Minutes of the 14th International CertiLingua Annual Conference

Online Meeting

21 September 2020

WELCOMING WORDS

Silke Hinz, the chair of the International Steering Group, welcomes the participants of this year's annual conference. She thanks the CertiLingua Steering Group, in particular Gisella Langé, for the great support in preparing and organizing the online conference and in finding Professor Enrica Piccardo as a keynote speaker.

Expressing her regret about the Annual Conference not being able to meet in person, she reminds the participants of the underlying values and ideas of CertiLingua that are still valid even if personal meetings cannot take place for the time being.

Enabling students to meet students from other countries is a central idea of CertiLingua and this is why ways need to be found of how best to support schools in continuing their international face-to-face projects during the Covid-19 pandemic.

This is currently regarded as a key challenge.

In addition, the piloting of project documentations with audio-visual elements needs to be continued.

Another challenge that needs to be addressed are the label's feedback procedures since they have not always been working smoothly in recent years.

However, the available data corroborates a very positive trend, since the number of schools increased to 349 throughout Europe and 860 certificates could be awarded in 2019. This means that in total 7,665 certificates have been awarded since the label's foundation.

REPORTS FROM THE MEMBER STATES

A padlet was created to collect the main successes and main challenges the Member States are facing at the moment (see appendix).

While all Member States are suffering from the effects of the Covid-19 pandemic and while all Member States see it as an ongoing challenge to make CertiLingua better known among schools, universities and companies, there seem to be stable numbers of schools that are participating and labels that are awarded. It remains to be seen, though, what impact Covid-19 will have on next year's data.

KEYNOTE

In her presentation, Professor Enrica Piccardo from the University of Toronto outlines central features of the *CEFR Companion Volume with New Descriptors (CEFRCV)*.

In this document, mediation and mediation strategies as well as online interaction are taken into additional consideration.

Making these competences visible and understandable, the CEFRCV can function as a reference tool that intends to provide a framework from which to pick what educators need for the development and assessment of corresponding tasks (see attached pdf of Prof. Piccardo's presentation).

After Prof. Piccardo has answered questions following her very inspiring presentation, a corresponding idea from Perm is presented: Students there have to give a presentation on their projects in their two CertiLingua languages. First, they are asked to give a summary in the language not used for the project documentation, then they present the project in the language used for its written documentation and, finally, they answer questions on the project in both languages.

ANNUAL CONFERENCE – RESOLUTIONS

CertiLingua projects & project documentations in times of COVID-19

The document "CertiLingua projects & project documentations in times of COVID-19" applies the existing standards for the projects and their documentation to the current situation that makes online projects an interim necessity (see appendix). It is accepted unanimously.

The Annual Conference adopts the principles described in the document "CertiLingua projects & project documentations in times of COVID-19".

Project Documentations with audio-visual elements

Due to the still rather small sample size, it is inevitable to extend the pilot phase for Project Documentations with audio-visual elements until 2022.
It is briefly discussed if a project documentation with audio- but without video-elements can be accepted, too.

It is suggested to include this question into the pilot phase and accept such documentations should they occur. The wording of the proposal is changed and the following formulation is accepted unanimously:

The Annual Conference agrees to extend the pilot phase for Project Documentations with audio-visual elements until 2022.

End of the Annual Conference 2020 and Annual Conference 2021

Silke Hinz closes this year's Annual Conference by acknowledging the continued efforts of all participants and thanks Gisella Langé once more for her great support in the organizing this year's online event.

It is hoped that a regular conference can convene in Strasbourg in September 2021.

CertiLingua projects & project documentations in times of COVID-19

The CertiLingua Label of Excellence fosters international cooperation of young adult learners throughout Europe and promotes the acquisition of intercultural competences. The **CertiLingua face-to-face projects** and the **CertiLingua Project Documentations** are key features of the label in this domain. Standards and documents have been developed to safeguard the quality of the projects and their documentation.

In order to further enable students to grow and flourish in this field and to maintain the possibility of acquiring the label **during the COVID-19 pandemic**, other forms of international project work need to be found and the face-to-face encounter can be a digital one.

The aforementioned standards remain principally valid.

This document intends to provide additional orientation by outlining the applicability of the existing regulations to potential online formats and by adding arrangements where needed.

Online projects are regarded as a necessary and useful interim solution for the period of the pandemic.

It is not intended to install them as an adequate substitute for a personal encounter in the long run.

	Standard	
Preparation	The face-to-face project takes place in the last three years of school / upper secondary. It is explicitly linked to the school's curriculum. An idea/question is developed beforehand that focusses on intercultural aspects. This international/intercultural focus is explained and the students outline how they hope to gain new insights from their project in this domain.	The same standards apply to online projects.
	Standard	
Realization	The projects are generally to take place abroad. If taking place at home, the intercultural focus needs to be explained sufficiently. They usually comprise several days. The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	Online projects can take place at home. The requirement to elaborate the intercultural focus of the project makes it a logical requirement that CertiLingua online projects still need to comprise a sufficient amount of face-to-face time in the form of online encounters. A combination of sharing content online (for example videos that are produced for the partners) and real-time online encounters is acceptable. But simply exchanging content without seeing and talking to each other does not fulfil the criteria. Neither does a singular online encounter or a series of short and shallow ones.
	Standard	
Reflection	The student explains to what extent the project has developed his/her European and international competences. The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed. The student evaluates the realization of the project and critically reflects on his/her intercultural experiences. The student reflects on the extent to which the face-to-face encounter has created new insights.	The same standards apply to the documentation of online projects.

	Standard	
Documentation	a) Written documentation according to *Checklist for Assessing the CertiLingua Project Documentation*	The same standards apply to the documentation of online projects.
	b) Video documentation (pilot phase) according to *Guidelines for Students' CertiLingua Project Documentations with Audio-Visual and Written Parts*	Recordings of the online face-to-face project and shared content can be used for the production of a documentation with audio-visual and written parts. For this new format, still in the pilot phase, guidelines as well as a corresponding checklist have been developed (see appendix).

COVID-19 Projects

The COVID-19 pandemic imposes unprecedented burdens on schools, teachers and in particular on students whose school and future careers are taking unforeseen turns.

In these times of uncertainty, it might be helpful to share one's experiences with peers from other countries that are similarly affected by this crisis.

In this respect, it should also be considered whether the crisis itself could be the focus of a project in order to provide students with an opportunity to share their worries and look ahead together.

Appendix

Guidelines for students' CertiLingua Project Documentations with Audio-visual and Written Parts

Pilot phase

Purpose:

CertiLingua students have the chance to present the intercultural competences they have developed during the face-to-face-project, using both writing and speaking skills, in a motivating, innovative way with digital support.

The candidates demonstrate their B2 level language skills (or higher) and their development in intercultural learning. All CertiLingua standards are valid for all parts of the documentation and serve as orientation.

An **Adapted Checklist for Students' Project Documentations (with audio-visual parts**) serves as the reference document for the evaluation of the new format.

Further agreements/understandings:

- The student can replace one or two parts of the project documentation (My Motivation, The Project Idea, The Realization and The Reflection) using audio-visual supports.
- Within the audio-visual parts the student's speaking time should be about 5 minutes.
- The student provides enough language material so that the B2 language level will be obvious.
- The audio-visual and the written parts are coherent with regard to language, topic and use of media and are connected in a meaningful way.
- A minimum technical quality is required, but the technical and aesthetic execution will not be evaluated. It will be looked at as part of the level to which the audio-visual parts successfully transport the intercultural learning.

- The students may also add audio-visual elements to the written project documentation.

Please note: **In the pilot phase students can still obtain the CertiLingua label, even if the audio-visual parts in the project documentation are not well done!!**

CertiLingua®: Adapted Checklist for Assessing Students' Project Documentations

Name: **Title:**

grey = exclusion criterion

1. Form	**criterion fulfilled**	
Layout: Minimum 4 written pages available in print and in digital form (standard font, e.g. Times New Roman, 12, line spacing 1.5), full justification, coherent margin. Video: about 5 minutes student's speaking time; handed in on a safe standard storage medium and in standard software format.	☐	
Completeness: cover with student's name, school and project title for both printouts and audio-visual parts; structured table of contents, statement of independent work, statement of publication for internal CertiLingua use.	☐	
Languages: The audio-visual and the written parts provide enough language material to display language competences of at least level B2 of the CEFR in one of the CertiLingua languages.	☐	complies with requirements
		Yes / No
2. Project		
The face-to-face project took place in the last three years of school / upper secondary.	☐	
The face-to-face encounter in the project is covered sufficiently.	☐	complies with requirements
The project generally took place abroad for a minimum of several days.	☐	
		Yes / No
3. Project idea		
The role of the face-to-face encounter is explained.	☐	
The project is explicitly linked to the school curriculum.	☐	
The intercultural focus of the project is explained and has usually been developed before the beginning of the project.	☐	
The origin and development of the project's idea are explained.	☐	complies with requirements
The student outlines to what extent he/she hopes to gain new insights in the project.	☐	
		Yes / No
4. Realization		
The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	☐	
The realization of the project is briefly described (where, when, how, who).	☐	
The intercultural focus and the realization of the project provide thematic coherence. The project design and its realization are coherent.	☐	complies with requirements
	☐	Yes / No
5. Reflection		
The student explains to what extent the project has developed his/her European and international competences.	☐	
The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed.	☐	
The student evaluates the realization of the project and critically reflects on his/her personal intercultural experiences.	☐	
The student reflects on the extent to which the face-to-face encounter has created new insights.	☐	complies with requirements
		Yes / No

Annual Conference 2020

Main focus and successes / current challenges

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Austria

Main focus/successes: CertiLingua candidates despite COVID-19; keeping schools motivated

Current challenges: Encouraging some more schools to offer CertiLingua; increasing recognition among companies, institutions etc.; impact of COVID-19

German-speaking Community of Belgium

Main focus / successes: Encouraging more schools to participate and promoting CertiLingua in schools.

Current challenges: Impact of COVID-19 on schools

D - Berlin

Main focus / successes: CertiLingua candidates despite COVID-19; intensifying efforts to engage schools in promoting CertiLingua

Current challenges: Impact of COVID-19, improving cooperations, motivation and interest in the program

D - Brandenburg

Main focus/successes: increasing number of participating schools; disseminating information about CertiLingua

Current challenges: impact of COVID-19 on project work; establishing a network structure to facilitate cooperation between the CertiLingua schools

D - Hamburg

Main focus/successes: Disseminating information about Certilingua and encouraging more schools to participate.

Current challenges: Impact of Covid-19. Training and advice for supervising teachers in schools.

D - Hesse

Main focus/successes: still a considerable number of participating schools and candidates

Current challenges: impact of COVID-19 on project work (especially face-to-face-projects); encouraging a) more students to receive the CertiLingua Certificate (especially during the pandemic) and b) more schools/more school forms to participate at CertiLingua

D - Lower Saxony

Main focus / successes: Increasing number of participating schools.

Current challenges: Impact of COVID-19.
Extension of school time, therefore no graduates in 2020.

D - Mecklenburg-West Pomerania (MV)

Main focus / successes: Networking in MV: contacts and meetings

Current challenges: Recruiting new partners/schools, improving ways of cooperation

D - North Rhine-Westphalia

Main focus / successes: Further piloting of video elements in project documentations (main focus of regional conference); stable numbers in 2018/19

Current challenges: Impact of COVID-19 on schools and, in particular, face-to-face projects

D - Rhineland-Palatinate

Main focus / successes: CertiLingua candidates despite COVID-19; keeping schools motivated

Current challenges: Impact of COVID-19 on schools and, in particular, face-to-face projects

D - Thuringia

Main Focus / successes:

- Active participation of all CertiLingua schools

Current challenges:

- Impact of COVID-19
- Sustaining interest in CertiLingua

Estonia

Main focus / successes: Bringing CertiLingua schools together: a training event offered in February, meeting of CertiLingua schools in September (and in November).

Current challenges: Students' ability to meet the requirements: both technical obstacles (language exam results and conducting face-to-face projects) as well as issues of motivation (the level of work required for the certificate)

France

Main focus / successes: Covid has made it possible to develop very interesting video interviews.

Current challenges: Enlarge the pool of candidates;
Expanding Certilingua in European cooperation through mobility

Italy

Main focus / successes: Consolidating the national network of Certilingua regional referents and schools. Organizing a successful online training course and different events.

Current challenges: Activating better recognition of Certilingua Labels in Universities and the world of work.
Facilitating online projects and intercultural activities with schools in other countries.

Perm

Main focus/successes: Certilingua candidates despite COVID-19

Current Challenges: Sustaning interest, facilitating Face-to-Face projects

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Online Interaction and Mediation in the CEFR Companion Volume

Enrica Piccardo
OISE-University of Toronto

CERTILINGUA INTERNATIONAL CONFERENCE

WEBINAR September 23, 2020

Outline

- A new and enriched CEFR perspective: the CEFR Companion Volume
- Conceptual model
- Online: Conceptualisation / methodology / rationale
- Potential for teaching and learning

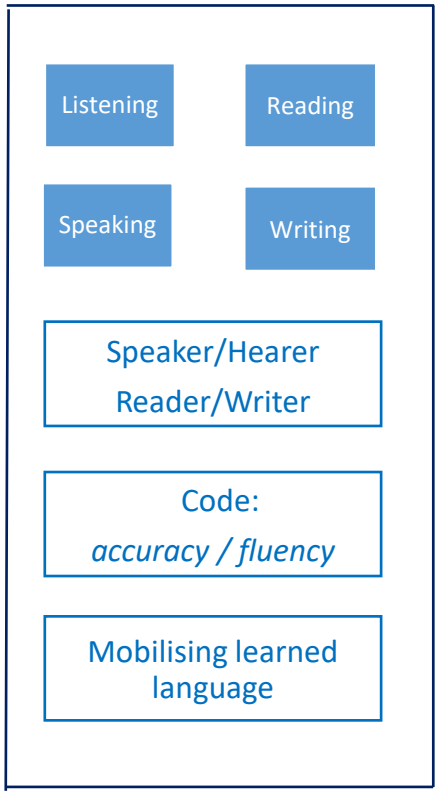
2020 a milestone for the journey of language education: the C EFR Companion Volume

- https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

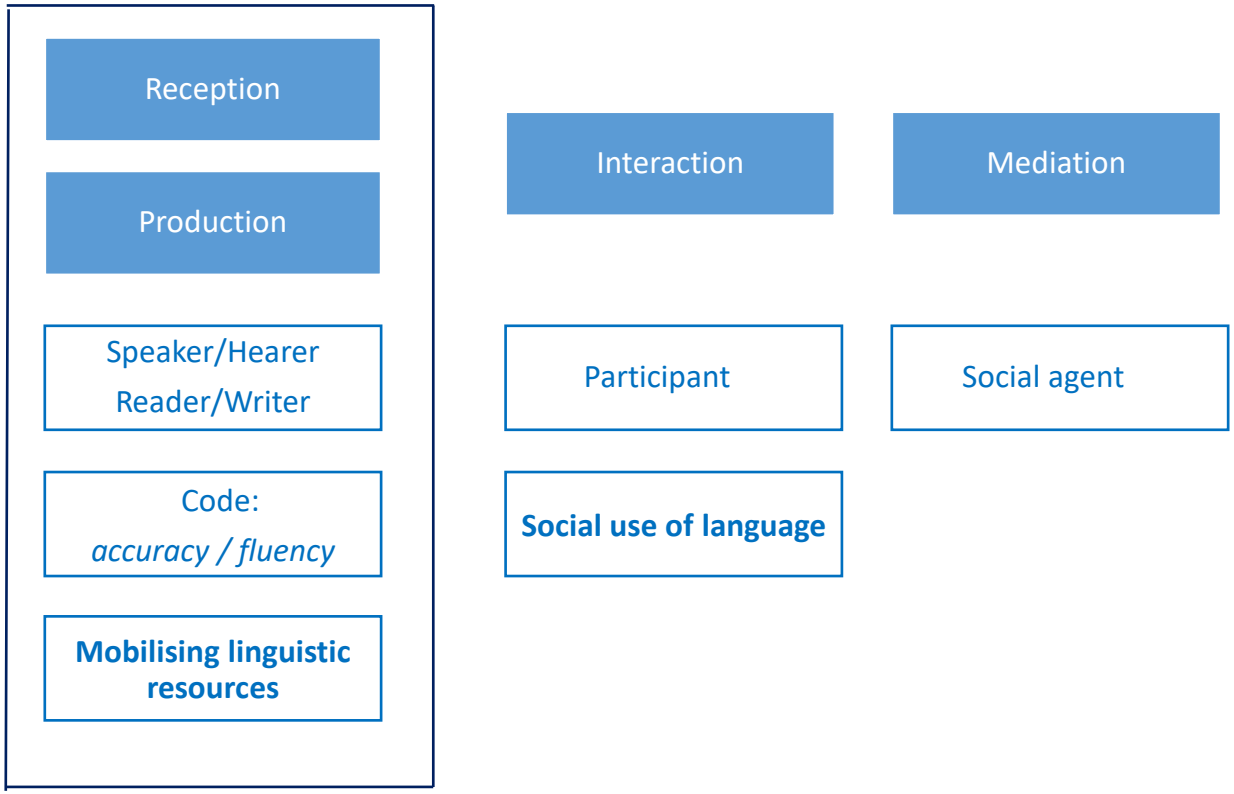
WEBSITE:

https://www.coe.int/en/web/common-european-framework-reference-languages

Before the CEFR 2001



CEFR 2001


Reception
Production
Interaction
Mediation
Speaker/Hearer
Reader/Writer
Participant
Social agent
Code:
accuracy / fluency
Social use of language
Mobilising linguistic resources

CEFRCV: a new vision developed

User/learner as Social Agent

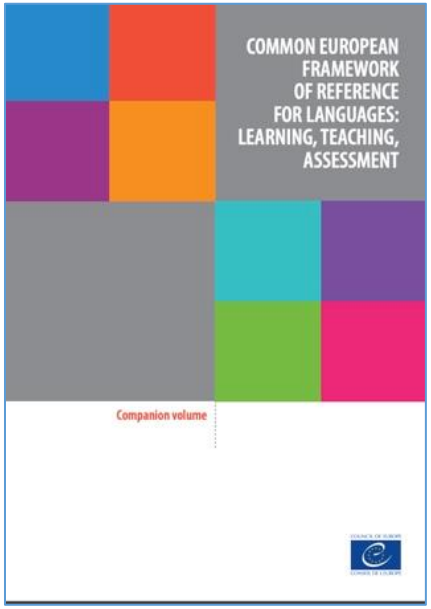
Reception	Interaction	Mediation
Production		
Speaker/Hearer Reader/Writer	Participant	Social agent
Code: ***complexity*** *accuracy / fluency*	Social use of language	**Co-construction of meaning**

Mobilising general and **plurilingual / pluricultural** competences

From the CEFR 2001 to the CEFRCV 2020

The CEFR 2001 pioneered a new vision:

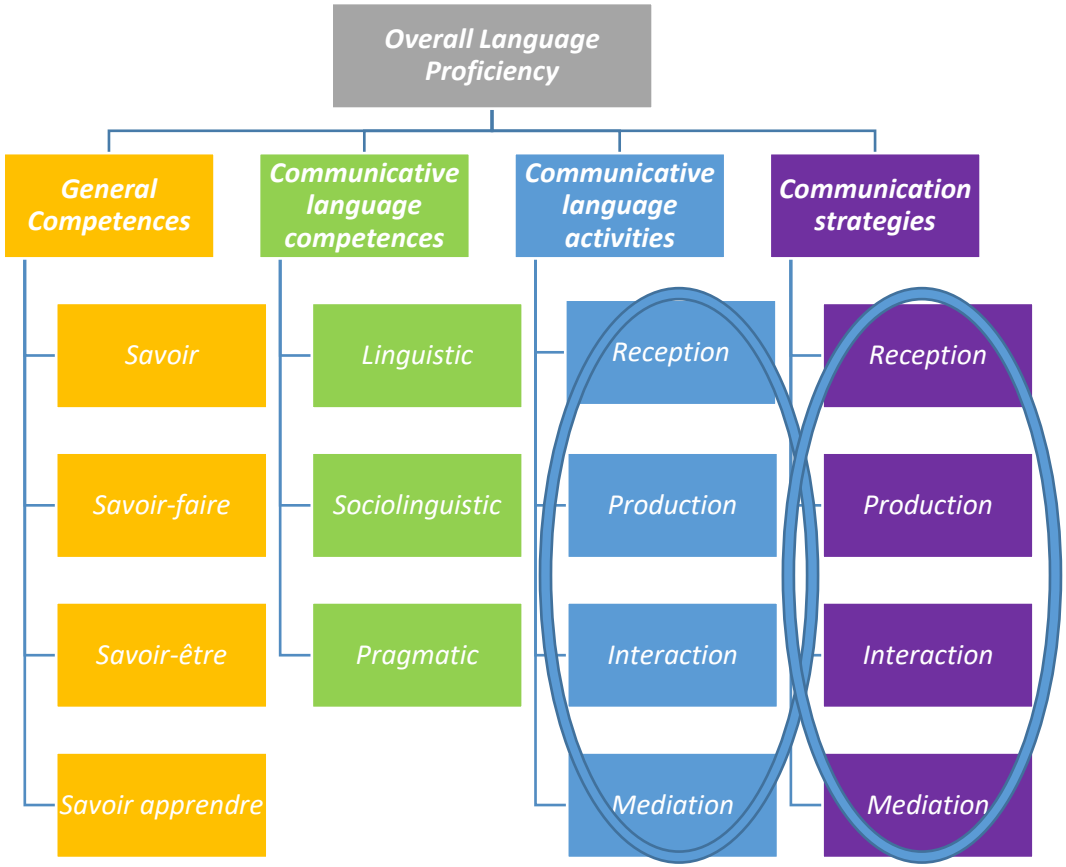
- ✓ Levels and descriptor scales > curriculum alignment
- ✓ From four skills to four modes of communication: reception, production, interaction, mediation
- ✓ Co-construction of meaning in interaction
- ✓ Learner as social agent/*acteur social*
- ✓ Action-oriented approach (tasks)
- ✓ Plurilingual and pluricultural competences



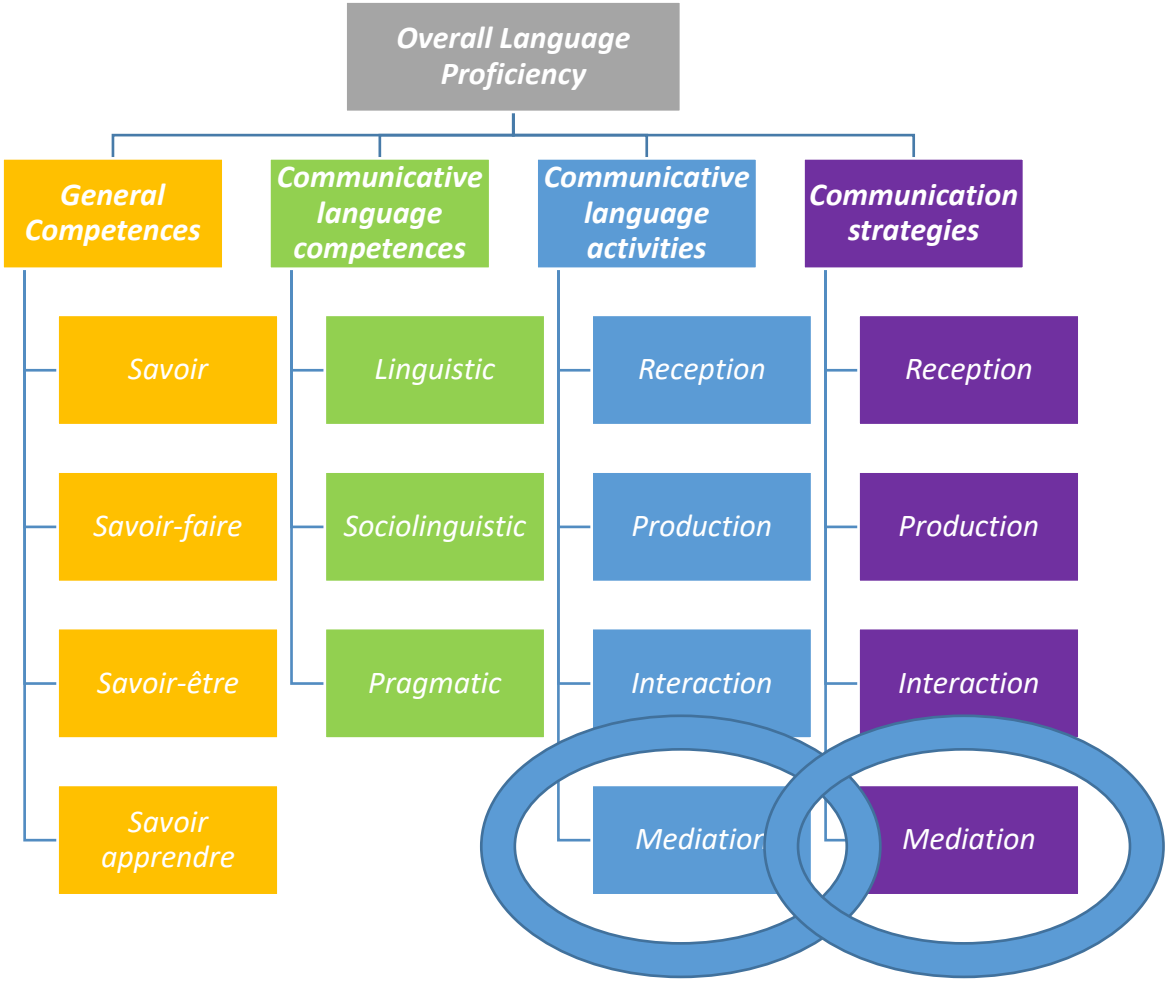
The CEFRCV 2020:

- **Updates** the CEFR
- **Completes** the CEFR > new scales, examples of domains
- **Broadens** CEFR concepts > mediation
- **Refines** pedagogical vision > AoA
- **Develops** constructs (phonology and pluri)

The CEFR and its descriptive scheme



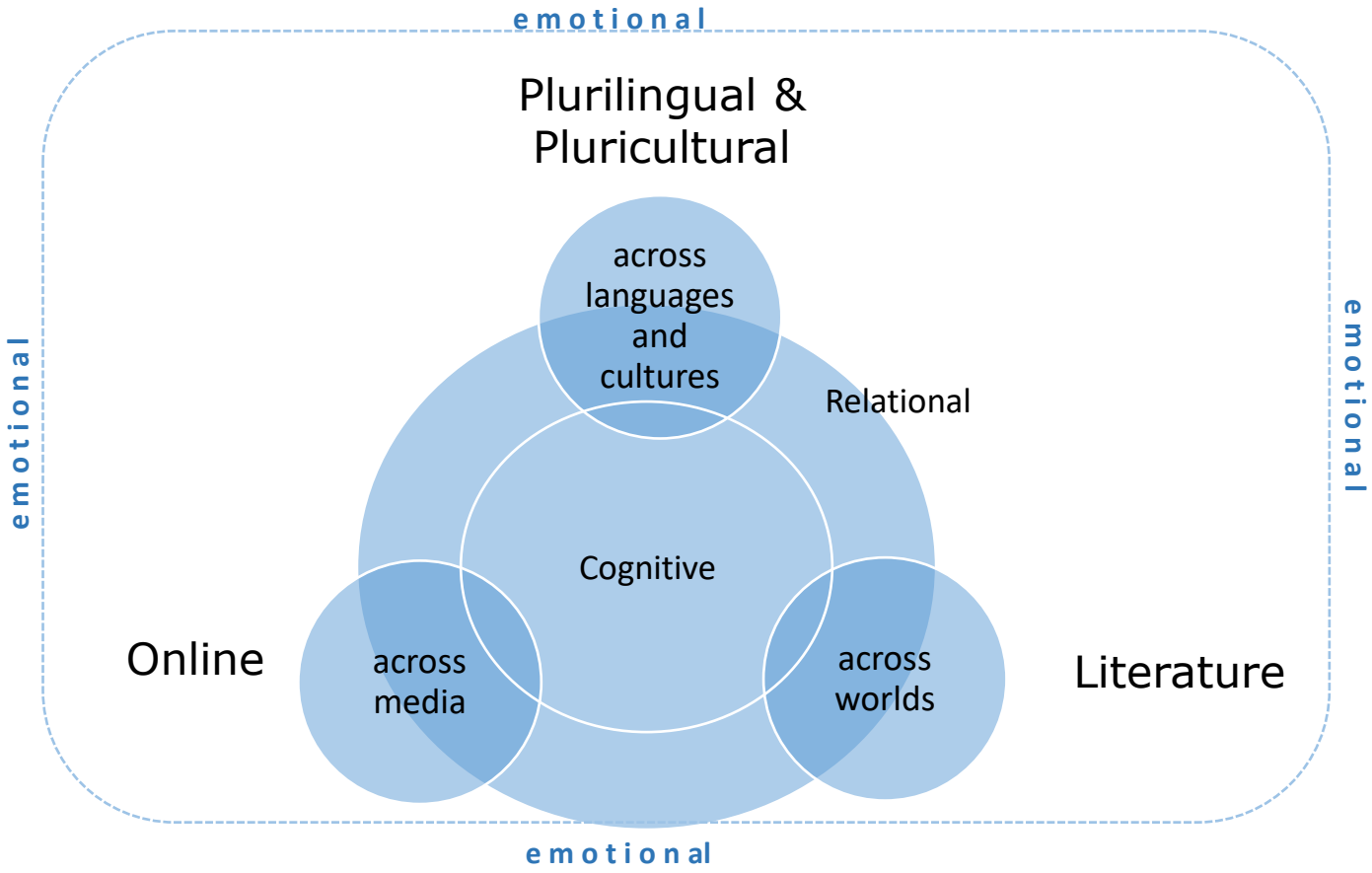
The CEFR and its descriptive scheme

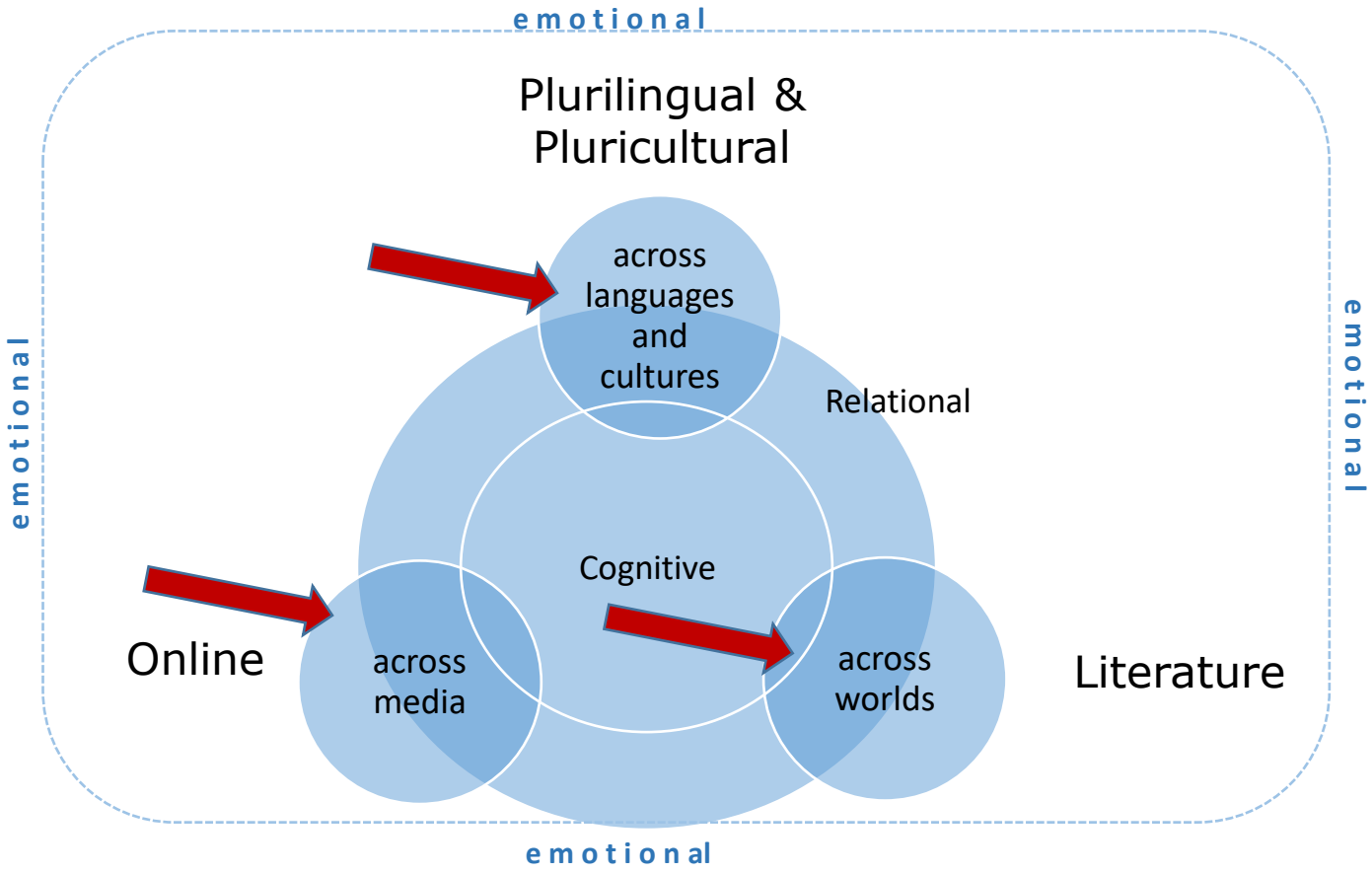


Outline

- A new and enriched CEFR perspective: the CEFR Companion Volume
- Conceptual model
- Online: Conceptualisation / methodology / rationale
- Potential for teaching and learning

Mediation conceptual model




emotional
Plurilingual &
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across
languages
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Relational
emotional
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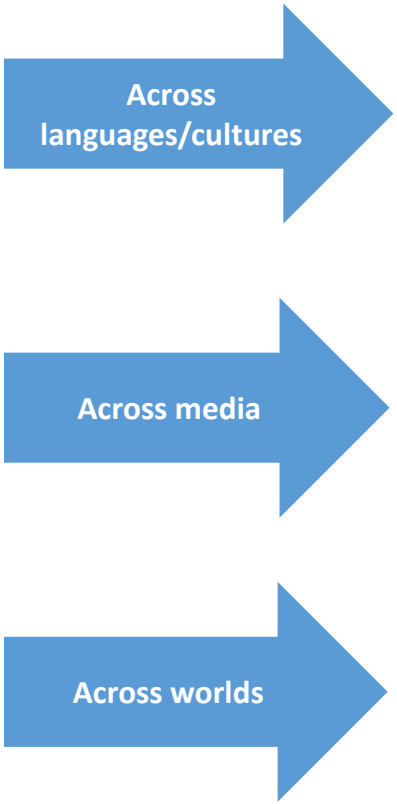
Literature
emotional



Plurilingual/cultural competence

- Building on pluricultural repertoire
- Plurilingual comprehension
- Building on plurilingual repertoire

Online interaction

- Online conversation and discussion
- Goal-oriented online transactions and collaboration

Literature

- Expressing a personal response to creative text (including literature)
- Analysis and criticism of creative text (including literature)
- Reading as a leisure activity

Communicative activities		2001 descriptive scheme	2001 illustrative scales (**levels and descriptors**)	Extended / enriched in new CEFR Companion Volume	Illustrative scales added in new CEFR Companion Volume
Reception	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Production	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Interaction	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
	Online				√
Mediation	Spoken	√			√
	Written	√			√
	Strategies	√			√
Other Scales	Literature & Art				√
	Plurilingual / Pluricultural				√

Outline

- A new and enriched CEFR perspective: the CEFR Companion Volume
- Conceptual model
- Online: Conceptualisation / methodology / rationale
- Potential for teaching and learning

Key considerations

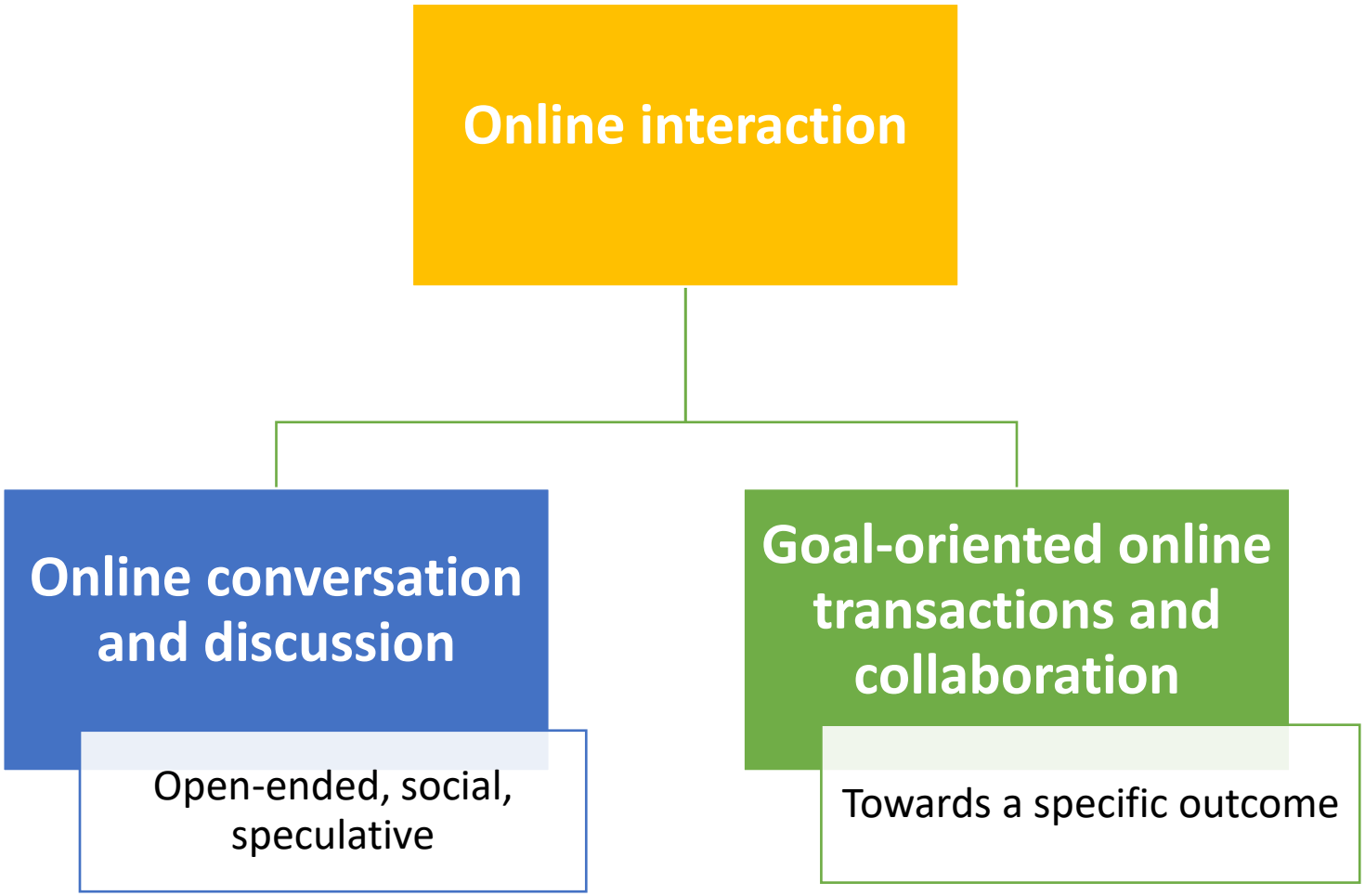
- Since 2001 the role of online modes of interaction has developed exponentially worldwide;
- The existing 2001 illustrative scales no longer adequately represent multi-modal online interaction and collaboration;
- The features and constraints of specific communication technologies and tools become irrelevant over time;
- Online interaction can, and does, involve multiple remote social actors who can flexibly remix media and texts to support their message;
- Online interaction can be synchronous, asynchronous, spoken and written, and is often a blend of these.

Key considerations

Needs that are pertinent to mixed synchronous / asynchronous remote online exchanges:

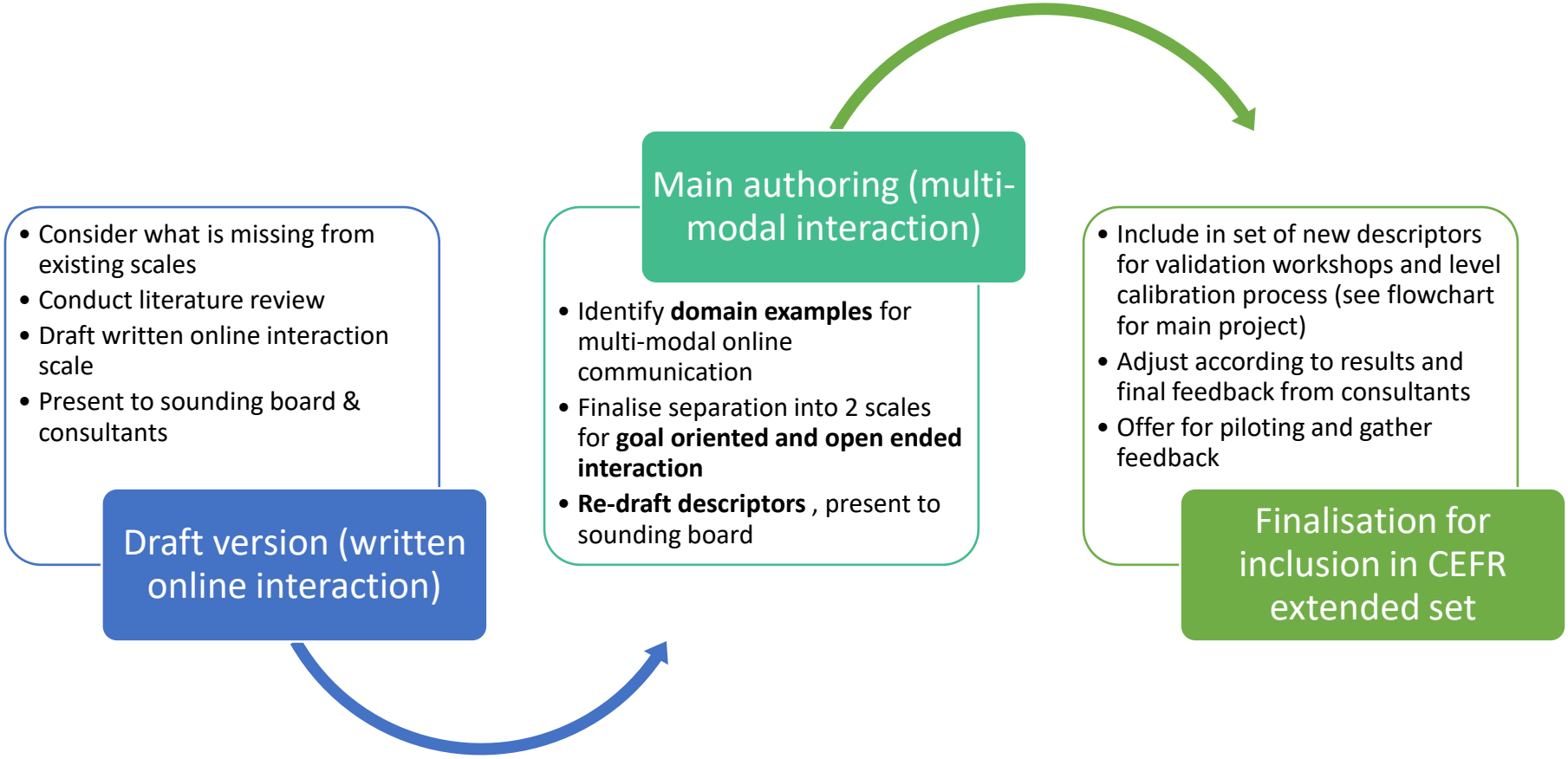
- (often) the need for more redundancy in messages;
- the need to check that the message has been correctly understood;
- ability to reformulate in order to help comprehension, deal with misunderstanding;
- ability to handle emotional reactions;
- inter-cultural sensitivity.

Conceptualisation



Development methodology

An iterative development process



Development methodology

An iterative development process

- Consider what is missing from existing scales
- Conduct literature review
- Draft written online interaction scale
- Present to sounding board & consultants

Draft version (written online interaction)

Main a mod

- Identify **domain** multi-modal onl communication
- Finalise separati for **goal oriente interaction**
- **Re-draft descrip** sounding board

Development methodology

An interactive development process

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nteraction)

Main authoring (multi-modal interaction)

- Identify **domain examples** for multi-modal online communication
- Finalise separation into 2 scales for **goal oriented and open ended interaction**
- **Re-draft descriptors** , present to sounding board

- Include
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- Adjust a
final fee
- Offer fo
feedbac

Development methodology

An iterative development process

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present to

- Include in set of new descriptors for **validation workshops and level calibration** process (see flowchart for main project)
- Adjust according to results and final feedback from consultants
- Offer for **piloting** and gather feedback

Finalisation for inclusion in CEFR extended set

Scale rationales

Online conversation and discussion focuses on conversation and discussion online as a multi-modal phenomenon

- instances of **simultaneous (real time) and consecutive interaction**, the latter giving time to prepare a draft and/or consult aids;
- **participation in sustained interaction** with one or more interlocutors;
- composing **posts and contributions** for others to respond to;
- **comments (e.g. evaluative)** on posts, comments and contributions of others;
- **reactions to embedded media**;
- the ability to include **symbols, images, and other codes** for making the message convey tone,
- stress and prosody, but also the **affective/emotional** side, irony etc.

Scale rationales

Goal-oriented online transactions and collaboration: This scale focuses on the potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life.

- **purchasing goods and services** online;
- engaging in transactions requiring **negotiation of conditions**, in a service as well as client role;
- participation in **collaborative project work**;
- **dealing with communication problems**.

Outline

- A new and enriched CEFR perspective: the CEFR Companion Volume
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Examples

ONLINE CONVERSATION AND DISCUSSION (B1)

Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.

Student resource page on my Eurocentres:

EUROCENTRES

"Gross, Gross, Gross. Worst place I ever stayed..."

Welcome to Quick Advisor.com!

This is the site where you can post & read reviews of different forms of entertainment and places you have been to in the UK.

You can review:

- restaurants, bars, cafes, nightclubs, etc.
- hotels
- attractions (tours, museums, art galleries, theme parks, historic buildings, markets, shops, etc.)
- whole streets / areas in London
- other towns / cities in the UK
- services (hairdressers, etc.)
- films, musicals, plays, concerts

Instructions:

Task 1:

1. Read the teacher's review of 'The Wallace Collection' (below).
2. Check any new words in an online dictionary.
3. Notice how the 'extreme adjectives' are used (underlined).
4. Click on the link and view the pictures.
5. Write a comment to the review by clicking 'REPLY'. e.g. a) you could say if you have been to the 'Wallace Collection' and give your opinion about it, b) you could ask a question if you are interested in going there, c) you could tell us if you think you would enjoy it there & why, d) you could say if you think it is a good review or not.

Task 2:

Think about something you have done / seen / watched / visited IN THE UK. It could be something you loved, liked, disliked, hated or had mixed feelings about.

Write a review of it so the other classmates can read about it. Use the same name below.

You must include:

Examples

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION (B1)

Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.

Round-up:

EUROCENTRES

- Before the lesson draws to a close, get feedback on how many students managed to arrange a successful house swap.

Student resource page on my Eurocentres:

House Swap Holiday

Cheap holidays around the world. Just find someone to swap your house, room, or apartment with!

You have joined this site because you would like to go on holiday but do not want to pay too much for a hotel. However, in order to visit another city / country, you must exchange your home with that of someone else.

1) See the publication below as an example of what you need to do. First publish a description of your house / flat / room in your country. Remember to add some photos and to also describe the local area, the sights and attractions, etc.

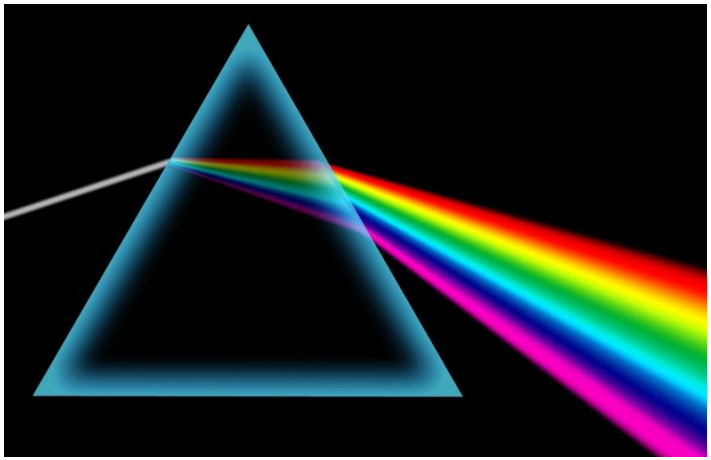
2) Read through the other publications on the webpage and decide which two or three homes most appeal to you.

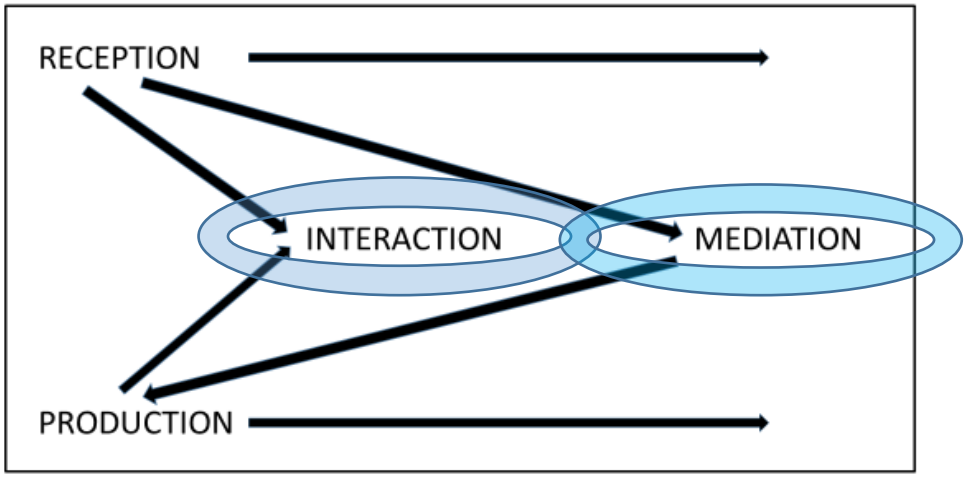
3) Contact the hosts by replying to their publications. Ask them any questions about things you would like more information about and state your interest in swapping homes. Are they interested in your home? If not, you need to keep [illegible]

Each "can do" descriptor may serve as

- A curriculum target
- A criterion for selecting/developing learning activities
- A starting point for the elaboration of assessment criteria

Mediation: a new prism to make the invisible visible





Piloting feedback (online)

Tertiary B1:

*'Most of the students wrote in the questionnaire that it was nice to work online, but a small group said that it was a little bit too difficult... **The exercises based on the chat worked surprisingly well**.'*

Tertiary/YL teaching prac. B2

*'The descriptors …**helped students focus on the task** … They serve for both students and the professor alike.'*

Primary: A1/A2

'a CLIL project about earthquakes...through a platform (eTwinning) where students can meet each other (chat, forum, live events), share materials (presentations on padlet)'

Impact on T&L : '***More focused on development of competences***'

Piloting feedback (mediation)

"The students were made more aware of how language can be used to collaborate, take turns, build a conversation, and work towards a goal. … The descriptors helped to draw attention to the end results and the objectives that speakers were trying to achieve"

"We saw how the participants moved from needing to clarify and confirm mutual understanding to interacting more effortlessly by building upon each other's ideas and presenting one's own ideas to invoke discussion"

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Referenc

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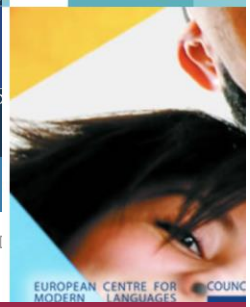

Values

- Valuing human dignit rights
- Valuing cultural dive
- Valuing democracy, ju equality and the rule

- Autonomous learnin
- Analytical and critical
- Skills of listening and
- Empathy
- Flexibility and adapt
- Linguistic, communica plurilingual skills
- Co-operation skills
- Conflict-resolution s

Skills

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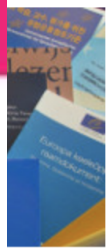

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danke faleminderit obrigado
thank you efcharisto