

It is important to note that there is no correlation between the levels of proficiency of the CEFR and grade level. There is also no correlation between the levels of the CEFR and the levels and categories of the provincial achievement chart. However, as teachers delve into the descriptors of the CEFR learners will use them to help identify their current proficiency level and to set goals to move forward. This aligns with *Growing Success*, which establishes goal setting as a fundamental element of assessment and evaluation. Students need to develop their “self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning” (*Growing Success*, p. 6).

“The DELF is a great experience. I now want to study French throughout university.”

Student, Durham
Catholic District School
Board

What is the Action-Oriented Approach?

According to the CEFR, the act of learning a second language is viewed as a social undertaking. “The action-oriented perspective is described as one that views language users and learners as social agents who must accomplish tasks relevant to their life experiences” (CEFR, p. 9). Action-oriented tasks are designed to engage the learner in meaningful, authentic communication to solve a problem or achieve a goal. Until recent years, language instruction placed a greater emphasis on oral presentations (often memorized or rehearsed) rather than on spontaneous oral interaction. The CEFR challenges us to go beyond the communicative approach and emphasizes active language to develop the six language competences.

WHAT’S MY ROLE?

What might school administrators experience in a CEFR-inspired classroom?

Oral language, specifically oral interaction is at the forefront of second-language learning. In a CEFR-inspired classroom, French is the language of communication and grammar is presented in context, not as grammar checklists or vocabulary lists.

French Grammar learning is intended to help learners improve their ability to communicate in an authentic context and it should never be perceived as the content to learn or to teach. Increased student talk time is maximized through spontaneous oral interactions in situations connected to students’ lives. Students are exposed to a variety of French oral, written, and visual texts. A strong oral foundation prepares students to be effective writers.

What is the DELF?

The **DEL**F (**D**iplôme d’études en langue française) is an official international diploma given by the French Ministry of Education and is based on the Common European Framework of Reference (CEFR). The test is composed of four components: oral comprehension and written comprehension, the two receptive skills, and oral production and written production, the two productive skills.

The DELF is offered at specific times during the year determined by the French Ministry of Education. Once successful at a level, the diploma received is valid for life. Only certified assessors (correcteurs) can mark the exam. Many school boards across Canada work with accredited DELF centres to offer the test during the designated dates. The DELF represents international recognition of a student’s French-language skills in a way that supports future learning, careers, and other life aspirations.



One article to read, one quote to consider, one link to click

1. **Effective Practices in FSL: Connecting Growing Success and the CEFR:** This document is intended to support educators in using the CEFR to inform assessment practices in alignment with *Growing Success*.
[Effective Assessment Practices in FSL: Connecting Growing Success and the Common European Framework of Reference for Languages \(CEFR\)](#)
2. “The patterns suggest that CEFR/DELF-related professional learning is having a wide-reaching, meaningful impact on the planning practices of teachers across the spectrum.” *The CEFR in Ontario: Transforming Classroom Practice*, 2017 Rehner p. 10
3. **CEFR in Ontario:** The purpose of this website is to share professional learning materials from CEFR provincial initiatives with school boards, to support effective planning, instruction and assessment in French as a Second Language (FSL) programs. [Click for more.](#)