



# Can-Do! Implementing the CEFR in High School Language Classes

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# Overview of Presentation

- Background of the passport project
- Where are we now?
- Developing a Language Teaching Philosophy
- Student Contributions and Feedback (video)
- Implementation Plan
- Using the CEFR and the Passport in the Language Classroom (video)
- Support and Mentorship
- Responses to Challenges
- Panel- Q&A

# Passport Project- Background

Winter 2008-  
Creation of original  
PLC at FHS-  
preliminary  
discussions and  
experimentation  
with the passport  
concept Teacher-  
motivated and  
Teacher-led  
(bottom-up not  
top-down)

Summer 2009-Initial  
collaboration with  
L2RIC

- Examination of  
Curriculum and Existing  
Passport Materials
- Identification of Can-  
Do Statements that fit  
with the existing  
learning outcomes

July 2009-present  
Development and  
adaptation of materials

- Dossier
- Framework poster
- Can-Do statement  
strips
- Evidence folders
- Reflection grids
- Passport (most recent  
document)
- Video

Ongoing- Research  
based on classroom  
experiences (e.g., focus  
groups with teachers  
and learners)

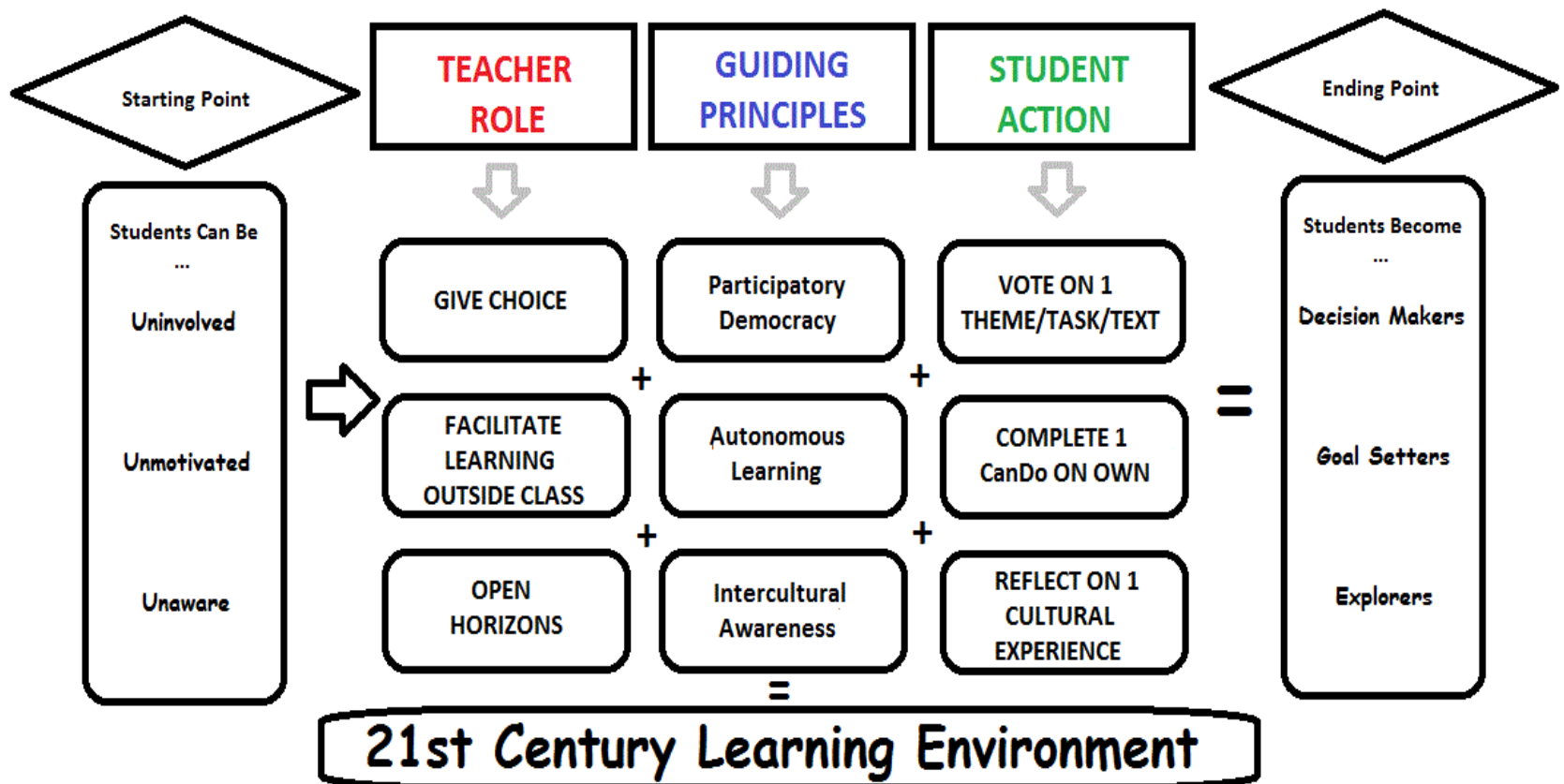
Exploration of  
Assessment( e.g.,  
Experimentation with  
DELTA materials)

Discussions around  
digital passport  
possibilities

# Where are we now?

1. Growth of the PLC (expanding to include other language teachers- we have some of these teachers with us today and they participate in our Q&A)
2. Development of language teaching philosophy
3. Involvement of learners (e.g., video)
4. Creation of an implementation plan
5. Provision of on-going support and mentorship
6. Communication, collaboration and addressing challenges

# Developing a Language Teaching Philosophy



# Student Created Video to Introduce Passport Concept to Other Students

**THE LANGUAGE PASSPORT:**



# Implementation Plan

**START OF SEMESTER**  
**First 2 weeks (Feb. 2 – 14)**  
**Check In: Feb 15**

## Teacher

1. Introduces passport
  - participatory democracy,
  - autonomous learning,
  - intercultural awareness,
  - materials
2. Sends Passport pamphlet to parents

## Students

1. Assess prior knowledge
2. Write their autobiography
3. Partake in participatory democracy
4. Voice intercultural activity interest

**SIX WEEK POINT**  
**Mar 28 – 31**  
**Check in: April \_\_\_\_**

Students place evidence in their dossiers and are involved in participatory democracy  
Teacher plans semester's cultural activity

**MID SEMESTER**  
**Prior to Parent-Teacher**  
**Check In: Apr \_\_\_\_**

## Teacher

1. Introduces passport document (blue book).
2. Sets aside a day to reflect on CanDo statements (reflection grids).
3. Meet with other teachers to discuss challenges and successes.

## Students

1. Fill in their reflection sheets.
2. Insert sample evidence in dossier.
3. Choose a task for themselves as a term challenge.

**FOUR WEEKS PRIOR TO END**  
**May 15-20**  
**Check in: May \_\_\_\_**

Students place evidence in their dossiers and reflect on their role in participatory democracy  
Teacher ensures cultural activity is completed before exam review period

**END OF SEMESTER**  
**Last 2 weeks**  
**Check in and year-end wrap up:**  
**June \_\_\_\_**

## Teacher

1. Leads students in transfer of information to passport (blue book).
2. Ensure students highlight their reflection grids with the colour assigned to teacher.

## Students

1. Review reflection grids.
2. Select pertinent evidence for long-term storage in dossier.
3. Present teacher their final term challenge.
4. Students reflect on cultural activity.



Think of putting a passport reflection on your final exam, ask them about participatory democracy, autonomous learning and or a cultural experience they were involved in.

# Implementation- Using the Passport in the Classroom (video)





# Support and Mentorship

- One-on-one conversations (face-to-face and emails) with PLC members about their questions- inquiry driven (the “what” and the “how”)
- Collaborating to develop or adapt lessons for individual contexts
  - e.g., How do I link existing authentic resources (SRC authentic viewing/listing texts) to a lesson and to the passport
- Finding and Sharing Resources (Wiki- Lisa Cormier)
  - Finding authentic texts that deals with a specific Can-Do statement- e.g., I can understand the majority of a film
  - Incorporating technology- e.g., You Tube video as a prompt for a writing activity
  - Exploring Literature and information related to the passport - e.g., autonomous learning, intercultural awareness

# Responses to Challenges



- Paradigm shift (discussions about philosophical aspects of passport)
- Creation of the Implementation Plan (talking to other educators)
- PLC Communication (balancing differing teaching styles, schedules, experiences, priorities)
- Using the materials consistently and effectively
- Finding time to develop lessons and find resources (PLC time, Chantal)
- Assessment (DELFT, common assessment, exams, grade-driven system)

# Pedagogical Implications- Ideas and Activities (Panel)

- Activities to Promote Can-Do Learning
  - Core French (Paulin, Cormier, Thompson)
  - Post-Intensive (Cormier)
  - FILA (Paulin, Cormier, Morales)
  - Spanish (Lafargue, Morales)
  - EAL (Lafargue, Morales)
  - Culture (Julie Webb- Master's student)



# Panel Discussion- Q&A

# Resources

- [www.unb.ca/L2](http://www.unb.ca/L2)
- <http://fhs-passport.wikispaces.com>
- <http://www.fba.uu.se/portfolio/sv/Frida%20Splendido%202009.pdf>
- Council of Europe
- CASLT
- C21- NB Department of Education
- Article in Reflexions (Vol. 30, No.1, Feb. 2011) on the project