



*Education*



8

## M-PED/04 – Pedagogia Sperimentale

A peer-reviewed book series in social pedagogy, theories of education, didactics, special educative needs, history of education, children's literature, teacher training, adult education, gender education, intercultural pedagogy and didactics, training and career guidance, new technologies, experimental education.

*Directors:* Fabrizio Manuel Sirignano (Università degli Studi Suor Orsola Benincasa, Napoli), Maria Teresa Trisciuzzi (Libera Università di Bolzano), Tamara Zappaterra (Università degli Studi di Firenze), Andrea Traverso (Università degli Studi di Genova)

*International Scientific Committee:* Enricomaria Corbi (Università degli Studi Suor Orsola Benincasa, Napoli), Liliana Dozza (Libera Università di Bolzano), Dolores Limón Dominguez (Universidad de Sevilla), Fernando López Noguero (Universidad Pablo de Olavide, Sevilla), Anna Ascenzi (Università degli Studi di Macerata), Antonella Cagnolati (Università degli Studi di Foggia), Hans-Heino Ewers (Johann Wolfgang Goethe-Universität, Frankfurt am Main), José Luis Hernández Huerta (Università di Valladolid), Serenella Besio (Università della Valle d'Aosta), Berta Martini (Università degli Studi di Urbino), Claire E. White (Wheelock College, Boston, MA), Francisca Gonzalez Gil (Universidad de Salamanca), Teresa Grange (Università della Valle d'Aosta), Pierpaolo Limone (Università degli Studi di Foggia), Jarmo Viteli (University of Tampere, Finland), Monica Fantin (Universidade Federal de Santa Catarina, Brazil)

**Innovative European Approaches  
for In-service and Pre-service  
English Language Teachers  
in Primary Education**

*Theory and Practice*

*edited by*

Davide Capperucci and Elizabeth Guerin



Edizioni ETS



[www.edizioniets.com](http://www.edizioniets.com)

© Copyright 2017

EDIZIONI ETS

Piazza Carrara, 16-19, I-56126 Pisa

[info@edizioniets.com](mailto:info@edizioniets.com)

[www.edizioniets.com](http://www.edizioniets.com)

*Distribuzione*

Messaggerie Libri SPA

Sede legale: via G. Verdi 8 - 20090 Assago (MI)

*Promozione*

PDE PROMOZIONE SRL

via Zago 2/2 - 40128 Bologna

ISBN 978-884675061-7

# Contents

Sauli Takala: Tributes <i>by Neus Figueras, Gudrun Erickson and Norman Verbelst</i>	7
Preface	13
Introduction	17
 <i>Part One</i>	
ELT COMPETENCES AND COMMUNITIES	31
1. Developing Future Primary School EFL-Teacher Curriculum-Design Competences <i>Davide Capperucci</i>	33
2. Give Me 5 and Make Me Feel ALIVE! Five Principles in Foreign Language Education with Young Learners <i>Claudia Mewald</i>	73
3. Reframing Foreign Language Learning and Teaching: ICT-based Tasks <i>Raúl Ruiz-Cecilia</i>	99
4. Learning Paths for Italian Primary School English Language Teachers: CLIL using ICT <i>Ilaria Salvadori</i>	123
 <i>Part Two</i>	
OTHERNESS AND MEDIATION IN LANGUAGE LEARNING	153
5. The Common European Framework of Reference for Languages – Continuities and Enrichments <i>Sauli Takala</i>	155

6. Multicultural Images: Approaching Otherness  
with EFL Trainee-Teachers  
*Silvia Serrano Amores and Elizabeth Guerin* 167
7. Towards Professional Wellbeing: Re-thinking Language  
Teacher Education  
*Cristina Pérez Valverde* 193
8. Reading Queer with EFL Trainee-Teachers  
*Juan Ramón Guijarro Ojeda* 213

*Part Three*

- MOBILITY - RAISING AWARENESS IN ASSESSMENT  
PRACTICES AND IN PHONOLOGICAL COMPETENCES  
IN LANGUAGE LEARNING 235
9. The CEFR and Young Learners – How High is the Ceiling?  
*Angela Hasselgreen* 237
10. Assessing English Competences of Young Learners  
in Primary School Education  
*Dina Tsagari and Sophie Ioannou-Georgiou* 267
11. Early Foreign Language Learning and Teaching  
*Manuela Kelly Calzini* 285
12. Developing Phonological Awareness for English Language  
Learning in Infant and Primary School  
*Elizabeth Guerin* 301
- Biographical Notes on Contributors 335

# Sauli Takala: Tributes

## In memoriam of Sauli Takala

Sauli Takala, emeritus professor of the University of Jyväskylä, was an exceptional person. He was a mentor, a colleague and a friend for 20 years who left us prematurely in February 2017. We first met in Lancaster (UK) in March 1997, when the Dialang Project (<http://dialangweb.lancaster.ac.uk>) was just in its initial stages, and we worked together in many projects since then.

Sauli Takala, a true Finn, as he called himself, did his PhD Studies at the University of Illinois (USA) and from there he co-ordinated the IEA International Study of Writing in the 1980s. Since then he was involved in many international and European projects which benefited from his erudition, his generosity – academic and personal – and his outstanding working capacity. He participated in many of the projects of the Language Policy Division of the Council of Europe in Strasbourg, where he was respected and highly valued. His last project with the Council was the development of an extended set of descriptors which will shortly be published in a Companion Volume to the CEFR. He was also very active in his home country, Finland, where he was involved in many research projects and also participated in government initiatives to promote quality education and quality assessment. He received two honorary doctorates, one from the University of Vaasa, and one from the University of Abo.

His generosity took him to serving as editor in many journals and academic publications, and also to be one of the main players in the funding of the European Association for Language Testing and Assessment (EALTA, [www.ealta.eu.org](http://www.ealta.eu.org)), of which he was chair from 2007 to 2010.

The profession has lost a valued member, but his legacy will be with us for many years to come. His PhD students, the researchers who were able to count on his prodigious memory and knowledge,

and on his personal library, the many institutions and organizations which counted on his always worthy collaboration, will not forget the person he was and the lessons he taught us.

*Neus Figueras Casanovas*

Departament d'Educació, Generalitat de Catalunya,  
Spain, part-time lecturer at the University of Barcelona  
and first President of EALTA

Sauli Takala: mentor, colleague and friend

I must have heard of Sauli Takala at a very early stage in my professional life, but I remember meeting him for the first time in the early 1990s in Sweden, at my own university in Gothenburg, where he was visiting to discuss an international study on language education with some of my colleagues. We talked very briefly, but I do remember perceiving him as a very friendly person, who in a quiet manner conveyed the feeling of total presence, competence and commitment to the cause of creating valid, reliable and ethical tools and procedures for language testing and assessment. This first impression was not only confirmed later on, but much strengthened.

It was in connection with the creation of EALTA – the European Association for Language Testing and Assessment – in 2004, and its preceding EU funded network project ENLTA, that I really got to know Sauli. At that time, as indeed today, it was very clear that there was a huge need for a broad, inclusive and independent association, taking into account and respecting the whole range of producers and users of language testing and assessment, and Sauli Takala was one of the obvious founders of this association. From then on, Sauli was a dedicated member of EALTA, serving as Chair of the Membership Committee for a number of years, as President of the Association between 2007 and 2010, and lately as the CEFR SIG coordinator. During this whole period, I had the great privilege and pleasure of working closely with him, benefiting from and enjoying his profound knowledge and experience as well as his friendship. Gradually, I was also involved in other projects with Sauli, funded by the EU and the Council of Europe, and on a few occasions we worked on joint publications.

It is both very easy and very difficult to write about Sauli here and now. The most important reason for this, by far, is that it is



incredibly hard to understand that I am talking about him, not with him – something that I have been happy to do for many years. However, it is also very easy to write that, in many ways, Sauli was a completely unique person – professionally as well as personally: an incredible scholar, experienced, humble and generous – with a profound respect for knowledge as well as for his fellow human beings. He was not a big man in the physical sense, but speaking metaphorically, he was a true giant – however, a giant who did not use his big feet to step on others, his big eyes to look down on others, or his loud voice to shout down others.

So much has been – and will be – said about Sauli’s greatness within our professional field – in the Council of Europe and the EU, in EALTA and many other institutions and associations. Also, his contributions to the discussions about and developments of language education in many countries will be gratefully remembered, as will his genuine respect for and generosity to students and colleagues at all levels, working hard to increase their knowledge.

Not to be forgotten are also Sauli’s interests outside the language education field: he was very knowledgeable in history, he loved music, and he very much enjoyed spending time in his cottage on the small island off the coast of western Finland, not only to read and write, but also to relax by going out with his boat, picking berries, and doing practical things around the house.

Sauli Takala has left us in the physical sense, but a person who has meant so much, in so many ways and to so many people will never disappear. He will always be there in our thoughts and memories as a warm, shining and guiding beacon.

*Gudrun Erickson*

Professor of Education in Language and Assessment  
University of Gothenburg, Sweden  
Former President of EALTA

## Tribute to Sauli Takala

It was in the early nineties when I met Sauli Takala for the first time. I was invited as a psychometric consultant in the European Dialang project, where Sauli was the director and Felianka Kaftandieva his indefatigable assistant. This first encounter impressed me for several reasons: although he was a language man, his interest

in psychometrics was genuine and it was a pleasure to explain to him important principles of statistics, psychometrics and methodology. The second reason was his erudition, which was apparent in all his discussions (and overwhelmingly so, when I visited him in his spacious apartment in Vaasa many years later, where all walls were covered with bookshelves, and where he told me that he had given away many books because there was not enough place to put them when he moved from Jyväskylä). But most of all, I was touched by his kindness and friendliness in all his contacts. This was not only an inborn characteristic of his personality; he was very aware of the power of language and always formulated his words very carefully, avoiding hurting people on purpose or inadvertently.

It was mainly his influence that made me aware of the deep gap between theoretical and applied psychometrics and of the importance to translate all that complicated stuff into understandable procedures and techniques for language researchers, not as a compulsory ritual, but leading to a deep understanding, even if the technical complexities of the profession would escape most of them. The many discussions I had with Sauli (and with Felianka) made me later on to join EALTA from the very beginning, and to give workshops on psychometrics at conferences and summer schools. My most intense collaboration with Sauli was the work we did (together with Brian North, Neus Figueras and Piet van Avermaat) on the Manual for Relating Language examinations to the Common European Framework of Reference for Languages, of which the preliminary version appeared in 2004 and the final version in 2009. As a side product of the manual, a reference supplement was set up with more detailed and technical information on several psychometric and statistical procedures.

Standard setting, especially related to the Common European Framework of Reference, had his special attention and he learned much of it through his close collaboration with Felianka. He invited her to write a comprehensive chapter in the Reference Supplement (Section B) on standard setting, and it was his initiative to have her second doctorate ('Habilitation') translated from Bulgarian to English after Felianka's untimely passing away in 2009. Plamen Myrazchyski did the wonderful job to have the translation ready in a very short period, so that the translated doctorate could be presented at the 2010 EALTA conference in The Hague (The Netherlands). Our collaboration on standard setting became more intense when we (i.e. Sauli, Neus Figueras and I) led standard setting events in Saudi-Arabia and in Russia, and our last meeting on standard setting was in

Bergen (Norway) where Sauli attended a seminar on standard setting using IRT techniques<sup>1</sup>.

The last time we met was in Valencia at the 13<sup>th</sup> EALTA conference in Valencia in 2016. He looked so happy and healthy after his heart operation, that I was convinced he started a new and long life. But I was wrong. His sudden and unexplained passing away in an accident early this year came as a shock. The language testing community lost a great and kind scholar. Let's not forget him.

*Norman Verhelst*

Educational statistician and psychometrician,  
Universities of Leuven (B), Nijmegen, Utrecht and Twente (NL)  
National Institute for Educational Measurement (CITO, NL)

<sup>1</sup> A detailed account can be found in Eli Moe and Norman Verhelst (2017). Setting standards for multistage tests of Norwegian for adult immigrants. In: S. Blömeke and J.E. Gustafsson (Eds.), *Standard Setting in Education*, Springer, Cham, Switzerland, pp. 181-204.



# Preface

This volume is dedicated to Sauli Takala as a tribute to his contribution to language education. It was while this publication was in preparation that we received the tragic news of Sauli's untimely and unexpected tragic death.

*Sauli, you were always ready to help and offer advice in a very unassuming manner! Your humane touch is sadly missed by all of those who knew you. Thank you for being you!*

The thirteen authors are from a pan-European context given their countries of origin, and those in which they work: Austria, Cyprus and Greece, Finland, Ireland and Italy, England and Norway, Spain, while tributes to Sauli come from close friends and colleagues in the Netherlands, Spain and Sweden.

The chapters which make up this volume are, in one way or another, all framed around the Common European Framework of Reference for Languages: Learning, teaching, assessment – CEFR (2001). They highlight the relevance of this reference document in language education since each contribution can be linked to specific themes treated in the CEFR.

What began as a joint collaborative project thanks to ERASMUS collaboration between the Universities of Florence (I) and Granada (ES) developed into a wider European collaborative endeavour when Davide suggested that I invite contributions from other colleagues with expertise in areas related to language teacher education. This enabled the editors to draw on research expertise in different areas related to the broad and complex field of language learning. Hence, it was possible to focus on significant aspects related to teacher competence development in the fields of assessment, Content Language Integrated Learning – CLIL, Curriculum Design, Information Communication Technology – ICT and Task-based Language Teaching – TLBT,

Mediation, Otherness and Phonological Awareness.

There is a theoretical and a practical thread running through this volume. Theoretical aspects are discussed in the chapters by Takala, Capperucci, Guerin, Hasselgreen, Tsagari and Ioannou-Georgiou, and Valverde. Instead, the emphasis is on putting-into-practice in the chapters by Kelly-Calzini, Guijarro Ojeda, Mewald, Ruiz-Cecilia, Salvadori, Serrano-Amores and Guerin. From a different perspective, we can say that Takala's chapter actually holds a key to interpreting the contributions as a whole. In his proposed development of the CEFR conceptual scheme, Takala identifies four areas in need of further development: Communities, Otherness, Mediation and Mobility – COMM. It is through these lenses that we can read this volume. These concepts are distinct but, at the same time, they are inter-related. For this reason, different contributions can overlap different thematic concepts.

## Communities

Education is a field which is made up of many different communities from those of Learners to those of Educators and Professionals. Through the contributions by Capperucci, Mewald, Ruiz-Cecilia and Salvadori, we discover English Language Teachers (ELT) as Communities. Capperucci looks at the development of competences in the area of Curriculum-Design and links to action-research projects in English Language Teaching communities in Tuscany. Mewald, as well as Salvadori accompany us to the CLIL community, while Ruiz-Cecilia familiarizes us with the Task-based community. Salvadori and Ruiz-Cecilia also link us to the ICT for language learning community of educators. Similarly, the chapters by Hasselgreen, Kelly-Calzini and Tsagari with Ioannou-Georgiou introduce us to the language testing and assessment community.

## Otherness and Mediation

We can say that language and communication, in a certain sense, build on the concepts of otherness and mediation since we use language to interact with others and the act of communication involves mediating meaning. The theme of Otherness is examined from different perspectives in the chapters by Guijarro Ojeda and by Serrano Amores

with Guerin. Guijarro Ojeda deals with otherness in terms of sexual identity in trainee-teacher education in relation to the Spanish legal context and the general competences in the CEFR. Serrano Amores and Guerin use multicultural lenses to examine otherness in ethnicity.

## Mediation

Takala's chapter presents the Council of Europe (CoE) work currently underway with experts to further develop the descriptors related to Mediation. He highlights the cultural and historical nature of the CEFR. By identifying the limitations in the CEFR Descriptors related to Mediation, he pinpoints 'the COMM gap' and calls for further research and development in relation to the CEFR conceptual scheme.

Valverde takes us into the realm of affect and opens up Pandora's box on the relationship between cognitive and affective aspects of language learning and teaching, as well as anxiety. She links to Takala's "Social Agent" who acts in society and contexts, so as to place human beings at the centre of the interactive communication process of language learning which hinges on mediation in making meaning.

## Mobility

When one thinks of mobility within an EU-education context, one automatically thinks of ERASMUS+, study abroad, training-placements in other EU-countries, and e-Twinning, amongst other things. There are at least two aspects that all these "actions" have in common. They include the concepts of (i) assessment or comparable language levels (CEFR) through shared criteria-based recognition, and (ii) intelligible pronunciation which plays no small part in facilitating interaction and integration (e.g., the integration of migrants Project LIAM etc.). Assessment topics appear in the contributions by Hasselgreen, Kelly-Calzini, Tsigari and Ioannou-Georgiou. Hasselgreen sets out to identify the probable 'ceiling' for Young Learners (YLS). Kelly-Calzini looks at language performance in motivating contexts for YLS with a focus on awarding performance – as opposed to implementing assessment – so as to lower anxiety. Tsigari and Ioannou-Georgiou examine language assessment literacy among language teachers. They encourage reflection when it comes to the testing and assessment of YL language skills.

The topic of intelligible pronunciation which is related to phonological awareness as well as orthoepic competence (CEFR, 2001: 101-8) is taken up by Guerin. She looks at what happens in first language acquisition and considers this as a 'stepping-stone' towards acquiring competence in an additional language given that the phonological aspects of language facilitate and inhibit language comprehension and communication.

This volume is rich in theoretical and practical approaches for language teacher professional development. It hopes to raise awareness and facilitate language teacher professionalism so as to lead to a more meaningful motivated learner-centred interactive communicative approach to additional language acquisition. The Editors and contributors would like this volume to be an inspiration and a spur to current and future language educators to provide language learners with meaningful input and tasks so as to stimulate learners to communicate meaningfully in contexts of interest in the additional language. As Takala reminds us, the CEFR is not easy to understand, interpret and apply, but as language professionals we need to come to grips with a tool that can inspire us to change approaches to language learning and recognize language users and learners as social agents with tasks to accomplish in social contexts.

The Editors and contributors thank their Learners for their inspiration and unintentional contribution to these chapters.