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**Key note**

**Learning, teaching, assessment: an exploration of their interdependence in the CEFR**

The order of the three nouns in the second part of the CEFR's title reflects the development of the Council of Europe's involvement in L2 education. Its earliest modern languages projects were implemented under the aegis of the Committee for Out-of-School Education, which was strongly committed to the autonomy of adult learners, in favour of self-assessment, and opposed to formal tests (a specimen test for *Threshold Level* English was developed but never published). When the work was taken over by the committee responsible for the school sector, the focus shifted to teaching and language teacher development. Assessment was added to the Council's explicit agenda only in 1991, at the Rüschtikon Symposium, which recommended the development of the CEFR.

To date the CEFR's greatest impact by far has been on language testing. L2 curricula often refer to one or more of its reference levels as a way of indicating the proficiency learners are expected to achieve, but its descriptive apparatus has rarely been applied to the detail of curriculum development. The European Language Portfolio was conceived as a means of mediating the CEFR's action-oriented approach to language learners, but after a few years of enthusiastic development it has failed to establish itself in most Council of Europe member states. In some national education systems language teachers are expected to "implement the CEFR" in their classrooms, but it is unclear what exactly this should entail.

My presentation will start from the assumption that the CEFR will bring the greatest benefit to L2 education if it is used as an instrument of "constructive alignment", emphasising the interdependence of learning, teaching and assessment. I shall begin by exploring the CEFR's view of language learning as a variety of language use in which the learner's agency plays an essential role. In doing so I shall pay particular attention to the role of monitoring, which the CEFR identifies as the engine that drives learning, and its implications for teaching and assessment. I shall then turn to a consideration of self-assessment based on checklists of "I can" descriptors, one of the defining features of the European Language Portfolio, and discuss some of the problems it presents and its relation to other forms of assessment. Finally, I shall discuss the trajectory of learning described by the CEFR's successive proficiency levels and the challenges that it poses for teaching and assessment.