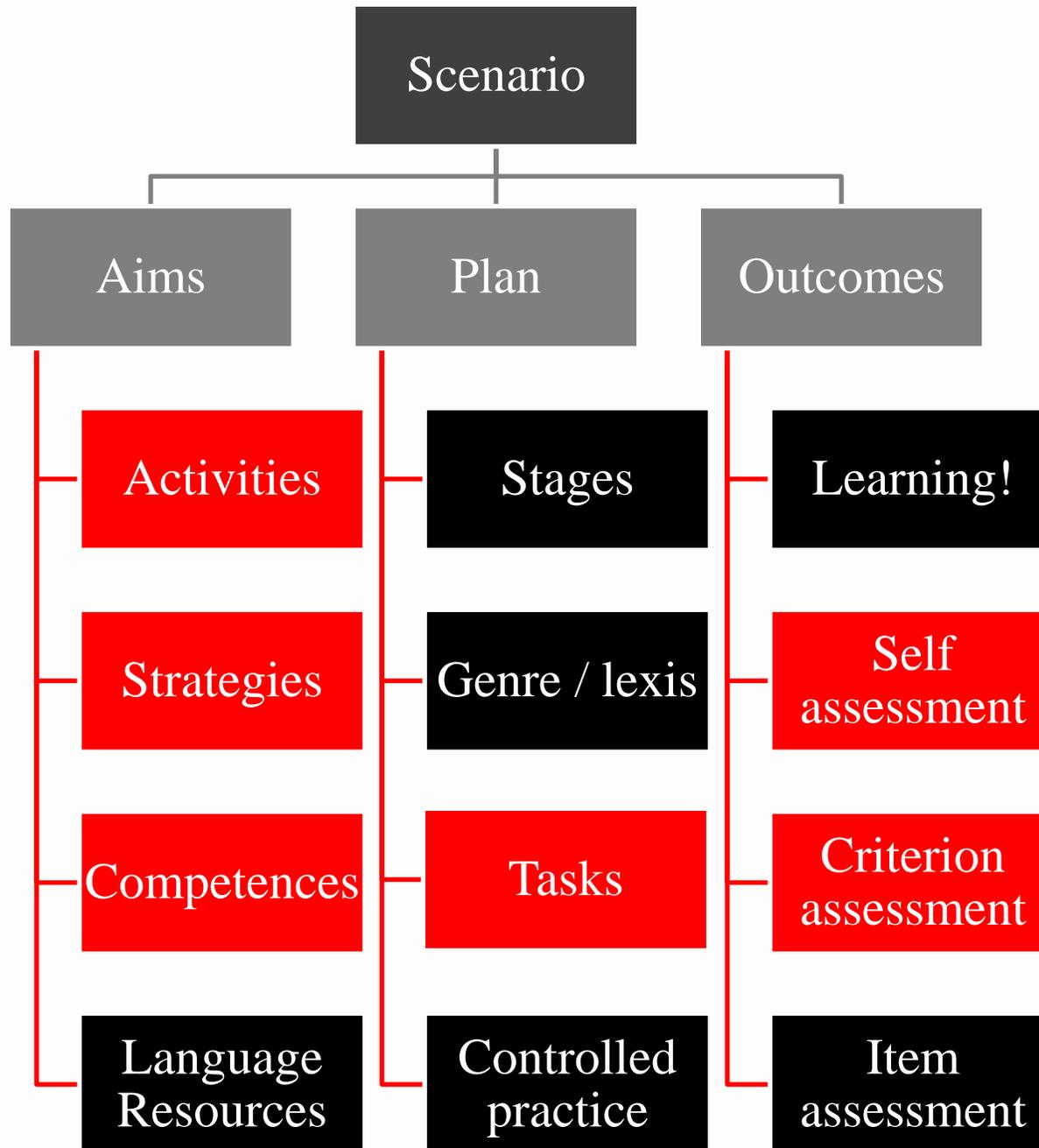
Speaking task phases aim to permit different kinds of language use, interaction and mediation

Planning Phase	small group (3-5) working together to decide how to approach the task, solve a problem, make a decision	Collaborative interaction
Exchange Phase*	each individual, one after another, sustaining a long coherent turn to explain something to the rest of the group, who ask questions, encourage and give feedback	Presenting and explaining
Discussion Phase	free discussion - in the small group or whole class; a chance to develop and discuss points of view	Collaborative interaction



# How does action-oriented classroom assessment fit?



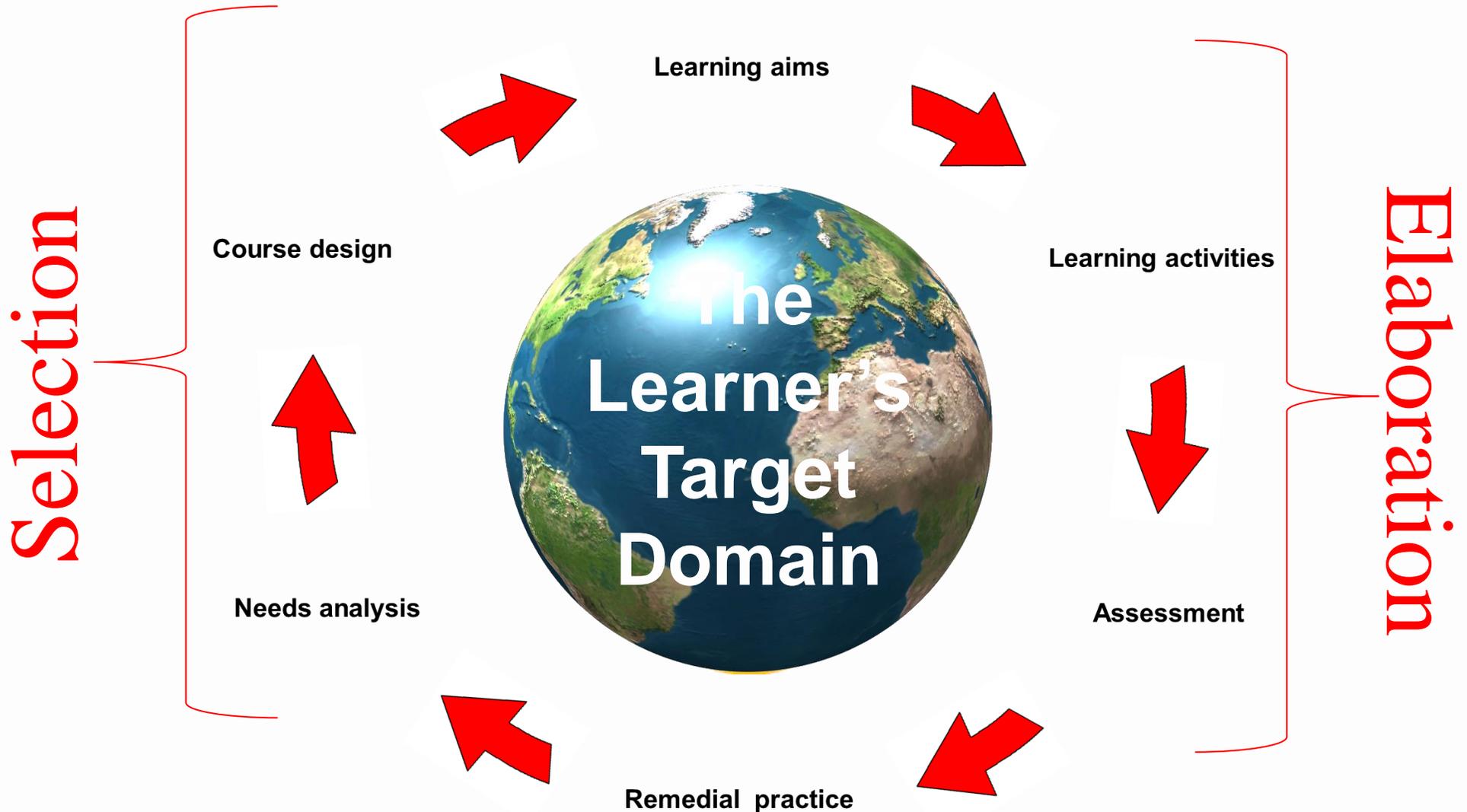


**Red = key areas for pedagogic exploitation of 'can do' statements**





# Learner perspective as the centre of gravity





## **Feedback from launch symposium Strasbourg 2018 concerning progress and assessment**

### Opportunities

- Reinforce the CEFR principle of profiling not levelling
- Put the learner at the centre of evaluation of achievement, with positively formulated reflections
- Effect change in pedagogic culture through washback from evaluation
- Stimulate a more holistic approach to integrated skills assessment



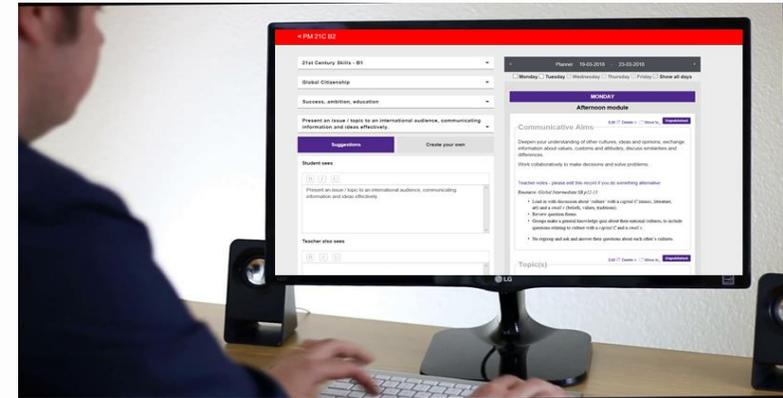
## Feedback from launch symposium Strasbourg 2018 concerning progress and assessment

### Challenges

- Designing appropriate treatment of mediation, ‘pluri’, phonological and online competences in progress and assessment processes
- Avoiding over-complexity in multi-modal assessment
- Designing and implementing practitioner training in assessment with new descriptors as appropriate
- Giving appropriate consideration and time to the whole issue



# Bringing focus to ESAP '21<sup>st</sup> century skills' training





**... and welcoming the future!**

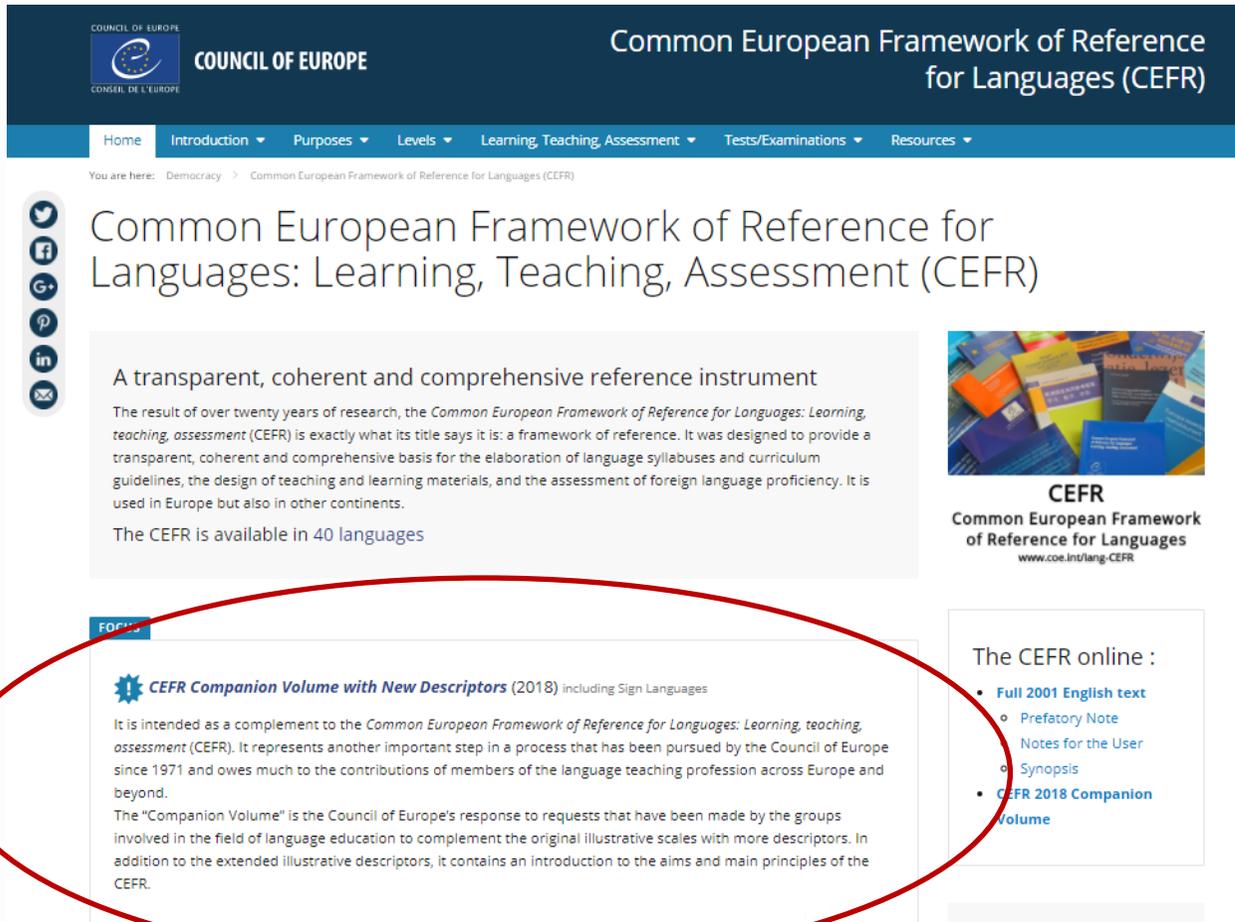




# Thank you!

[www.coe.int/EN/web/common-european-framework-reference-languages/](http://www.coe.int/EN/web/common-european-framework-reference-languages/)

[tgoodier@eurocentres.com](mailto:tgoodier@eurocentres.com)



The screenshot shows the homepage of the Common European Framework of Reference for Languages (CEFR) website. At the top, there is a navigation bar with the Council of Europe logo and the title "Common European Framework of Reference for Languages (CEFR)". Below the navigation bar, there is a breadcrumb trail: "You are here: Democracy > Common European Framework of Reference for Languages (CEFR)".

The main heading is "Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)". To the left of this heading are social media icons for Twitter, Facebook, Google+, Pinterest, LinkedIn, and Email.

Below the heading, there is a section titled "A transparent, coherent and comprehensive reference instrument". The text describes the CEFR as the result of over twenty years of research, designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents. The CEFR is available in 40 languages.

To the right of this section is an image of several CEFR booklets. Below the image is the text "CEFR Common European Framework of Reference for Languages www.coe.int/lang-CEFR".

At the bottom, there is a section titled "The CEFR online :". It contains a list of links: "Full 2001 English text", "Prefatory Note", "Notes for the User", "Synopsis", and "CEFR 2018 Companion Volume".

A red oval highlights a section titled "FORUM" which contains information about the "CEFR Companion Volume with New Descriptors (2018) including Sign Languages". The text states that it is intended as a complement to the CEFR, representing another important step in a process that has been pursued by the Council of Europe since 1971. It contains an introduction to the aims and main principles of the CEFR.



## Selected References / Readings

Beacco, J., Byram, M., Cavalli, M., Coste, D., Cuenat, M., Goullier, F. and Panthier, J. (2018). *GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULA FOR PLURILINGUAL AND INTERCULTURAL EDUCATION*. [ebook] Strasbourg: Council of Europe Education Policy Division. Available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/tools-for-curricula> [Accessed 26 Jan. 2018].

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Glaser, R. (1994). Instructional technology and the measurement of learning outcomes: Some questions. *Educational Measurement: Issues and Practice*, 13(4), 6-8.

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van den Akker J. (2006), “Curriculum development re-invented: evolving challenges”, in Letschert J. (ed.), Curriculum development re-invented, SLO, Enschede. In Beacco, J., Byram, M., Cavalli, M., Coste, D., Cuenat, M., Goullier, F. and Panthier, J. (2018). *GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULA FOR PLURILINGUAL AND INTERCULTURAL EDUCATION*. [ebook] Strasbourg: Council of Europe Education Policy Division. Available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/tools-for-curricula> [Accessed 26 Jan. 2018].

Wenger, E. (2008). *Communities of practice*. Cambridge: Cambridge University Press.

### Web resources:

Common European Framework of Reference for Languages (CEFR) home page [www.coe.int/en/web/common-european-framework-reference-languages/home](http://www.coe.int/en/web/common-european-framework-reference-languages/home)

Platform of resources and references for plurilingual and intercultural education [www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home](http://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home)

European Language Portfolio (ELP) home page [www.coe.int/en/web/portfolio](http://www.coe.int/en/web/portfolio)

Plurilingual Education, European Centre of Modern Languages of the Council of Europe: [www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/Default.aspx](http://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/Default.aspx)

A framework of reference for pluralistic approaches to languages and cultures: <http://carap.ecml.at/>

Linguistic Integration of Adult Migrants home page, Council of Europe: [www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)