**CEFR Companion Volume implementation toolbox**

Video scripts for “How to make the best use of the VITbox resources”

This is the script of the videos in the module explaining how the VITbox resources can be used. The scripts follow the order of the videos, with an introduction that summarises the topic for those who are interested in becoming familiar with it but do not wish to go any further, and additional sections that look at the different aspects in more detail.

# Video 1. How to make the best use of the VITbox resources: an introduction

## Slide 1

This module explains how to make the best use of the VITbox resources. It explains how you can use them as they are and adapt them, and how they can be beneficial for teacher education and professional development activities.

## Slide 2

All resources can be found on the VITbox website in the “CEFR Companion Volume implementation toolbox”.

## Slide 3

The resources are structured in eight different sections. By clicking on one of the titles, users can access the individual modules.

## Slide 4

The VITbox resources offer a toolbox that helps to implement the aspects laid out in the CEFR Companion Volume published by the Council of Europe in its final version in 2020. They cover the aspects of the CEFR Companion Volume that are relevant in language teaching, learning and assessment at university and in vocational training.

The VITbox website offers resources on the following topics:

1. Aims and objectives of the VITbox project
2. Innovative aspects
	* Innovative aspects of the CEFR Companion Volume
	* How to make the best use of the VITbox resources
3. The action-oriented approach and the learner as a social agent
4. The four modes of communication and the four language skills
5. Interaction
	* Written interaction
	* Online Interaction
6. Mediation
	* Introduction to mediation
	* Mediating concepts
	* Mediation strategies
7. Plurilingual and pluricultural aspects
8. Constructive alignment

## Slide 5

Each module offers a whole range of materials. Users will find:

* Videos, this is, recorded PowerPoints in MP4 format
* but also the recorded PowerPoints in PPTX format – to allow teacher educators to adapt them to their needs
* PowerPoints without voice-over
* Checklists
* additional Word and PowerPoint files, for example texts for further reading, tasks for use in the classroom, tasks for teacher education purposes or professional development activities, templates
* as well as PDF files providing examples from professional development programmes.

## Slide 6

Let us now look at an example:

If we go to the module on the Action-oriented approach, we will find on the left a series of videos. Below each video, users can find and download the PowerPoint without voice-over and the recorded PowerPoint with the audio files. At the end, you will find a link to the script of all videos of this module.

On the right, users have access to resources they can use in teacher education or in professional development. These can be reflection sheets, templates, checklists, sample classroom tasks or sample professional development activities etc.

The videos are available on YouTube. All other files can be downloaded, used as they are and in all cases (except for PDF files) adapted to the needs of the teacher educator or language teacher.

## Slide 7

This slide shows the lower part on the front page of the module on the Action-oriented approach, where users can find a second video, and then the script of all videos mentioned above.

## Slide 8

But how can you use the VITbox resources:

Teacher educators can use the resources as they are without making any changes to the documents. They may adapt and modify them according to their individual needs. They can also do both; that is, use some files without alterations and adapt others to correspond to their needs and the needs of the target group. Teacher educators can also use files or certain elements from different modules, put them together in a new folder, and thus create their own materials. They can, for example, take individual slides from different modules, put them together in a new PowerPoint, add their own ideas and thus create their new PowerPoint; this is, for example, useful when teacher educators have only limited time in a workshop but would like to address different aspects of the CEFR Companion Volume. Finally, teacher educators are welcome to develop their own documents, for example if they think that an aspect relevant in their context is missing or not covered in enough detail as their target group is not familiar with it.

## Slide 9

To summarise, teacher educators can pick and choose from the resources, and select what they need and what is useful in their context and for their specific target group, they can adapt and modify the documents, and create their own materials.

## Slide 10

Let us now have a look at how users may choose from the resources available.

If a teacher educator wants to make teacher trainees or new teachers in the team aware of the innovative aspects of the CEFR Companion Volume in a workshop or seminar, this person might use resources from the module presenting the “Innovative aspects of the CEFR Companion Volume”. Here the teacher educator can use all documents available or select the ones relevant.

## Slide 11

If, for example in a follow-up, this teacher educator wants to address the aspects he or she considers important to be covered in more detail, he or she may use resources from different modules of the VITbox resources, for example, elements from the module on the “Action-oriented approach and the learner as a social agent”, on “Mediation” and on “Plurilingual and pluricultural approaches”, as he or she considers these the three most important innovative aspects of the CEFR Companion Volume, relevant to his or her target group and their needs.

## Slide 12

As the teacher educator wants to address these three different aspects of the Companion Volume in one single workshop, he or she will not be able to cover every topic in detail.

Looking at the module on the Action-oriented approach, the teacher educator may ask workshop participants to familiarise themselves with the topic by watching the introductory video prior to the workshop.

## Slide 13

In addition, or as an alternative, participants can be asked to watch the second video on the website which describes the action-oriented approach in more detail.

## Slide 14

In order to analyse the action-oriented approach in more depth in the seminar or workshop the teacher educator my use both, the video / PowerPoint and the reflection sheet available, as this can help to stimulate a more profound discussion on the action-oriented approach.

## Slide 15

For the hands-on part of the workshop, participants can be invited to develop a meaningful classroom or assessment task that complies with the principles of the action-oriented approach presented in the detailed video. The teacher educator can provide them with the task template available on the website. After having developed the task, they can use the checklist to make sure that their task fulfils the necessary criteria.

## Slide 16

Let us now look at how teacher educators can adapt the VITbox resources.

They can change the files, i.e. change the text; they can replace certain recordings or all recordings if they want to alter the audio text; they can add their own slides (or slides from other presentations), they can make their own recording; and finally create a new video.

## Slide 17

Let us go back to the module on the action-oriented approach and have a look at the video or PowerPoint explaining the concept in detail. If a teacher educator wants to give a PowerPoint presentation in the seminar room, he or she can download the unrecorded PowerPoint and adapt it to the needs of the specific target group.

## Slide 18

If the teacher educator, however, wants to alter the video, he or she can download the recorded PowerPoint with voice-over and replace or adapt the recordings.

## Slide 19

If the VITbox resources seem to be useful in your context, have a look at the different modules and choose the resources that are useful for your activities in teacher education and professional development programmes.

You can download the files that are of interest to you, and then adapt them to your individual needs and to the needs of your workshop or seminar participants.

The following videos and PowerPoints of this module explain in more detail how to use and how to adapt the VITbox resources.

## Slide 20

May I now invite you to have a look at the VITbox resources, and to use and adapt them to your needs. We hope that they will be useful in your contexts and help to familiarise colleagues, teachers or teacher trainees with the principles and resources available in the CEFR Companion Volume and on the Council of Europe’s CEFR website at:
<https://www.coe.int/en/web/common-european-framework-reference-languages>

# Video 2. How to use the VITbox files for professional development activities

## Slide 1

This video offers ideas on how to use the VITbox resources for professional development purposes, for seminars and workshops in teacher education that aim at familiarising teacher trainees and language teachers with the innovative aspects and with the concepts presented in the CEFR Companion Volume.

## Slide 2

The aim of such a workshop might be to train language teachers or teacher trainees to develop their own teaching and learning tasks or examination tasks. In this presentation we will address the aspect of developing an examination task as an example.

It is particularly meaningful to develop task-based examinations that follow an action-oriented approach as this might entail a positive washback effect on teaching and thus facilitate the implementation of the action-oriented approach – both in teaching and in assessment.

## Slide 3

In a workshop on the development of tasks for an examination that follows the action-oriented approach, a teacher educator will first provide the theoretical background. This can be done by providing e.g. an online video from the VITbox resources and asking participants to familiarise themselves with the concept presented in the video.

In a second phase the group will discuss the theoretical aspects, clarify open issues and reflect on the implementation of the approach in their specific contexts.

In step three, workshop or seminar participants will develop in small groups their own examination tasks. They will start by developing a meaningful scenario relevant to a possible group of learners, i.e. develop an overall task, and then develop build-up tasks addressing, for example, the different language skills.

They will then present their draft examination to the whole group and collect feedback.

In the final stage they will revise and adapt their examination.

The five steps are therefore as follows:

* Theoretical background: video input
* Discussion and reflection
* Hands-on activity
* Presentations and Feedback
* Revision

## Slide 4

For managing successfully a workshop or seminar the teacher educator can use the VITbox resources in the preparation phase, and carry out the following steps to put together the necessary resources for the workshop or seminar, assess them and finally revise them for a similar workshop in the future:

* Choosing useful VITbox files
* Adapting the files
* Creating additional resources
* Using the files
* Collecting feedback
* Revising the resources

## Slide 5

In this presentation we will focus on two of these steps, i.e.:

* Choosing useful VITbox files
* Adapting the files
* Creating additional resources
* Using the files
* Collecting feedback
* Revising the resources

In an additional video we will provide ideas on how to adapt the VITbox files and how to create additional resources.

## Slide 6

As, in our example, the focus of the teacher education workshop is on developing a task-based examination where the workshop participants apply the action-oriented approach, the VITbox module on the “Action-oriented approach and the learner as a social agent” can be used in preparation of the workshop.

## Slide 7

As the main focus of the workshop is on the action-oriented approach, the teacher educator might not want to use the introductory video as it provides only a rather general overview of the topic. Instead he or she might use the video presenting the action-oriented approach in detail to cover the key principles of the action-oriented approach and make sure that workshop participants understand the approach correctly. He or she may then also use the task template and the checklist.

## Slide 8

The video provides the theoretical background. The teacher educator can ask workshop participants to watch the video prior to the workshop allowing the group to start the workshop activities well prepared, with all participants being familiar with the key principles of the action-oriented approach at the start of the workshop.

In addition, the teacher educator may invite workshop participants to read Chapter 2 of the CEFR Companion Volume, entitled “Key aspects of the CEFR for teaching and learning” (Council of Europe 2020: 27-45).

By doing so, workshop participants will familiarise themselves with theoretical aspects prior to the workshop. During the workshop the group can then briefly summarise these theoretical aspects and discuss open questions. This guarantees a well prepared start into the workshop activities, and allows participants to have enough time for discussion and reflection but also for the more creative hands-on workshop activities.

## Slide 9

If the format does not allow for pre-workshop activities, the teacher educator might use the PowerPoint without audio recordings and present the key principles, i.e. theoretical aspects of the action-oriented approach, during the workshop. In the second part of the workshop, workshop participants will then discuss open questions before starting the hands-on activities.

## Slide 10

In both cases, the reflection sheet available on the VITbox website can help to initiate and guide the discussions and to deepen the understanding of the action-oriented approach as workshop participants might come up with different ideas concerning this approach and want to discuss them with their peers and the teacher educator running the workshop.

## Slide 11

When it comes to the hands-on activities of the workshop, the participants will develop their examination, that is an overall task describing the scenario, and the different (build-up) tasks for the different parts of the examination; for example, the parts addressing the four different language skills. Workshop participants can use the task template, which lists the key elements of a good scenario. They can describe their task in more detail using a template for classroom tasks, and once they have finished their draft, they may use the checklist to make sure that all aspects have been addressed.

## Slide 12

After the groupwork workshop participants will present their draft tasks to the entire group, they will get peer and expert feedback, which will allow them to revise their draft and finalise the examination and the different tasks.

On the right, you can see the outcome of group work done during a workshop in January 2024.

## Slide 13

After the workshop, the teacher educator will collect feedback on the workshop and on the workshop materials, and will then revise the documents for future professional development activities.

## Slide 14

In another VITbox video you will find ideas on how to adapt the VITbox files in preparation of a professional development workshop or a teacher education seminar, and how to create additional resources suitable in your context.

## Slide 15

So the next steps in preparation of a workshop are:

* adapting the VITbox files
* creating additional resources
* creating your own files and resources

## Slide 16

References:

Here are the links to the resources mentioned in this presentation:

Council of Europe. 2020. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion volume*. Strasbourg: Council of Europe Publishing. Available at:
<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

VITbox module on the “Action-oriented approach and the learner as a social agent”; available at:
<https://www.ecml.at/ECML-Programme/Programme2020-2023/CEFRCompanionVolumeimplementationtoolbox/Socialagent/tabid/5788/language/en-GB/Default.aspx>

# Video 3. How to adapt the VITbox files and create your own materials

## Slide 1

This video explains how users can adapt the VITbox files to their individual needs and how they can create their own materials for use in teacher education and professional development.

## Slide 2

In a previous video we presented the six steps a teacher educator may follow when preparing and running a workshop. We also explained that a teacher educator can choose only certain files from the VITbox resources database and use them in professional development contexts. In this PowerPoint we will now look at how teacher educators can adapt VITbox files and create their own resources.

## Slide 3

When it comes to adapting VITbox resources taken from a specific module teacher educators can change the text, for example on the slides of a PowerPoint; they can replace certain audio texts by their own recordings; they can delete and add slides; and then make their own recording. This way they create their own new video and can use it in their individual professional development contexts.

If teacher educators want to produce new material, they can, for example, use elements from different VITbox modules, put them together in a new PowerPoint, add additional elements or slides, then re-record audio texts (if necessary) and finally create a new video.

Of course, teacher educators might as well create a completely new PowerPoint and video on a topic that is not addressed by the VITbox modules, and use this new resource for professional development purposes.

## Slide 4

Let us go back to the preparation of a workshop on task development that we discussed in previous VITbox videos of this module, i.e. preparing a workshop that aims at familiarising future teachers with the development of a task-based examination, applying the action-oriented approach.

## Slide 5

So, we go back to the VITbox module on the “Action-oriented approach and the learner as a social agent” on the VITbox website.

## Slide 6

Again, the teacher educator planning the workshop, does not want to use the introductory video, but the video explaining the action-oriented approach in more detail, and then also the task template and the checklist.

The task template and the checklist are Word files, and can therefore be adapted easily, i.e. by downloading them and changing them in Microsoft Word.

## Slide 7

In our case, the teacher educator would, however, like to make changes to the video, i.e. the recorded PowerPoint. He or she therefore needs to download the PowerPoint presentation with audio.

## Slide 8

If the teacher educator wants to shorten the PowerPoint, as he or she considers certain aspects less important, he or she can simply delete slides, and then make a new video.

In this case, it is however important to make sure that the audio transition between the previous slide and the next slide that now follows still makes sense. If not, the recording needs to be adapted.

## Slide 9

If the teacher educator would like to make changes, he or she needs to adjust the respective slides.

Let us take an example: If the teacher educator considers this graph presenting the cycle of interrelated teaching and learning activities as too complex, he or she can change the graph and the entire slide.

## Slide 10

Instead of using this rather complex graph, he or she might want to present the same idea in a more linear way of visualisation.

He or she might go back to an earlier slide of the presentation, take the graph representing the learner as a social agent who carries out a classroom activity…

## Slide 11

... and then add the same graph to represent the next activity, i.e. activity 2, and adding arrows to indicate that there will be a third activity or a series of more activities. This way, the teacher educator can visualise the same idea in a different way, which he or she considers easier to understand.

## Slide 12

As a next step, the teacher educator needs to record or re-record the slide with his or her own text.

## Slide 13

When the recording of the new audio text has been completed, the new audio file will appear on the slide: see the icon at the bottom right.

## Slide 14

Once the recording of all new audio files on the various slides of the PowerPoint has been completed the teacher educator can create his or her new video.

## Slide 15

And then the new video is ready for use in a professional development programme.

## Slide 16

We have now seen how users can change individual slides and files, and will now look at how users can prepare their own materials using elements from different VITbox modules.

Let’s say, a trainer wants to address the concept of mediation in language teaching during his or her workshop. He or she might want to contextualise the aspect of mediation by first introducing the CEFR Companion Volume, i.e. briefly summarising the innovative aspects of the Companion Volume, then provide a short overview of the four modes of communication as language teachers or teacher trainees might not yet be familiar with these four modes, then address the aspect of mediation in language teaching and learning in more detail, and finally provide ideas on how to assess mediation skills.

## Slide 17

For the introduction he or she can, for example, use two slides from the introductory VITbox PowerPoint that shows the innovative aspects of the Companion Volume, for example slides 3 and 4.

## Slide 18

To provide some information on the four modes of communication, the trainer can go back to the introductory PowerPoint of the VITbox module explaining the concept of the four modes of communication. Depending on how detailed the topic should be addressed, slide 3 might be sufficient, but he or she might want to provide a bit more information and also use slide 2, and/or add slides 4 and 5, or slides 6 to 9, all taken from the introductory video on the four modes of communication from the VITbox website.

## Slide 19

We now come to the aspect of mediation, the main topic of the workshop under development.

* The teacher educator might want to use the introductory PowerPoint presenting the concept of mediation, i.e. the entire video.
* Or he or she prefers to shorten it and select only the slides he or she considers relevant.
* He or she can also add slides from other VITbox PowerPoint presentations addressing the concept of mediation, or add his or her own slides on the topic.

## Slide 20

As far as assessment is concerned, there is no specific VITbox module on this topic, but the aspect is addressed in the module on Constructive alignment, for example in the introductory PowerPoint on constructive alignment, in the PowerPoint on designing tasks and in the PowerPoint on designing rating scales.

This last PowerPoint on designing rating scales might be particularly fruitful as it requires teachers to work with the illustrative descriptors of the CEFR Companion Volume, and they therefore need to analyse and use the descriptors on mediation.

## Slide 21

In order to complete the resources for the professional development workshop in question the teacher educator puts the selected slides together and chooses the order suitable for the context. He or she can also add additional slides.

The teacher educator can then use this newly assembled PowerPoint for the workshop, or record audio files, create a new video and use it as a preparation task for the workshop participants prior to the workshop itself.

## Slide 22

On the VITbox website you will find a PDF file that shows how different slides from a variety of VITbox modules have been put together and used in a professional development workshop that Julia Zabala Delgado ran for language teachers at the Language Centre of Masaryk University in Brno in 2022.

## Slide 23

The preparatory work of planning a professional development workshop has now been completed. And the teacher educator has all the resources prepared to implement an action-oriented approach or, in our case, more specifically the concept of mediation in language teaching, learning and assessment. He or she now needs to run the workshop, using the newly assembled and newly created files, collect feedback, both on the workshop and on the files, and revise the resources in preparation of a similar workshop in the future or of a follow-up meeting with the workshop participants.