ТЕОРІЯ ТА МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ У ВИЩІЙ ТА СЕРЕДНІЙ ШКОЛАХ

KARIN VOGT (Germany),
VIKTORIIA OSIDAK (Ukraine),
OLGA KVASOVA (Ukraine)

ORCID: *0000-0001-6019-2655*
ORCID: 0000-0003-2058-5547
ORCID: 0000-0002-1479-0811

UNDERSTANDING UKRAINIAN UNIVERSITY TEACHER'S FAMILIARITY WITH THE CEFR/CV: ESTABLISHING UNIVERSITY TEACHER'S PROFILE IN A LOCAL CONTEXT

Abstract

The article reports on the preliminary findings regarding Ukrainian university teachers' familiarity, knowledge and experience in the use of the CEFR/CV as well as teachers' perceived training needs in order to master the documents. The data were collected via a structured questionnaire among 52 university teachers from Ukrainian universities. Descriptive statistics was used to interpret the data. The results indicated teachers' high level of familiarity with the documents and their awareness of the significance of the CEFR/CV for promotion standard, equity and transparency in learning, teaching and assessment. Also, the university teachers claimed to use the CEFR/CV in various contexts: to develop syllabi, tests, exams, and teaching materials. The findings showed that the documents are also recognised as tools for developing students' self-directed learning. However, the respondents of the study voiced the need for further professional training in every CEFR/CV-related area offered in the questionnaire. Moreover, the data reported some inconsistencies in responses, which might be the result that most teachers familiarised themselves with the document independently and only partially. These findings led the authors to the conclusion that a comprehensive course on the CEFR/CV conducted by experts in the field is necessary.

Key words*: the CEFR/CV, teachers' literacy, experience in the use, Ukrainian universities, teacher`s profile.*

Introduction

The Common European Framework of Reference (the CEFR), published in 2001, has been recognized as a sound comprehensive basis for the mutual recognition of language qualifications and as a reference framework that helps learners, teachers, course designers, examining bodies and educational administrators to provide a transparent, universally understandable and comprehensive view on language teaching, learning and assessment (Çağataya & Gürocak, 2016; Little, 2012; Nagai et al., 2020; Sülü, & Kır, 2014; Cambridge ESOL Examinations, 2011).

The introduction of the CEFR (2001) has triggered many professionals to apply the framework in a variety of classroom and assessment contexts. The framework has been used to match curriculum and learning outcomes; to align tests and examination criteria to the CEFR; to raise students' self-awareness about their progress and help them with self-directed learning; to select and develop teaching materials etc. (Little, 2012; Nagai et al., 2020). The Companion Volume (2020) to the CEFR (CEFR/CV) has addressed current areas of language teaching pedagogy and introduced new perspectives of language education, in particular, descriptor scales for new areas such as mediation and plurilingual and pluricultural competences (Council of Europe, 2020).

Many countries all over the world have used the CEFR with the hope to bring about the change for improvement and to enhance language education (Alas & Liiv, 2014; Alih et al., 2020; Fleckerstein et al. 2018; Levy, 2020; Ngo, 2017; Sülü & Kır, 2014). The document was primarily envisaged to 'synchronize the language teaching, learning and assessment' (Fulcher, 2004). However, for many years the CEFR has been mainly associated with standards-based assessment alone, that in many ways has outshadowed its initial purpose (Fulcher, 2010). As

the result, the limited knowledge on the CEFR philosophy and its uses has been identified as a reason for its weak or insufficient implementation in teaching and assessment for learning (Alas & Liiv, 2014; Alih et al., 2020; Leucht, 2012; Nagai et al., 2020; Nikolaeva, 2019; Sülü & Kır, 2014). Thus, understanding teachers' degree of literacy with the CEFR, their beliefs about and knowledge of the document are important in order to reform existing educational policies and local teaching/ assessment practices in language learning programmes. This article includes a conceptual discussion of the role of the CEFR/CV in language teaching and assessment in Ukraine including aligning teaching materials/textbooks, tests and examinations, syllabuses and courses to the CEFR/CV; implementing an action-oriented approach; using criteria for self- and peer-assessment. The purpose of the paper is to conduct an empirical investigation into Ukrainian university teachers' familiarity, experience and perceived training needs. The results and discussion might be considered to present a generalised Ukrainian university teacher CEFR/CV profile and the understanding of the CEFR / CV-related training needs.

Literature review
The CEFR/ CV in language teaching and learning

In educational contexts, the CEFR/CV (2001/2020) documents pursue several objectives (Fleckenstein et al., 2018; Little, 2012; Nagai et.al., 2020; North, 2020). They are useful in helping teachers share a common understanding about their learners' level across educational institutions as they declare a common quality reference for language proficiency. The documents may also be utilized to help teachers develop their syllabuses or curriculum and decide on the selection of teaching materials, as they provide a ready-made set of objectives for a language class through outlining detailed communicative purposes for each level (pre-A1, A1, A2, B1, B2, C1, C2). Regarding language assessment, the CEFR is most often linked with standardized testing and assessment, as the document is often drawn upon to identify the language scope of a testee (Fulcher, 2010). In this regard the research indicated e.g. by Fleckenstein et. al.

(2018) that CEFR-based judgments lead to more accurate estimations of language proficiency between students in a class. Moreover, the general 'action-oriented' approach of the CV in particular advocates teaching methodologies and learning practices (Piccardo & North, 2019). This approach suggests that the teaching methods meet learners' communicative needs and promote learner autonomy through self-directed learning, self-reflection and self-management (Little, 2012). Besides, an action-oriented approach also involves needs analysis in order to implement key principles of the Council of Europe which view a language user as an active agent who mobilize their resources to accomplish tasks (CEFR/CV, 2001/2020).

Research on teachers' familiarity with and perception of the CERF/CV.

Teachers play a vital role in the implementation of the CEFR/CV principles and objectives in the (foreign) language classroom (2001/2020). That's why teachers' familiarity with the documents and their ability to utilize the document in teaching, learning and assessment is essential. Yet Díez-Bedmar and Byram (2018) demonstrate that teachers either are not familiar with the document in its full scope, lack understanding of its philosophy and skills how to introduce goals of the document in language teaching or have reservations concerning its effectiveness . For example, Sülü and Kır (2014) reported that even though the majority of the Turkey-based teachers who participated in their study were familiar with the document, they neither implemented an action-oriented approach to teaching, introduced practices that promote students' autonomy nor gave equal focus to all language skills. Another qualitative study which aimed at gauging seven Malaysian English language teachers' knowledge and beliefs on the CEFR, reported overall teachers' familiarity with the philosophy and the teaching methodology of the CEFR-based syllabus (Alih et al., 2020). At the same time, the teachers reported that they were inexperienced in the application of the communicative method in practice. Also, the teachers voiced a general agreement that they needed assistance through pre-service and in-service training to become confident CEFR users.

Similar results were reported by Çağataya and Gürocak (2016), who investigated Turkish private and state university teachers' familiarity and experience with the CEFR. The findings indicated that both state and private university teachers were aware of the importance of the CEFR in developing curricula. However, a significant difference in CEFR-based teaching experience was reported between the two cohorts of teachers, which was due to the CEFR-based training that the private university teachers had received. Moreover, both cohorts stated the need for consistent pre-service and in-service training that educate teachers on CEFR-based objective setting, materials development and evaluation. Research by Fleckerstein, Köller, and Leucht (2018), who investigated differences in the accuracy of judgements based on the CEFR descriptors and conventional grading, evidenced that CEFR-based judgements of teachers were more accurate than the judgements of the teachers who used conventional grading which is established on teachers' perception of their students' language level. This finding is especially important for the countries where admission to university is based on the final English grades received at school.

Ample research on the CEFR pertained to the development of the CV (2020). The CEFR/CV is the result of the CEFR evolution that presents the CEFR updates and extends in the light of developments in the field of teaching, learning and assessment (North, 2020). Apart from expanding and promoting the key messages of the CEFR for learning and teaching such as an action-oriented approach, mediation and plurilingualism, the CV (2020) also addresses the areas that were criticized as being neglected in the main document. For example, it clarifies the existing descriptors and adds newly developed ones (Pre-A1); outlines the repertoire of the learner as a social agent in an action-oriented teaching and learning that can inspire more integrated, richer, collaborative classroom tasks (North, 2020). Also, the CV encourages the promotion of cross-linguistic mediation and plurilingual/pluricultural competence. Thus, the CV is a comprehensive tool that brings amendments to the CEFR-related gaps that received most criticism from researchers and practitioners[1]. Also,

the CV attempts to embrace current pedagogical perspectives. At the same time, little research has been done on the CV implementation in teaching and assessment. According to Levy (2020), there are no conclusive findings yet to evidence an accurate adaptation of an action-oriented approach in the classroom. Besides, the researcher pointed out to the gap in the degree of familiarity with and expertise in the use of the CEFR/CV between assessment experts and teachers in the classroom.

The CEFR/CV in the Ukrainian educational system

Like many other European countries, Ukraine has adopted the CEFR in order to bring about change in its educational system and to align its language education to an international level (Nikolaeva, 2019). The levels of language proficiency have been adopted in order to determine language proficiency students are supposed to attain at all educational levels: primary, basic secondary and profession oriented secondary and tertiary (Language education policy profile, 2008-2011; Nikolayeva, 2019; New Ukrainian school, 2016). Also, the language proficiency levels were recorded in the FL National Curriculum in English for students of linguistic specialties (Nikolayeva, 2001). Moreover, the CEFR-based principles have been reflected in local syllabuses and programme descriptions as the document has been viewed to be a useful instrument to define principles, approaches, aims, content, objectives, methodology, selection of relevant materials, learning objectives, language proficiency levels, etc. (Nikolayeva, 2019). However, literature analysis on the implementation of the CEFR into Ukrainian contexts (Dexter, 2019; Kvasova and Kavytska, 2014; Kvasova et al., 2019; Nikolayeva, 2019) revealed that there might be the need for more rigorous CEFR-related training of academics and practitioners. The results of a study among 67 Ukrainian university professors carried out in 2010 demonstrated that only 19.4% of them were familiar with CEFR-related publications and lacked experience in aligning locally developed tests and exams to the CEFR (Nikolayeva, 2019). Little improvement was reported in 2012 with 28% of the professors being familiar with the document (ibid.). The same study also showed that Ukrainian academics had zero experience in designing CEFR-based ex-

---

[1] Some areas of criticism, however, have still not been addressed in the CV (see an overview in Vogt & Quetz, 2021).

ams (ibid.). According to other research findings (Dexter, 2019; Kvasova & Kavytska, 2014; Kvasova et al., 2019), general concerns for Ukrainian educational systems at tertiary level are an intuitive approach to assessment and absence of assessment criteria; learning-oriented assessment practices (Turner & Purpura, 2016) are not commonly employed to foster learning; the lack in student-centered practices in teaching overall and the lack of methods employing assessment for learning in particular. Also, a study conducted in 2018 among professors from 15 countries including Ukraine reported a low level of familiarity with CV 2018 (Nilolayeva, 2019). No research, to our knowledge, has been done yet to establish the level of familiarity of Ukrainian university teachers with the CV 2020. According to Nikolaeva (2019), the results of the questionnaire survey demonstrated the need for the participants' further training to use the updated version of the CEFR and other related materials.

Method

The main purpose of the study is to understand Ukrainian university teachers' degree of familiarity/ knowledge/ awareness with the CEFR/ CV. The study aims to achieve its objective through the following research questions:

RQ 1. What is Ukrainian university teachers' familiarity with the CEFR/CV?

RQ 2. What is Ukrainian university teachers' experience with the use of the CEFR/CV?

RQ 3. What are Ukrainian university teachers' training needs in mastering the CEFR/CV?

Study design

The current study adopted a quantitative method which is used to collect explicit numerical evidence within a certain context (Cresswell, 2003). Among the strategies of inquiry of a quantitative method a small-scale survey was employed. A questionnaire survey was chosen because it was hoped to yield general tendencies as results for the present sample of Ukrainian university teachers that could provide a starting point for further in-depth investigation.

Participants

A total of 52 foreign language teachers, representing different universities in Ukraine were invited to complete the questionnaire. Convenience sampling was used for the purpose of this study, which means that a researcher involves a cohort of people readily available for the study (Dörnyei, 2007). In this research the respondents were members of Ukrainian Association of Language Testing and Assessment who also received consistent training and upgrading in language testing and assessment, this is why they can be believed to be active and interested members of communities of practice in Ukrainian higher education institutions. The participants' bio-data can be seen in Table 1.

Table 1

The Respondents' (n=52) Biodata

Age				
23-28	29-36	37-45	45-55	<56
-	6 (11.5%)	27 (51.9%)	12 (23%)	7 (13.4%)
Teaching experience				
0-5	5-10	10-15	15-20	20-25
3 (5.8%)	5 (9.6%)	10 (19.2%)	16 (30.7%)	18 (34.6%)
Courses teachers teach				
General English	GE Grammar	GE Phonetics	ESP	EAP
42 (80.7%)	17 (32.6%)	7 (13.4%)	31 (59.6%)	20 (38.4%)
The level of teaching				
Bachelor	Master	PhD students	Postdoctoral stodents	International students
44 (84.6%)	34 (65.3%)	13 (25%)	9 (17.3%)	9 (17.3%)
Qualification				
Specialist	Master	PhD	DrSc	
3 (5.7%)	8 (15%)	40 (76.9%)	-	

As table 1 shows, the age of the respondents ranged from 29 to over 56, with the majority ranging from 37 to 45. Regarding qualifications, first it should be noted that seven levels with a junior specialist to be the lowest degree of higher education graduates and a Doctor – the highest scientific degree operate in Ukrainian higher education. In this study, 41 of the respondents held PhDs in English language education or Linguistics, eight had master's degrees; three held diplomas of Specialist. Their teaching experience in tertiary language education ranged from 5 to 25 years: 18 teachers reported to have taught for around 25 years; 16 teachers had around 20 years' experience; 10 teachers – around 15 years' experience; 5 teachers – 10 years' experience; 3 teacher-5 years' experience. The respondents were teaching a variety of courses: 36% of teachers taught General English (GE); 26% – ESP; 17% – EAP; 15% – GE grammar; and 6% – GE phonetics. Most of the teachers taught at Bachelor (41%) and Master (31%) levels, 12% of the participants taught PhD students and 8% post-doctoral and/or international students.

It can be concluded that the respondents in the survey have a high educational qualification and that they are very experienced university teachers.

Data Collection

A structured questionnaire was used to collect data to answer the research questions. The finalisation of the questionnaire was undertaken in four stages (Figure 1).

Fig. 1. Stages of Questionnaire Design

The questionnaire was developed by the authors of the article. The construct was inspired by Nagai et al. (2020) whose focus is to help teachers grasp key concepts, ideas and philosophy of the CEFR/CV and their implementation in learning, teaching and assessment. The questionnaire was piloted among 37 university teachers of foreign languages representing different universities of Ukraine. The pilot version of the questionnaire was then operationalised and adopted according to the comments reported by the teachers who participated in piloting. The finalised questionnaire included four sections that garnered the information about Ukrainian university teachers' familiarity with the CEFR/CV (section A); their experience in employing the CEFR/CV in their professional life (sections B, C, and D) and their training needs (section E, see Appendix 1).

Section A included three closed-response items aimed to explore tertiary teachers' familiarity with the CEFR/CV. The purpose of sections B, C and D was to obtain the information about varied teachers' skills of using CEFR/CV in teaching, development of teaching materials and assessment practices. Section B (questions 4, 5) inquired about teachers' professional activities that engaged them in using the CEFR/CV and included both closed-response items and open-ended questions. Open-ended questions 4b and 4c asked the teachers to specify the information about the courses and tests/ exams they used the CEFR for Section C (questions 6-9) aimed to investigate respondents' subjective perceptions of how teaching materials that they applied align with the CEFR/CV. Section D (questions 10, 11) focus on aligning self-constructed tests and self- and peer-assessment practices to the CEFR/CV. Section E established professional development needs of Ukrainin teachers at tertiary level in mastering the CEFR. The collected answers of this section were seen as subjectively perceived training needs. A 5-point Likert scale type was offered for the answers in sections B, C, D, and E. The application of a 5-point scale was prompted by research findings that suggest that a 5-point scale has been used to increase response rate and decrease respondents' level of frustration and confusion (Babakus & Mangold, 1992).

The general part of the questionnaire included age, their teaching experience at university; the courses and the level they teach at; and their qualifications (see Table 2).

The questionnaire was administered online, with all ethical aspects (anonymity, ability to withdraw from participation etc.) being complied with.

<div align="right">*Table 2*</div>

Questions Included in the Teachers' Questionnaire

Section	Question no.	Question content
Familiarity		
A	1	Familiarity with the CEFR (2001)
	2	Familiarity with the Companion Volume to the CEFR (2020)
	3	Specifying the familiarity with the CEFR/ CV
Establishing experience in the CEFR/ CV		
B: Aligning the CEFR/ CV and teaching	4: a, b, c	Specifying teaching/assessment practices for the use of the CEFR/CV
	5	The use of the CEFR/ CV in developing syllabus for the course
C: Aligning the CEFR/ CV and teaching material	6	Aligning teaching materials with the CEFR/ CV
	7	Aligning textbooks with the CEFR
	8	Identifying the complexity of activities of the textbook aligned with the CEFR
	9	The use of the CEFR/ CV while developing teaching materials and books
D: Aligning the CEFR/ CV and assessment	10	The use of the CEFR/ CV in creating tests/exams
	11	The use of the CEFR/ CV for conducting self- and peer-assessment
Professional development needs in mastering the CEFR/ CV		
E: Training needs	12	General expertise in CEFR/ CV usage
	13	Perceived confidence in performing the CEFR/ CV-related activities
	14	Perceived training needs to master the CEFR/CV
Personal data		
	15.1	Average age
	15.2	Teaching experience in universities
	15.3	Courses teachers teach
	15.4	Level of teaching
	15.5	Qualification

Data analysis

Descriptive statistics of the data (percentage, mean, standard deviation etc.) were calculated to interpret the findings collected through the questionnaire. In this chapter the findings are presented by tabulations of data by key questions – for example, showing the most frequent ways of familiarizing themselves with the CEFR/ CV as reported by the respondents in the study.

Results

For the purpose of this paper, namely, to get an overall picture about teachers' CEFR/CV

profile at tertiary level in the Ukrainian context, we explored the data of teachers' familiarity with the CEFR/CV, experience in the use of the CEFR/CV, and the perceived training needs in mastering the CEFR/CV. The results are presented along the three research questions.

Establishing familiarity with the CEFR/CV based on the closed responses.

Generally, teachers report a high level (80.8%) of familiarity with the CEFR (2001). These results are noticeably higher than in some European countries, for example in Germany and Estonia, where according to Leucht, Tiffin-Richards, Vock, Pant, and Köller (2012) and Alas and Liiv (2014), only a small percentage of the participants of the studies considered themselves familiar with the CEFR or had used it in assessment practice. In addition, the degree of Ukrainian university teachers' familiarity with the CEFR (2001) and its CV has significantly improved in the last decade (Nikolaeva, 2019).

In our study, the questionnaire findings indicated that most commonly teachers familiarized themselves with the CEFR independently (42.3%), or through some teacher training workshops/ programmes (38.5%). Surprisingly, though, 19.2% of teachers have only heard of the CEFR. A much lower percentage of the respondents (57.7%) reported their familiarity with the CV to the CEFR (2020): 32.7% of them

familiarized themselves independently and 25% through some training programme. 25% of the participants have only heard of the CEFR/CV and 17.3% have never heard of the document.

Figure 2 below specifies areas and the fields of the teachers' familiarity with the CEFR/CV. According to the data, the overall familiarity with the document is low, which is somewhat contradictory to the data received in question 1 (familiarity with the CEFR – 80.8%) and question 2 (familiarity with the CV – 57.7%). Only 44.2 % of the participants of the survey (23 teachers) are familiar with the philosophy of the CEFR/CV that stipulates an action-oriented approach to teaching and assessment. Even fewer respondents (40.4%) familiarized themselves mostly with the scales and descriptors. And 36.5% (19 teachers) checked the CEFR/CV-related concepts while reading other papers. Some teachers learnt about the document through participation in training and workshops: 32.7% (17 teachers) were involved in activities based on CEFR/CV descriptors during workshops; 28.8% took part in workshops on the CEFR/CV. 30.8% of the respondents read the whole document. The same number of teachers (30.8%) studied some parts of the document thoroughly and only a mere 15.4% of the respondent studied the whole CEFR/CV thoroughly.
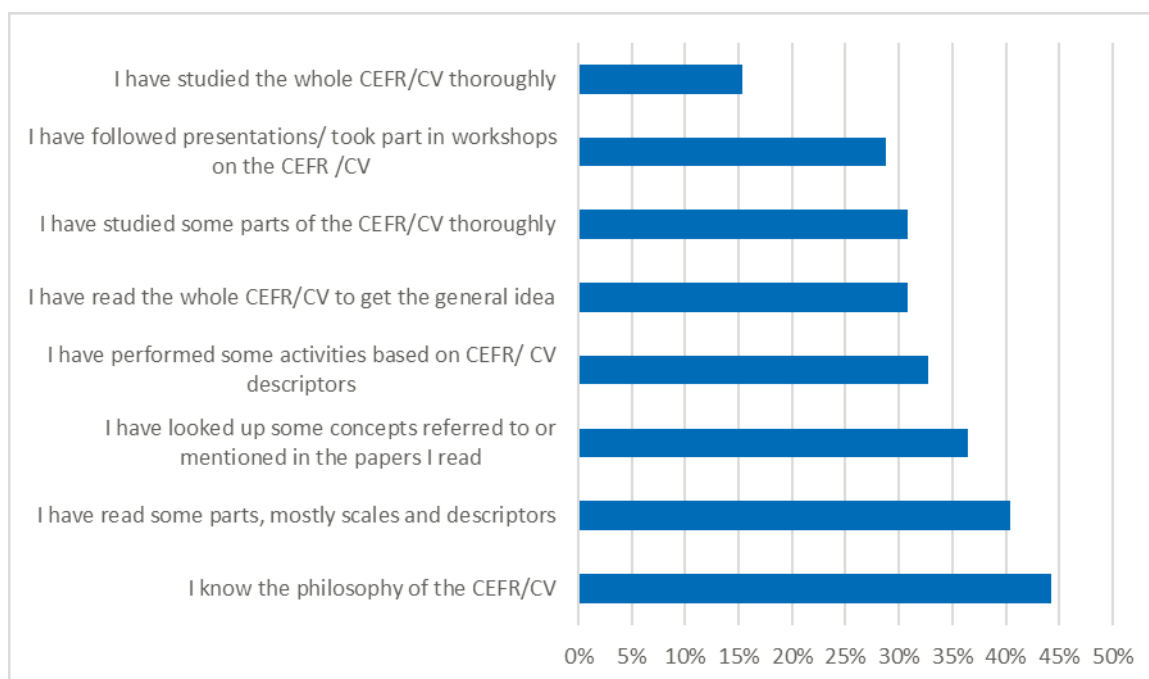

Fig. 2. *Teachers' Knowledge on the CEFR/CV (n=52)*

Figure 2 suggests low (> 50%) level of Ukrainian university teachers' familiarity with the CEFR/CV. Mostly, those teachers who are familiar with the document studied, read or looked up to only some of its parts. Besides, a mere third of the teachers familiarize themselves with the document under professional guidance during presentations or workshops. The results acquired might testify for the need of a further training with the CEFR and other related materials.

Establishing experience in the CEFR/CV indicated on a 5-point Likert scale.

All questions in sections B, C and D were grouped around how extensively teachers use the CEFR/CV in their everyday professional practices and explored teachers' experience in aligning the CEFR/CV and teaching, developing teaching material and assessment.

Aligning the CEFR/CV and teaching

Generally, teachers reported quite high levels (48-69%) of established experience in employing the CEFR/CV in designing syllabuses, courses, creating tests/exams etc. (question 4a). Most frequently teachers used the CEFR/CV for creating tests and exams (69%) and quite often for marking tests (61.5%), which, according to Alas and Liiv (2014), is obvious, at least for the Ukrainian context, '..as the CEFR is probably considered by the majority of teachers as a testing document' (p.12). Also, very often teachers reported to use the CEFR/CV for developing syllabuses (67.3%) and designing courses (65.4%). Other aspects of evaluation pertaining to teaching such as developing teaching materials (55.8%), using the CEFR/CV while undergoing professional development activities (50%), evaluating language learning needs (48.1%) or describing language policies, as well as doing self-assessment (46%) are represented slightly less compared to creating tests, marking and developing syllabuses and courses. It is surprising, though, that on average one fourth of the teachers rarely or never used the CEFR/CV.

The analysis of the responses to question 4b showed that out of 52 teachers 40 teachers (76.8%) developed courses based on the CEFR/CV. The range of these courses is impressively varied, e.g. English for Specific Purposes (ESP), grammar, general English, academic writing and rhetoric in communication in English, teaching English and teaching methodology, practical translation, etc. Most frequently the CEFR/CV was used to design courses in ESP (16 mentions (30.7%)), General or Practical English (10 mentions (19.2%)) and teaching English methodology (5 mentions (9.6%)). Moreover, the responses to question 5 demonstrated that 75% of the participants (39 teachers) found the CEFR/CV significant for developing a syllabus for a course: 69% of them often or very often used the document as a benchmark for developing syllabuses; 64% often or very often relied on the national CEFR-related curriculum and 60% relied on a selected CEFR/CV related textbook; and 64% of the respondents often or very often aligned the textbook objective with the CEFR/CV. Besides, roughly half of the respondents (53.8%) believed that they often had to include the objectives that reflect learners' real-life needs irrespective of the fact whether the syllabus is based on the CEFR/CV or not.

The data show that 35 teachers (67%) used the CEFR/CV for creating tests and exams which matched Fulcher's (2010) inference that the CEFR was mainly applied for standards-based assessment. Most often teachers reported the use of the CEFR/CV for developing summative tests at the end of the term or completion of the course for levels A1-B2. The document was also applied for high-stakes exams such as the final qualification exams for Bachelor students or entrance exams for Master students. Moreover, the CEFR/CV was utilized as a part of formative assessment of listening, speaking, writing and reading skills. Thus, an overall analysis of the information provided in question 4c showed that nearly three quarters of the participants used the CEFR/ CV while creating exams.

Aligning the CEFR/CV and teaching material

This part of the questionnaire (questions 6-9) primarily refers to teachers' skills to relate teaching material with the CEFR/CV. Four potential uses of the CEFR/CV with teaching materials were suggested in the questionnaire: 1) course evaluation; 2) textbook evaluation; 3) conceptual and language complexity of the tasks and activities evaluation 4) process of developing teaching material and textbooks.

A high confidence level can be detected among the participants of the study about their abilities to match the course objectives and tasks to real life language needs (question 6). 62% of the teachers claimed that the ability to evaluate course characteristics is a part of their daily teaching. Also, most of the participants agreed that the teaching materials applied align with the CEFR/CV. For example, 63% expressed a high level of agreement that objectives and the tasks of the course based on a textbook aligned with the CEFR/CV match all-real life needs of the learners. However, 23% of the teachers indicated that there are mismatches between the real-life needs of the learners and the course objectives and tasks. Furthermore, 59.6% of teachers also reported that only some of the real-life language needs of the learners matched the course objectives and tasks in the course based on a textbook aligned with the CEFR/CV; and only roughly 10% claimed the opposite. A further investigation based on qualitative data such as e.g. interviews that will encourage teachers to share evidence of mismatch in the course based on a textbook aligned with the CEFR/CV may be necessary.

The CEFR/CV is obviously one of the most important documents for the European language community that serves the objectives of improving language teaching and learning (Alas & Liiv, 2014; Çağataya & Gürocak, 2016). This opinion was unanimously shared by the teachers engaged in the study who made a point of choosing a textbook aligned with the CEFR/CV (question 7). 67% of the teachers also often or very often checked whether the book that claimed to be aligned with the CEFR/CV really covers the relevant skills and competences. Yet, 60% of teachers claimed that they often or very often evaluated whether the textbook matched their teaching philosophy rather than its alignment with the CEFR/CV. Again, the data is inconclusive as it is not obvious what is a more significant criterion in selecting a textbook for a Ukrainian English teacher at the tertiary level – it being aligned to the CEFR/CV or it matching one's professional beliefs or both. At the same time, a staggering 92.3% of respondents indicated that if the textbook is aligned to the CEFR/CV the conceptual and language complexity of the tasks and activities are relevant (question 8).

Regarding the teachers' experience in developing the teaching material and textbooks, the CEFR serves very frequently as a blueprint for developing teaching materials and textbooks. Thus, 78.8% of respondents compared teaching objectives with those set in textbooks and aligned with the CEFR; 66% of teachers often or very often compared their teaching objectives with the CEFR. Yet, an impressive 53% often or very often relied on their intuition and teaching experience rather than on the document and 39% claimed to do it sometimes.

Aligning the CEFR/CV and assessment

In this section the questionnaire items (questions 10 and 11) were concerned with the uses of the CEFR for designing tests and implementing self- and peer-assessment practices. Alas and Liiv (2014) stated that most teachers at all levels tend to primarily regard and use the CEFR as guidelines for conducting assessment and marking students' work. In a Ukrainian context, the CEFR is also viewed as a benchmark for assessment. The general practice is that Ukrainian teachers both design their own progress/achievement tests and use ready-made tests. In most cases, the participants of the study reported that they checked if the construct of the tests offered by the textbook matched the CEFR proficiency descriptors (59%); or they used ready-made tests that were aligned to the CEFR (54%). 57% of the teachers checked the relevance of the construct of self-made tests with the CEFR descriptors and scales and 51% compared self-designed tests with ready-made tests that were aligned to the CEFR. Yet, 26% of the participants of the study often or very often used tests offered by the textbook without questioning their alignment to the CEFR and as many as 43% of the teachers claimed that they often designed tests themselves, relying on teaching experience.

Another important finding of this section was that an impressive 62% of the teachers admitted that they often or very often modified the complexity of ready-made tests to the actual CEFR level of their students or test takers. This might be an indication that there is an understanding among the participants of the study that the document cannot be regarded as some normative document. Instead, the document should be modified and adapted in every local context (Cambridge ESOL Examinations, 2011).

Question 11 focused on how self- and peer-assessment practices of the respondents aligned to the CEFR. The teachers understood the importance of criteria for self- and peer-assessment to be efficient, as 75% of the respondents claimed that they always helped students identify some criteria and 46% never or rarely asked their students to rely on their impressions while conducting self or peer-assessment. The data also demonstrated that the CEFR-based can-do statements are much more often introduced and explained to students than 'I can do statements' from the European Language Portfolio (64% vs 49%). Also, 51% of the teachers found it necessary to tailor the CEFR-based can-do statements and 41% customized 'I can do statements' from the European Language Portfolio to their actual context and needs.

Professional development needs in mastering the CEFR/CV

This section presents the findings about the respondents' professional development needs in mastering the CEFR/CV, with items about the teachers' perceived level of their CEFR/CV proficiency (question 12); their perceived confidence in performing CEFR/CV-related activities; and questions about the teachers' perceived professional training needs in the CEFR/CV.

61% of the respondents expressed a high degree of confidence about themselves as CEFR/CV users. A proficiency level was claimed by 5 respondents (9.6%); 7 teachers (13.4%) perceived themselves confident users of the CEFR/CV and 20 teachers (38%) – quite confident. The other 38% of the teachers reported to be developing (30.4%) and beginning (7.6%) users. These results are consistent with the data of question 13 which indicated overall perceived confidence (69%) in performing most of the CEFR/CV-related activities offered in the question item. An impressive 82.8% believed themselves to be able to successfully distinguish between CEFR levels; 78.8 % – implement an action-oriented approach in their teaching. 75% of the teachers reported to successfully locate scales and descriptors; use the CEFR to align and develop materials; match tests offered in the textbooks to the CEFR levels and explain to students the purpose and use of the CEFR. Respondents expressed a slightly lower level of confidence in their ability to match activities offered in textbooks to the CEFR levels (67%), adapt CEFR descriptors to local needs (65%), or align self-constructed tests to the CEFR (59.6%). The teachers' confidence only dropped a little when asked about their ability to perform CV-related activities – to apply descriptor scales for mediation, plurilingualism and pluriculturalism in their teaching with roughly half (55.7% and 51.9%) of the teachers claiming to be able to perform these activities successfully.

Table 3

The Results of Question 13 Gauging Teachers' Confidence of Performing the CEFR/CV-related Activities

Question 13	n=52				
I feel confident when…	Strongly agree	Agree	Neither agree nor disagree	Dis-agreer	Strongly disagree
applying an action-oriented approach in my teaching.	8 (15.3%)	33 (63.5%)	8 (15.3%)	3 (5.8%)	0
locating scales/descriptors in the CEFR when needed.	9 (17.3%)	30 (57.7%)	10 (19.2%)	3 (5.8%)	0
using information from the CEFR to align/develop materials.	9 (17.3%)	30 (57.7%)	10 (19.2%)	3 (5.8%)	
matching students' language proficiency with the CEFR levels.	12 (23.1%)	31 (59.6%)	6 (11.5%)	3 (5.8%)	
matching activities offered in textbooks with the CEFR levels.	10 (19.2%)	25 (48%)	11 (21.2%)	6 (11.5%)	

Continuation of the table 3

matching tests offered in textbooks/ exams preparation booklets with the CEFR levels.	10 (19.2%)	29 (55.7%)	9 (17.3%)	4 (7.7%)	
adapting CEFR descriptors to local needs.	8 (15.3%)	26 (50%)	16 (30.1%)	2 (3.8%)	
aligning self-constructed tests to the CEFR.	5 (9.6%)	26 (50%)	17 (32.7%)	4 (7.7%)	
applying descriptors scales for pluri-lingualism and pluriculturalism in my teaching.	7 (13.5%)	20 (38.5%)	17 (32.7%)	4 (7.7%)	4 (7.7%)
applying descriptors scales for me-diation in my teaching.	7 (13.5%)	22 (42.3%)	16 (30.1%)	4 (7.7%)	3 (5.8%)
explaining to students the purpose and use of the CEFR/CV.	14 (26.9%)	25 (48%)	8 (15.3%)	3 (5.8%)	2 (3.8%)

The final question (question 14) concerning CEFR/CV training needs demonstrated that despite self-reported high levels of confidence to perform in CEFR/CV-related activities, the teachers likewise expressed the need for further training. There is a large number of the respondents who indicated an almost equal need for every sort of training: 89% expressed the wish to be able to contextualize 'can-do-statements' to enhance students' self-assessment and reflection skills; 88% – to teach students to understand their progress; 85% – to tailor the CEFR recommendations to the local context; 82% – to fit teachers' assessment to the CEFR/CV philosophy; 82% – to evaluate self-developed syllabuses and assessments, linking them to the CEFR/CV; 81% – to develop the CEFR-linked assessment; 79% – to navigate the CEFR efficiently to find relevant information; 75% – to apply the CEFR to teachers' teaching and assessment; 75% – to develop CEFR-linked syllabuses; 73% – to get a clear understanding of the CEFR philosophy, including an action-oriented approach (Figure 3).

In terms of most pressing training needs, the data of question 13 yielded top three areas of concern. The teachers expressed the least degree of confidence about 1) aligning self-constructed tests to the CEFR/ CV; 2) applying descriptor scales for mediation in their teaching; 3) applying descriptor scales for plurilingualism and pluriculturalism in their teaching. However, as Figure 3 shows the teachers would like to receive professional training in all kinds of areas mentioned in the questionnaire.

Discussion

The present research has added to a growing body of the CEFR – studies by providing insights into a Ukrainian university teacher CEFR/CV profile and their CEFR/CV-related training needs. The respondents of the questionnaire who were university teachers and in their majority were PhD and Master degree holders reported a high degree of familiarity and expertise in the use of the CEFR/CV in their professional life for variety of purposes. Thus, the study confirmed a significant influence of the document in the EFL classroom in Ukrainian higher education institutions.

The findings of the questionnaire seem to indicate that in its majority Ukrainian teachers' level of familiarity with the CEFR/CV is obviously above average. The teachers found the document to be a useful instrument for the elaboration of language syllabuses for a wide range of language courses, designing tests and examinations and for developing teaching material and textbooks. Similar findings were reported by Alih et al. (2020) study who gauged Malaysian school teachers' engagement in the development of CEFR-related teaching materials. Contrary to the findings in this study, all informants in Alih et al. (2020) indicated that the safest way to align teaching with the framework was to use a CEFR-based textbook, which was approved by the Ministry of Education. Workload and time pressure made Malaysian teachers reluctant to em-
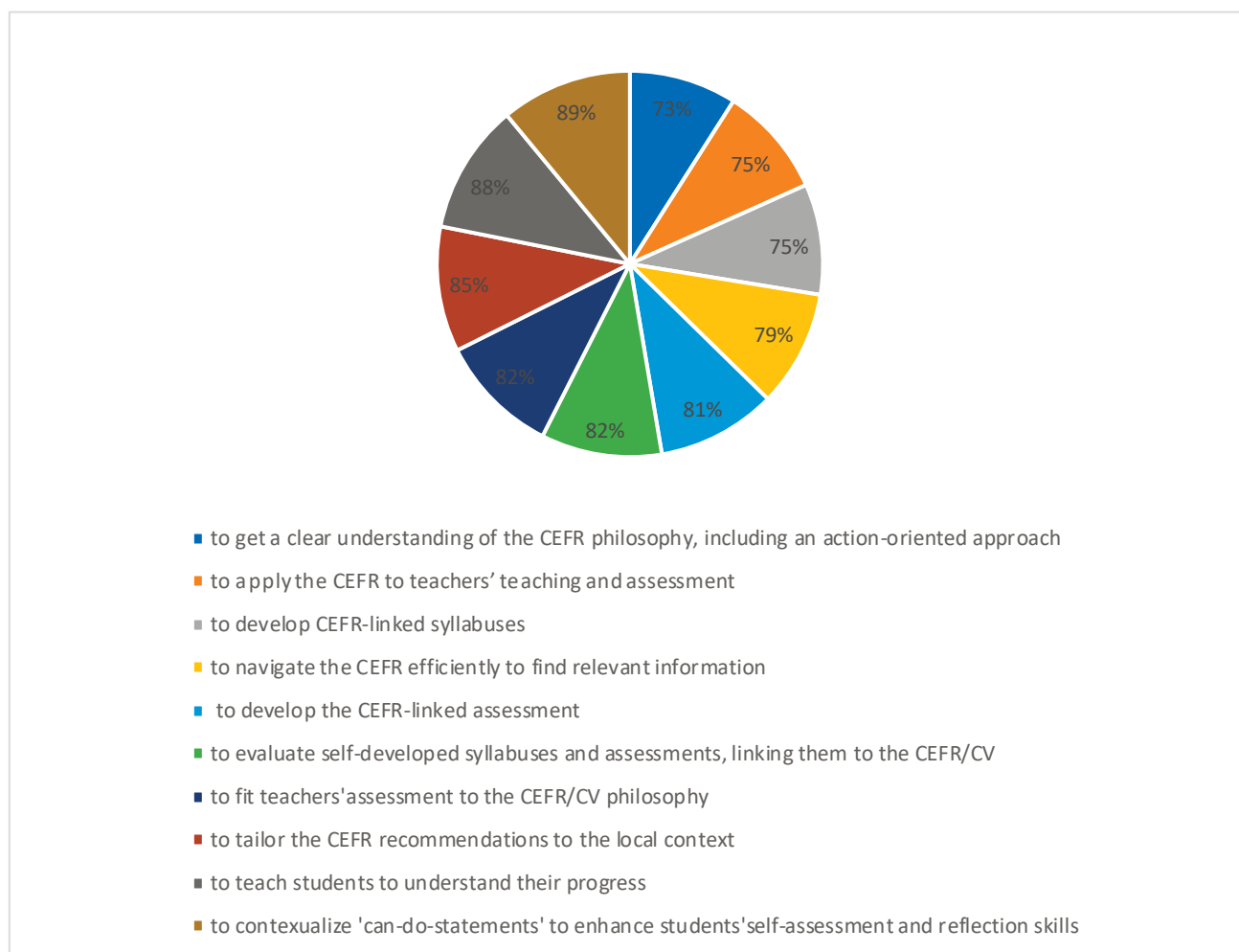
- to get a clear understanding of the CEFR philosophy, including an action-oriented approach
- to apply the CEFR to teachers' teaching and assessment
- to develop CEFR-linked syllabuses
- to navigate the CEFR efficiently to find relevant information
- to develop the CEFR-linked assessment
- to evaluate self-developed syllabuses and assessments, linking them to the CEFR/CV
- to fit teachers'assessment to the CEFR/CV philosophy
- to tailor the CEFR recommendations to the local context
- to teach students to understand their progress
- to contexualize 'can-do-statements' to enhance students'self-assessment and reflection skills

Fig. 3 The Results of Question 14: Gauging the Teachers' Training Needs

bark on the development of any additional materials matching the CEFR construct.

Another positive finding of the questionnaire is that three quarters of the teachers in the study claimed to check the relevance of the construct of ready-made tests or self-designed tests with the CEFR/CV. This might be an indication that there is an understanding of an important message of the framework that it is not a 'seal of approval' and it 'cannot cover every possible language context' (Cambridge ESOL Examinations, 2011 p.4) but it should be tailored to and customised in local contexts (ibid.). Besides, most of the teachers report that they understand the importance of criteria and can-do statements for students to conduct self- and peer-assessment effectively. The respondents in Alas and Liiv's study (2014) similarly valued the CEFR because it is adaptable to many language situations and local contexts and is useful for the development of placement tests and preparations to exams. «It is a guide to different kinds of evaluation; it allows the teacher

to select/ customize resources; it serves a common framework for assessment and feedback.» (Alas & Lii, 2014, p.13). However, a noticeable group of teachers in the present study (19.2% for the CEFR and 17.3% for the CV to the CEFR) had never heard of the documents. Surprisingly, these results can be seen as confusing as more teachers (19.2%) have never heard of the CEFR, which has been a key language policy document in defining (foreign) language instruction and evaluation in Europe for 20 years, while its Companion Volume is a rather recent document of 2020 that complements the CEFR.

A study by Hakim (2015) shows an overall correlation between teacher experience and assessment practices used in the classroom. Similarly, Broek and Ende (2013) brought the evidence of a strong link between the familiarity with the framework and a general approach to learning, teaching and material use. Still, it was expected that some of the teachers in the present study might place their intuition and teaching ex-

perience above any document, despite its significance. Yet, the fact that half of the experienced teachers claimed that they often relied on their intuition and teaching experience while developing materials and textbooks or asked students to rely on their impressions while conducting self- and peer-assessment points that assessment in Ukraine is not regulated by a common standard. Kvasova & Kavytska (2014), in their investigation of Ukrainian teachers' assessment literacy, confirmed that an overwhelming majority of the teachers in their study expressed the need for training in reliability and validity both at the basic and advanced levels. Moreover, the same study brought evidence that university teachers tend to depend on their intuition rather than making grounded criteria judgments of learners' performance. In this regard, Elliot (1994) concluded that when a policy conflicts with teachers' experiential knowledge regarding what practice works the best in the classroom, then teachers often find it difficult to change their way of teaching, that also might be the case for the teachers in this study. Additionally, Hai and Nhung (2019), in their comprehensive review of literature, pointed out to the research findings about 'resistant to change' teachers who are unwilling to implement innovation to teaching' (p.42). This often is the case of a 'top-down' adoption of the CEFR when the document was forwarded to teachers without sufficient explanation, training and contextualization (ibid.). The findings of the present study also confirmed that Ukrainian teachers possibly lack training in the use of the CEFR/CV and need upgrading with the respect of the CEFR/CV philosophy and its potential use (82% expressed the need for the training in integrating teachers' assessment to the CEFR/CV philosophy; 73% – to get a clear understanding of the CEFR philosophy, including an action-oriented approach). Besides, contradictory findings of questions 6, 7, and 8 about teachers' skills to relate teaching material with the CEFR/CV might indicate that, being more familiar with the CEFR/CV, respondents could give clearer answers about their experience in the use of the CEFR/CV.

There are other results that also appear quite contradictory, for example regarding training needs related to the CEFR/ CV, 73% of the respondents expressed the need to be able to

get a clear understanding of the CEFR philosophy, including an action-oriented approach, while 78.8% of the teachers reported to feel confident to implement an action-oriented approach in their teaching. Many times, teachers did not specify any exact problem area, and many times the questionnaire yielded contradictory results. Some further investigations such as follow-up interviews or introspective methods would possibly have provided further in-depth insights. The present study, in analogy with Alas and Liiv (2014), has not been able to establish any obvious areas of Ukrainian university teachers' further professional development as respondents expressed the need for training or needed training in every CEFR-linked area. One reason might be that 'the precise nature of the training is harder to be determined judged solely by the results of the questionnaire' (Alas & Liiv, 2014, p.18). Also, research on language assessment literacy training needs e.g. by Tsagari and Vogt (2017) with language teachers revealed the difficulty that teachers have in identifying specific training needs they might have due to their lack of expertise. The teachers' lacking ability to identify specific training areas that become obvious in the present study might have similar reasons. The respondents' suggestions to use the CEFR/ CV for conducting self- and peer-assessment is helpful for a possible training course specification. Noticeably, assessment *for* learning has become a more dominant tendency in assessment reforms in the USA and Europe from 2010 until present (Coombe et al 2020; Vogt and Tsagari 2014). Thus, Ukrainian teachers at tertiary level possibly need a comprehensive course that will familiarize them with the philosophy of the CEFR/CV, give more tangible guidance how to align teaching, material design, and test development to the CEFR/CV and how to implement an action-oriented approach in learning and teaching.

Conclusion

The article investigated Ukrainian university teachers' degree of familiarity with the CEFR/CV; their experience in using the CEFR/CV for variety of purposes as well as their training needs in relation to mastering the CEFR/CV.

The data was presented in frequencies and percentage to give a picture of a Ukrainian uni-

versity teachers' level of literacy with the CEFR/CV. Yet, the fact that the study was conducted in one educational context and involved a relatively small number of the language teachers can be seen as a limitation of the study in terms of its generalisability. Thus, the study cannot claim generalisability and the findings cannot be representative for drawing consistent conclusions. On the other hand, it was geared to a specific context and may well have given interesting insights despite its limitation in sample size. To establish more conclusive results regarding Ukrainian university teachers' familiarity, expertise and training needs with the CEFR/CV, further in-depth research involving a larger sample and using qualitative research instruments such as interviews and focus groups data collection instruments in addition to the questionnaire survey may be necessary.

The research findings demonstrated a high degree of Ukrainian university teachers' familiarity with the CEFR/CV. This is an indication that the CEFR/CV is a significant document for this group of stakeholders and is perceived an effective tool of quality teaching, learning and assessment. The teachers also reported to be confident users of the document and claimed efficacy in implementing the philosophy of the CEFR/CV in their daily professional activities. However, they also tended to express the need for professional development in every CEFR/CV-related area presented to them, thus showing little focus. An impressive majority of the respondents specifically wanted to be able to customize the can-do-statements to build students' self- and peer-assessment skills and help them in self-directed learning. It would be necessary for future research to investigate the reasons for the discrepancies encountered in the data. A mixed-methods design involving qualitative data collection instruments like interviews or introspective methods might yield more in-depth answers to the questions of Ukrainian university teachers' confidence and training needs. Additionally, it would be worthwhile investigating the actual practices of university teachers concerning the use of the CEFR / CV and relate them to self-reported practices and needs, e.g. by way of document analysis (of syllabuses, textbook texts, learner texts) or by classroom observation.

As a pedagogical implication of the findings, developing a series of workshops or training sessions in order to assist university teachers in their professional development needs might be a necessary step, based on the collected findings. Another area of focus for further research might be a study investigating success rate of the intended training.

REFERENCES

Alas, E., & Liiv, S. (2014). Assessment literacy of national examination interviewers and raters – Experience with the CEFR. *Eesti rakenduslingvistika ühingu aastaraamat 10*, 7–22. https://doi.org/10.5128/ERYa10.01

Alih, N. A. C., Yusoff, M. A. M., & Abdul, A. H. (2020). Teachers' knowledge and belief on the CEFR implementation in Malaysian ESL classroom. *Educational Research (IJMCER), 2*, 126-134.

Babakus, E., Mangold, G. (1992). Adapting the SERVQUAL scale to hospital services: An Empirical Investigation. *Health Service, 26,* 767-780.

Broek, S. & Ende, I. V. D. (2013). *The implementation of the Common European Framework for Languages in European education systems*. Directorate General for Internal Policies. European Parliament. http://www.europarl.europa.eu/studies

Çağataya, S., & Gürocak, F. Ü., (2016). Is the CEFR really there*? Procedia – Social and Behavioral Sciences 232*, 705-712. http://doi.org/10.1016/j.sbspro.2016.10.096

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*. Strasbourg: Council of Europe .

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Strasbourg: Council of Europe Publishing, www.coe.int/lang-cefr.

Coombe, C., Vafadar, H., & Mohebbi, H. 2020. Language assessment literacy: what do we need to learn, unlearn, and relearn? Language Testing in Asia.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Dexter, B. (2019). Ukraine higher education teaching excellence programme: Initial analysis. https://www.britishcouncil.org.ua/sites/default/files/ukraine_higher_education_teaching_excellence_needs_analysis_report.pdf

Díez-Bedmar, M. B. & Byram, M. (2018). The current influence of the CEFR in secondary education: teachers' perceptions. *Language, culture and curriculum 32*(1)*,* 1-15.

http://doi.org/10.1080/07908318.2018.1493492

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Elliott, J. (1994). Research on teachers' knowledge and action research. *Educational Action Research 2*(1), 133-137. http://doi.org/10.1080/09650799400200003

Fleckenstein J., Köller, O., & Leucht, M. (2018). Teachers' judgement accuracy concerning CEFR levels of prospective university students. *Language Assessment Quarterly*, 1-31.

http://doi.org/10.1080/15434303.2017.1421956

Fulcher, G. (2004). Deluded by artifices? The common European framework and harmonization. *Language assessment quarterly, 1*(4), 253-266. https://doi.org/10.1207/s15434311laq0104_4

Fulcher, G. (2010). The reification of the Ccommon European Framework of Reference and effect driven testing. In A.Psyaltou-Joycey and M. Mattaioudakis (Eds), Advances in Research in Language Acquisition and Teaching. GALA: Thessaloniki,, 15-26. https://www.enl.auth.gr/gala/14th/Papers/Invited%20Speakers/Fulcher.pdf

Hai, L. T. T., & Nhung, P. T. H. (2019). Implementing the CEFR at a Vietnamese university – General English language teachers' perceptions. *CEFR Journal – Research and practice*, *1*(4), pp.41-58.

https://csdlkhoahoc.hueuni.edu.vn/data/2019/6/CEFR-1-1-Proof5.pdf

Hakim, B. (2015). English language teachers' ideology of ELT assessment literacy. *International Journal of Education Literacy Studies 3*(4), 42-48. https://doi.org/10.7575/aiac.ijels.v.3n.4p.42

Kvasova, O., & Kavytska, T. (2014). The assessment competence of university foreign language teachers: A Ukrainian perspective. *Language Learning in Higher Education, 4*(1), 159-177.

http://doi.org/10.1515/cercles-2014-0010

Kvasova, O., Kavytska, T., & Osidak,, V. (2019). Investigation of writing assessment literacy Ukrainian university teachers. *Ars Linguodidacticae, 4*(2), 10-16. https://doi.org/10.17721/2663-0303.2019.4.02

Language Education Policy Profile. Ukraine. (2008-2011). Council of Europe Language Policy Division, Strasbourg. https://rm.coe.int/language-education-policy-profile-ukraine/16807b-3c3a.

Leucht, M., Tiffin-Richards, S., Vock, M., Pant, H. A., & Köller, O. (2012). Diagnostische Kompetenz von Englischlehrkräften bei der Bewertung von Schülerleistungen mit Hilfe des Gemeinsamen Europäischen Referenzrahmens für Sprachen. **Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 44**(4), 163–177. https://doi.org/10.1026/0049-8637/a000071

Levy, M. (2020). The action-oriented approach in the CEFR and the CV: a case study from Spain. *The CEFR: towards a road map for future research and development.* Report on a seminar sponsored by EALTA and UKALTA and organized by the British Council St Martin-in-the-Fields, London, Friday 7 and Saturday 8 February 2020.

https://www.ealta.eu.org/documents/EALTA_UKALTA_CEFR_report_final.pdf

Little, D. (2012). The Common European Framework of Reference for Languages and the European Language Portfolio: Some history, a view of language learner autonomy, and some implications for language learning in higher education. *CercleS*, 2(1), 1–16.

http://doi.org/10.1515/cercles-2012-0001

Nagai, N., Birch, G.C., Bower, J.V., Schmidt, M.G. (2020). The CEFR and practical resources. In: CEFR-informed learning, teaching and assessment. Springer Texts in Education. Springer, Singapore. https://doi.org/10.1007/978-981-15-5894-8_1

New Ukrainian school. (2016)*. Conceptual principles of secondary school reform*. Ministry of Education and Science of Ukraine. https://mon.gov.ua/eng/tag/nova-ukrainska-shkolaNikolaeva,

S. Y. (Ed.), (2001). Curriculum for English Language development in universities and institutes (Draft 2). Kyiv, Ukraine: The British Council.

Nikolaeva, S. Y. (2019). The common European framework of reference for languages: Past, present and future. *Advanced Education,* 12, 12-20. https://doi.org/10.20535/2410-8286.154993

Ngo, X. (2017). Diffusion of the CEFR among Vietnamese teachers: A mixed methods investigation. *The Asian EFL Journal Quarterly, 19*(1), 7-32. http://www.asian-efl-journal.com

North, B. (2020). Trolls, unicorns and the CEFR: Precision and professionalism in criticism of the CEFR. *CEFR-Journal – Research and practice,* 2, 8-25. https://cefrjapan.net/publications/journal

Piccardo, E., & North, B. (2019). *The Action-oriented Approach: A Dynamic Vision to Language Education.* Bristol: Multilingual Matters.

Sülü, A. & Kır, E. (2014). Language teachers' views on CEFR. *International Online Journal of Education and Teaching (IOJET), 1*(5), 358-364. http://iojet.org/index.php/IOJET/article/view/69/97

Tsagari, D. & Vogt, K. (2017). Assessment Literacy of Foreign Language Teachers around Europe: Research, Challenges and Future Prospects. *Papers in Language Testing and Assessment, 6*(1), 41-63. Turner, C. & Purpura, J. (2016). Learning-oriented assessment in the classroom. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 255-273). Boston/Berlin: De Gruyter.

University of Cambridge ESOL examinations (2011). Using the CEFR: Principles of good practice.Cambridge:). University of Cambridge, ESOL examinations, 31p. https://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf

Vogt, K. & Tsagari, D. (2014). Assessment literacy of foreign language teachers: Findings of a European study. *Language Assessment Quarterly 11* (4), 374-402. https://doi.org/10.1080/15434 303.2014.960046

Vogt, K. & Quetz, J. (Eds.) (2021). *Der neue Begleitband zum Gemeinsamen europäischen Referenzrahmen*. [The new Companion Volume to the Common European Framework of Reference for Languages.] Frankfurt / Main: Peter Lang.

Appendices
APPENDIX A
QUESTIONNAIRE ON CEFR / CV LITERACY OF UNIVERSITY FL TEACHERS

A. Establishing familiarity with CEFR

1. Complete the statement. Tick as appropriate. You can tick more than once.
I have familiarized myself with the CEFR (2001) …
– only heard about it and/or read references to it in papers/theses/curricula
– within some teacher training workshop(s)/programme
– independently
– your answer

2. Complete the statement. Tick as appropriate. You can tick more than once.
I have …. the Companion Volume to the CEFR (2020) henceforward (CEFR / CV) *[1].*
– never heard about
– only heard about it and/or read references to it in papers/theses/curricula
– familiarized myself with … **within some teacher training workshop(s)/programme**
– familiarized myself with … **independently**
– your answer

3. To what extent are the statements about KNOWLEDGE OF THE CEFR / CV true for you on a scale from 1 (totally disagree) to 5 (fully agree)?
– I know the **philosophy** of the CEFR/CV (action-oriented approach)
– I have read **parts** of the CEFR/CV, mostly scales and descriptors
– I have *studied* t**he whole** of the CEFR/CV *thoroughly*
– I have *studied* **some parts** of the CEFR /CV *thoroughly*

– I have read the **whole** of the CEFR/CV to *get the general idea*

– I have read **some chapters** of the CEFR/CV to get t*he general idea*

– I have *looked up* **some concepts** referred to or mentioned in the papers I read

– I have *followed* presentations / *took part* in **workshops** on the CEFR /CV.

– I have *performed* some **activities** based on CEFR/CV descriptors during workshops

B. Establishing experience in the CEFR use

4. To what extent are the options **completing** the statement about the **USE OF THE CEFR / CV** true for you on a scale from 1 (never) – 5 (very often)?

I **have used the CEFR** while I was engaged in **… .**

– developing syllabuses

– If yes, please specify what courses you have used it for: _____

– designing courses

– If yes, please specify what courses you have used it for: _____

– developing teaching materials/text books

– creating tests/exams

-If yes, please specify what test / exams you have used it for: _____

– marking tests/exams

– teacher training workshop(s)/programme(s)

– self-assessment

– evaluating language learning needs for some research study

– describing language policies

5. If you have no experience of developing a syllabus, please skip this question

To what extent are the options completing the statement true for you on a scale from 1 (never) – 5 (very often)?

While developing a syllabus for the course I teach, I tend to …

– use the CEFR as a benchmark for developing teaching materials

– rely on the national curricula aligned to the CEFR (2001) (Ніколаєва та інші, 2001), (Бакаєва, Борисенко та інші, 2005)

– rely on a selected textbook in case it is aligned to the CEFR

– align the textbook objectives with the CEFR to make sure they are relevant for my course

– include the objectives that I think reflect the real-life needs of the learners

C. Perceptions of the applied teaching materials in terms of their alignment with the CEFR

6. To what extent are the options completing the statement true for you on a scale from 1 (never) – 5 (very often)?

While *teaching a course based on a textbook aligned to the CEFR, I perceive that … .*

– all real-life language needs (domains, competences, activities) of the learners match the course objectives and tasks

– some of the real-life language needs (domains, competences, activities) of the learners match the course objectives and tasks

– mismatches between real-life language needs (domains, competences, activities) of the learners and the tasks are frequent

7. To what extent are the options completing the statement true for you on a scale from 1 (never) – 5 (very often)?

When I choose a textbook for my course, I … .

– make a point of choosing a textbook that is aligned to the CEFR.

– check whether it is really aligned to the CEFR (eg. covers the relevant skills, competences, etc.)

– evaluate the quality of the textbook and its matching my teaching philosophy rather than its alignment with the CEFR

8. To what extent are the options completing the statement true for you on a scale from 1 (never) – 5 (very often)?

While teaching a course based on a textbook aligned to the CEFR, I perceive that the conceptual and language complexity of the tasks and activities are … .

– too high

– appropriate

– too low

9. To what extent are *the options completing the statement* true for you on a scale from 1 (never) – 5 (very often)?

While developing teaching materials/text books, I tend to … .

– totally rely on **my intuition** and teaching experience

– **compare** the teaching objectives with those set in materials/textbooks aligned to the CEFR

– make a point of **checking** the teaching objectives that I set with the CEFR

D. Aligning self-constructed tests to the CEFR

10. To what extent are *the options completing the statement* true for you on a scale from 1 (never) – 5 (very often)?

While creating tests/exams, I tend to … .

– use progress/achievement tests *offered by the textbook* **without questioning** their alignment to the CEFR

– use progress/achievement tests *offered by the textbook* **but** check if **the construct** of the test matches the CEFR proficiency descriptors

– use progress/achievement tests *offered by the textbook* **but modify their complexity** according to the actual CEFR level of learners/test takers

– use ready-made tests **aligned to the CEFR** *from various sources*

– design the test **myself** relying on **my intuition** and teaching experience

– design the test **myself comparing** the construct of self-created tests with available tests that claim to be aligned to the CEFR

– make a point of checking the construct of **my own test** with the CEFR scales/descriptors

11. IF YOU **DON'T PRACTICE SELF – OR PEER-ASSESSMENT**, PLEASE **SKIP THIS QUESTION**

To what extent are *the options completing the statement* true for you on a scale from 1 (never) – 5 (very often)?

While preparing students for conducting self- or peer-assessment, I … .

– ask them to rely on their **impressions**

– help them to **identify some criteria** and use them

– introduce them to CEFR-based **«***can-do statements»* and explain how to use them

– introduce them to CEFR-based *«can-do statements»* **tailored by myself** to the actual setting/needs and explain how to use them

– introduce them to *«I can-do statements»* from the **European Language Portfolio** and explain how to use them

– introduce them to *«I can-do statements»* from the European Language Portfolio **tailored by myself** to the actual setting/needs and explain how to use them

E. Establishing professional development needs in mastering the CEFR

12. Please indicate your level of literacy in the CEFR / CV on a scale. Tick as appropriate.

I would think of myself as a CEFR/CV user who is … .	Beginner (1)	Developing (2)	Quite confident (3)	Confident (4)	Proficient (5)

13. Please indicate your level of confidence in performing the following CEFR-related activities on a scale. Tick as appropriate.

I feel confident when … .	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
applying the philosophy of the CEFR (action-oriented approach) in my teaching					
locating information (e.g. scales/ descriptors, activities/strategies) in the CEFR /CV when needed					
using information from the CEFR / CV to align/develop materials					
matching my students' language proficiency with CEFR levels					
matching activities offered in textbooks to CEFR levels					
matching tests offered in textbooks/exam preparation booklets to CEFR levels					
adapting CEFR descriptors to local needs					
aligning self-constructed tests to the CEFR / CV					
applying descriptor scales for plurilingualism and pluriculturalism in my teaching					
applying descriptor scales for mediation in my teaching					
explaining to students the purpose and use of the CEFR/CV					

14. To what extent are the options completing the statement true for you on a scale from 1 (totally disagree) to 5 (fully agree)*?*
　　I would like to be able to … .
　– get training in applying the CEFR to my teaching and assessment
　– gain a clear understanding of the CEFR philosophy (action-based approach, competences / modes, activities)
　– navigate the CEFR efficiently to find relevant information e.g. relevant scales and descriptors
　– develop CEFR-linked syllabuses
　– develop CEFR-linked assessments
　– tailor the CEFR recommendations to my local context
　– fit my teaching/assessment to the CEFR / CV philosophy
　– evaluate self-developed syllabuses and assessments, linking them to the CEFR / CV
　– teach students to understand their progress
　– contextualize «can-do-statements» to enhance students' self-assessment and reflection skills

Personal data of respondents

15. Tick (✓) in the appropriate boxes to provide accurate information about yourself.
15.1. Age

23-28	
29-36	
37-45	

46-55	
< 56	

5.2. Teaching experience in university (years)

1 – 5	
5 – 10	
10-15	
15-20	
20-25	

15.3. The courses you teach. Tick as appropriate.

Course	Tick (✓)	Level	Tick (✓)
General English		Bachelor	
GE grammar		Master	
GE phonetics		PhD students	
ESP		Post-doctoral	
EAP		International students	

15.4. Qualifications

Specialist	
Master's degree	
PhD	
DrSc	

[1] https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

ОСМИСЛЕННЯ З НАНЬ ВИКЛАДАЧА УКРАЇНСЬКОГО УНІВЕРСИТЕТУ ПРО CEFR/CV: СТВОРЕННЯ ПРОФІЛЮ ВИКЛАДАЧА УНІВЕРСИТЕТУ В ЛОКАЛЬНОМУ КОНТЕКСТІ

Карін Фогт (Німеччина), Ольга Квасова (Україна), Вікторія Осідак (Україна)

Анотація

Постановка проблеми: *Загальноєвропейські рекомендації з мовної освіти (ЗЄР) впроваджено в систему освіти багатьох країн як довідковий документ з метою становлення спільного розуміння є вропейської мовної політики та узгодження міжнародного стандарту процесів навчання, викладання та оцінювання. Незважаючи на широке визнання ЗЄР (2001) та Доповнення до ЗЄР (ДЗЄР) (2020) як ефективних інструментів формування нових принципів мовної є вропейської освіти, з астосування документів у навчальному процесі відбувається з певними труднощами. Результати аналізу досліджень свідчать, що до основних перепон реалізації ЗЄР належать розбіжності між місцевими (локальними) стратегіями навчання й оцінювання й універсальними принципами ЗЄР/ДЗЄР. Крім цього, помітний недостатній рівень професійної обізнаності викладачів з документами та технологіями впровадження ЗЄР/ДЗЄР у навчальний процес.*

Мета *статті полягає у вивченні питання рівня професійної компетентності, з нань та досвіду ви-*

кладачів українських вишів у застосуванні ЗЄР (2001) та ДЗЄР (2020) у навчанні іноземних мов.

Методологія дослідження: До дослідження було з алучено 52 викладачі англійської мови з різних університетів України. Результати було отримано шляхом опосередкованого дослідження з а допомогою опрацьвання даних анонімного структурованого онлайн опитування. Дослідження було проведене відповідно до міжнародних етичних принципів. Для інтерпретації отриманих результатів використовувався метод описової статистики.

Результати: У статті представлені попередні результати дослідження щодо рівня професійної компетентності, з нань та досвіду викладачів українських вишів у використанні ЗЄР (2001) та ДЗЄР (2020) у навчанні іноземних мов. Проаналізовано коло професійних інтересів з упровадження ЗЄР/ДЗЄР, які викладачі прагнуть поглибити. Отримані результати свідчать про високий рівень обізнаності викладачів з документами та усвідомлення їх з начення у просуванні з агальноєвропейських цінностей у навчанні, викладанні та оцінюванні. Документи визнаються ефективними інструментами у реформуванні освітньої системи, особливу роль у якій відіграє навчальна автономія студентів. Проте, результати вказують на потребу в поглибленні професійної компетентності викладачів з упровадження основних принципів ЗЄР/ДЗЄР у навчальний процес, що дає з могу авторам з робити висновок про необхідність створення комплексного курсу з упровадження Загальноєвропейських рекомендацій у навчання іноземних мов з метою поглиблення професійної компетентності викладачів та сприяння якості мовної освіти в Україні.

BIOS

Karin Vogt, *Prof., Dr. phil. habit. at Heidelberg University of Education. Her research interests are Intercultural Learning, Telecollaboration, Vocationally Oriented Language Learning, Testing and Assessment. She is the author of numerous publications on different aspects related to TEFL. Currently she is involved in research projects on Multilingual and multimodal language assessment and Inclusive foreign language teaching.*
Email: *vogt@ph-heidelberg.de*

Viktoriya Osidak, *PhD, Associate Professor, Department of Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine. Her areas of research interests are self-assessment in FLT, autonomous learning, learning strategies.*
Email: *viktoriya_osidak@ukr.net.*

Olga Kvasova, *PhD, Associate Professor at the Department for teaching Ukrainian and foreign languages and literatures. Taras Shevchenko national University of Kyiv. Her research interests include teaching academic English, language testing and assessment, curricula and material design.*
Email: *olga.kvasova.1610@gmail.com*