

Educational Standards for English in Upper Secondary Vocational Education



bm:uk



Upper Secondary Vocational Education –
Teachers, Learners and Standards for English
IATEFL Innsbruck, 16 September 2011

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1

Standards English BHS

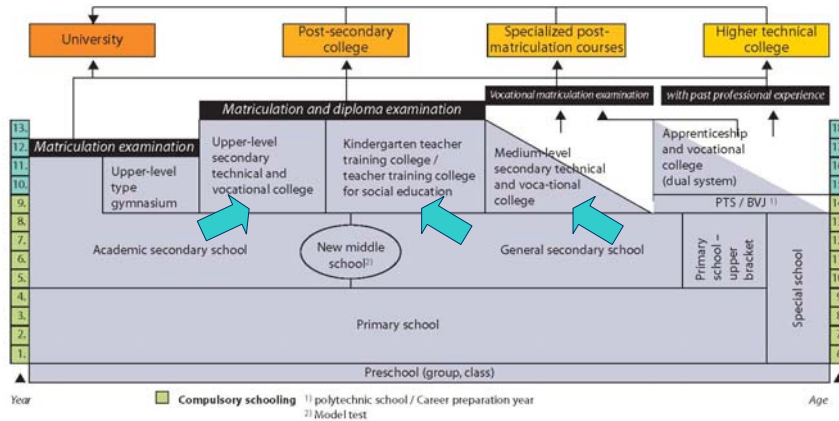
Overview

- 1) Educational Standards Year 13 - basic information
 - Needs and wants
 - Underlying principles
 - Framework of competences
 - Stages of development
- 2) Standards and competence-based learning and teaching
- 3) Exploring the standards-related tasks

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Educational Opportunities in Austria



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Educational Standards

Some Important Terms

- BIST E13 – educational standards for English as a foreign language for the final year of upper secondary vocational education (Year 13)
- BIST E8 – standards for English as a foreign language for Year 8 of compulsory education (end of lower secondary education)
- BHS – upper secondary technical and vocational colleges (access to tertiary level institutions or entry into professional life)

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4

Why Educational Standards?

Situation in Austria

- great variety of upper secondary vocational institutions
- increased autonomy of schools
- final exams not yet standardized

International Perspective

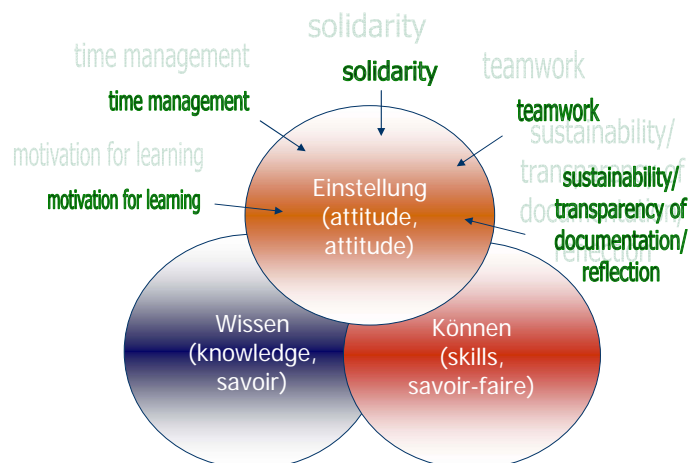
- need for greater transparency and compatibility
- acceptance of diploma
- international frameworks
- competence-based approach

⇒ need for harmonization and description of outcomes
 ⇒ part of a large-scale system-monitoring programme

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“Competence“



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Terms

“Common Reference Levels”

Wastery	
Effective - Proficient	C2 Proficient User C1
Vantage	-----
Threshold	B2 Independent User B1
Waystage	-----
Breakthrough	A2 Basic User A1

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Terms

“Descriptors”

Positively worded descriptions of
competences, i.e. of what learners can do
at a certain level

„Can understand short, simple messages on postcards.“
(Reading correspondence, Level A1, CEFR page 69)

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Educational Standards – Starting Point



What competences must learners have acquired in order to meet the educational objectives of a (type of) school?

Language Competences

Listening Comprehension
Reading Comprehension
Spoken Interaction
Spoken Production
Written Production+Interaction

Professional Competence	Methodological Comp. and Study Skills	Social Competence	Individual Competence
Basic knowledge with regard to future situations in working life	Ability to acquire knowledge and skills autonomously	Ability to co-operate and to communicate	Attitude towards learning, determination to reach high standards of achievement, self-assessment, creativity

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Educational Standards – Basis & Principles

Curricula BHS

- General educational objectives
- Educational objectives for English
- Syllabus for English

CEFR

- International compatibility
- Comparability and acceptance
- Basis for ELP
- Present curricula relate to it

Educational Standards

Standards English Year 8
⇒ continuity, efficiency

European Context

Aligning developments on a national level with current European language policies

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European Context

“Employability” and “citizenship”

Definitions

“A set of achievements – **skills, understanding and personal attributes** – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”
(Mantz Yorke 2006)

“**Skills of enquiry, communication, participation and responsible action** based on self-confidence, socially and morally responsible behaviour, community involvement and political literacy.”
(DFES, National Curriculum)

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11

Council of Europe
www.coe.int

Standards English - Framework of Competences

qibb
bildungsstandards

B2

Professional Competence
Methodological Comp.
Individual Competence
Social Competence

Communicative Competence
Intercultural Competence
Co-operative Competence
Mediation Competence

Linguistic Competence
Socio-linguistic Competence
Pragmatic Competence

„employability & active citizenship“

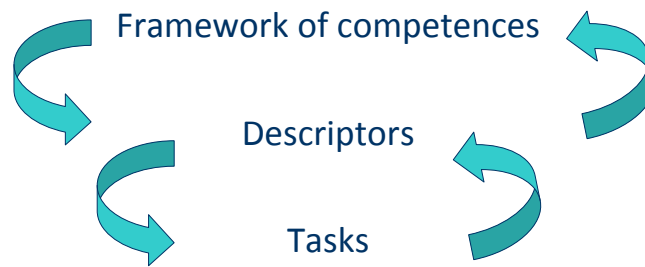
European Commission
Education & Training

ARGE Bildungsstandards Englisch

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Stages of Development



13

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Descriptors

- ✓ **General Competences**
newly developed
on the basis of current curricula and specialised literature
- ✓ **Language Skills / Communicative Language Activities and Strategies**
new sets of descriptors based on CEFR and ELP
adapted to demands and educational objectives specific to VET in Austria
- ✓ **Range and Quality of Communicative Repertoire / Communicative Language Competences**
sets of descriptors directly from CEFR
levels from B1 to C2 included in order to illustrate difference between levels
standard highlighted

14

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Methodological Competence (examples)

1. Has the ability to identify, select and evaluate information.
3. Can make use of modern techniques of presentation and moderation and apply modern communication and information technology appropriately.
6. Can apply strategies and skills which enable him/her to learn languages independently as part of lifelong autonomous learning.

15

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Communicative Competence (examples)

3. Asks follow-up questions and/or repeats what has been said in order to make sure that his/her own ideas and arguments as well as those of the interlocutor have been understood correctly.
4. Can obtain the information necessary to solve a certain problem.
5. Can ask others to explain or elaborate on what has been said in more detail.

16

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Communicative Competence (examples)

7. Does not hesitate to **take risks** and can **apply suitable strategies** (e.g. paraphrasing, making use of internationalisms and analogies between languages) to make him/herself understood if he/she can't recall a word or an expression.

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Mediation Competence

1. Can act as an **intermediary** to enable communication between interlocutors who are unable to understand each other directly. Can for example **sum up and explain information** in conversations about familiar topics as well as **summarise texts** pertinent to his/her field in a structured way, taking into account the needs and the social and cultural background of the addressee.

18

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Topic Areas

- ✓ **Personal Environment**
common to all types of upper secondary technical and vocational colleges
- ✓ **Culture and Society**
common to all types of upper secondary technical and vocational colleges
- ✓ **Economy and the World of Work**
some common areas + topics specific to certain types of schools

19

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Overall Reading Comprehension

	CEFR Level
<p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources (reference books, media) selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</p> <p>Can understand the essential points of long and complex texts on familiar general or job-specific topics and can obtain information, ideas, opinions and attitudes.</p>	B2*

20

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Reading Comprehension (examples)

	CEFR Level
Can scan longer texts in order to locate desired information , and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	B1+
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints .	B2

21

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Overall Written Production and Interaction

	CEFR Level
Can write clear, structured texts on a variety of subjects related to his/her field of interest or professional field. Can present points of view appropriately, highlight significant points and synthesise information and arguments from a number of sources, rounding off with an appropriate conclusion. Can apply the criteria relevant to the type of text in question adequately.	B2*

22

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Written Production+Interaction (examples)

	CEFR level
Can give news, express thoughts about abstract or cultural topics (e.g. music, film), give or ask for information in written communication in the personal or public domain.	B1+*
Can express him/herself adequately in those areas of vocational written communication which are essential for his/her field, relating to the addressee appropriately.	B2*

23

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Lexical Competence

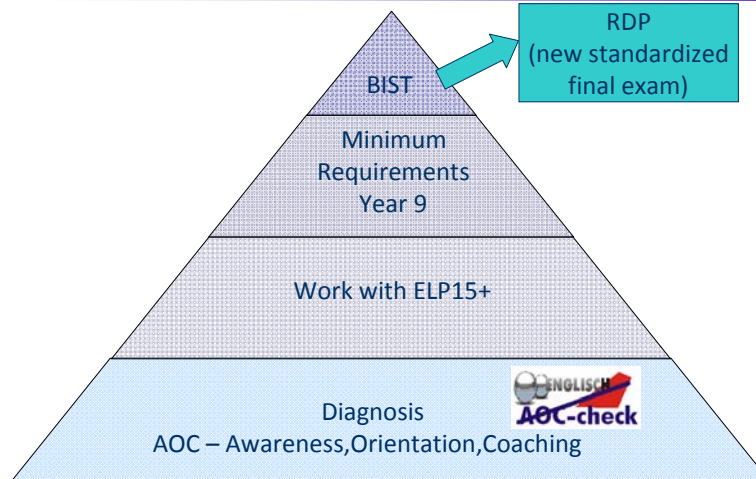
Vocabulary Range	CEFR level
Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	B2
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	B1

24

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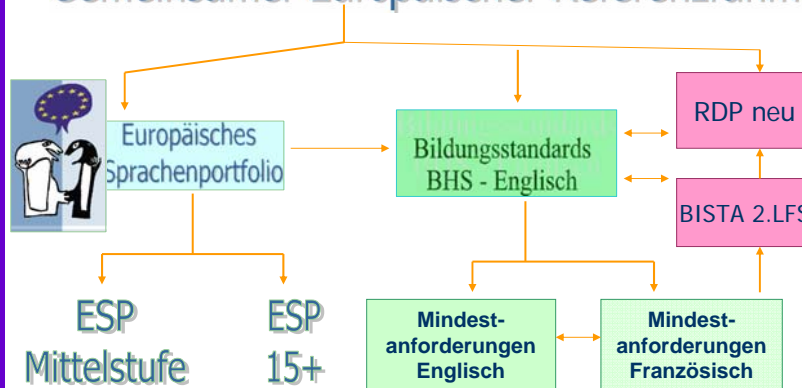
Competence-Based Learning and Teaching



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Gemeinsamer Europäischer Referenzrahmen



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26

Role of the Standards-Related Tasks

- Illustrating the descriptors
- Making the levels easier to grasp
- Designed in order to be used for teaching and as prototypes for task design
- Not to be used for testing purposes
- Accessible on website

<http://www.bildungsstandards.berufsbildendeschulen.at>

27

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Sample Task

Descriptor:

Can explain the **advantages** and **disadvantages** of various **options** and interrelate them when dealing with subjects or problems related to his/her field of interest or professional field. Can **put forward a point of view** convincingly.

28

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Sample Task

Imagine the **company** you work for is thinking about establishing an **online ordering service** on an international basis. Your boss has asked you to give a **short introductory presentation** at an internal meeting of department heads, in which you should talk about some **general advantages** and **disadvantages** of traditional and online shopping.

As a preparation for your talk, read the extracts of an article printed in Newsweek, then try to find as many good arguments/pros and cons as you can and put them into a sequence for the presentation. You should use at least some of the content as illustrating examples for your arguments. In addition, be prepared to state your personal opinion/preferences on the matter.

29

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Standards and Education

- Standards only cover **part of the curriculum** i.e. part of the educational objectives
- Standards **cannot and should not cover** the whole **educational process** an individual goes through
- Reaching the standards **does not guarantee** meeting all educational objectives
- The challenge posed is addressing the **potential** and **interests** of the **individual learner** and meeting the need for **comparability** of **qualifications** and **competences** at the same time

30

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Standards und Education

Learning process of the individual
Learner autonomy



Comparability of
qualifications und competences

31

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Standards and Assessment

- Educational standards are primarily instruments used to promote organisational, structural and personal development
- Basis for the transparent and binding description of educational objectives (together with curricula)
- Basis for the development of valid instruments and methods of evaluation, assessment and qualification

32

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Thank you for your
attention.

Any questions?

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33

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(Definition citizenship: not accessible any more)

34

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