

**CEFTTrain**  
www.cefttrain.net

**Comenius Project**  
Action 2.1. (2003-2005)

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Generalitat de Catalunya




**The CEFTTrain Project  
web site**

**User Manual**

**CEFTTrain**  
www.cefttrain.net

**Common European Framework  
of Reference for Languages**

**on-line Teacher Training Package**




Education and Culture

Socrates

**Project CEFTTrain SOCRATES Comenius Action 2.1  
Training of School Education Staff  
2003 - 2005**



# **The CEFTrain Project web site User Manual**

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# The CEFTTrain Project web site User Manual

## General introduction

The overall structure of this “User Manual” reflects that of the CEFTTrain web site, as shown in the following tree-diagram. A plus sign (+) indicates lower-level pages.

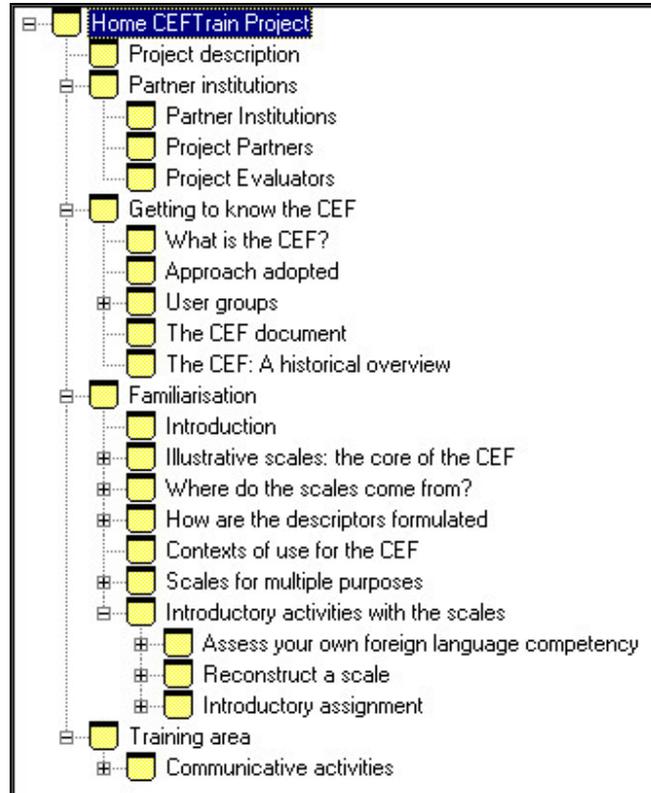


Diagram 1. CEFTTrain web site structure to the third level

As you move through this document, you will discover some different formats, different colours, and different styles. Each of these formata, colours and styles is directly linked to the overall structure of the CEFTTrain web site. These differences are meant to help you to quickly identify the different layers or strata of information which are presented throughout the site. This means that when you find a heading of type 1, i.e., black, bold, small capitals, aligned left, as in example 1:

### PROJECT DESCRIPTION

you are working with one of the five main sections of the CEFTTrain web site.

Instead, when you find a heading of type 2, i.e., black, bold, normal, indented one space, as in example 2:

#### What is the CEF?

this tells you that you are working with a subsection of one of the five main sections.

When the colour of the word changes, and you find a heading of type 3, i.e., brown, bold, normal, indented two spaces, as in example 3:

#### Language teachers

this shows you that you are in a deeper subsection (a sub-subsection), and are going into more detail on the topic of the subsection.

As you get into more depth on the topic, you find a heading of type 4, i.e., brown, bold, normal, indented three spaces and underlined, as in example 4:

#### Productive activities and strategies

You are in the deepest sub-level when you find a heading of type 5, i.e., brown, normal, indented four spaces, as in example 5:

Aural reception

this is the point where you begin to work with the many specific CEF scales related to the different communicative language skills and competences. Here you can become familiar with using the scales.

To summarise the above, the overall visual structure of this written document looks like this:

PROJECT DESCRIPTION

What is the CEF?

Language teachers

Productive activities and strategies

Aural reception.

Following “Familiarisation” with the CEF scales, you find the “Training area” which is the final section. This provides the opportunity for you to practice using and applying the scales in different contexts.

Throughout this document, all useful hints are provided in the following manner:

Useful hint:

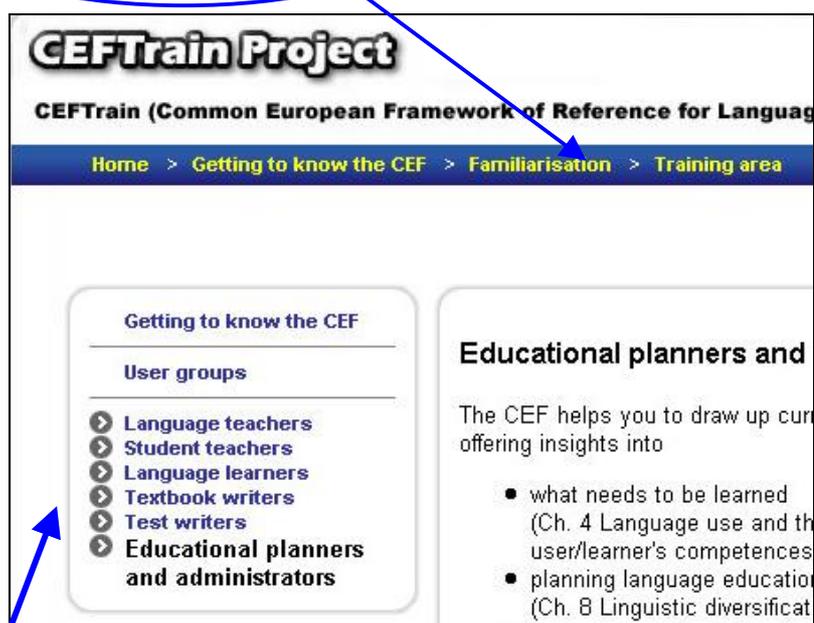
Click on "Getting to know the CEF" to get back to the list of sub-sections.

so as to be quickly identified even in a print-out.

To conclude this brief “Introduction”, here are some general hints which can help you save time while you work.

General hints:

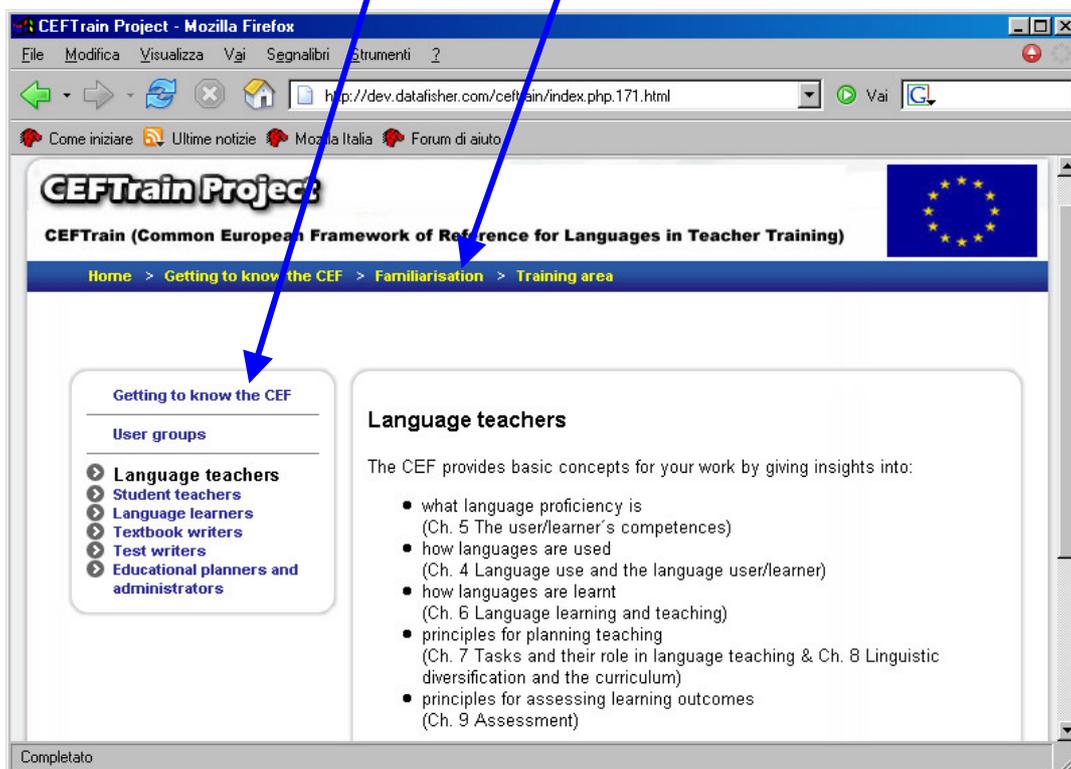
1. Use the **blue header-bar / banner** to access the different sections



Refer to the **left-hand menu** on the web page to access the different sub-sections

2. If you are in a sub-section and want to get out,

- (i) click on the **current**, or **new**, section button in the blue header-bar / banner



or

- (ii) click on the Internet **"back button"** in the upper left-hand corner of the screen.



## The CEFTrain Project web site

What follows is an illustrated walk-through of the CEFTrain Project web site. The figures included are to help you visualise where you are in the site in relation to the overall structure of the contents. The colours used in the figures are to help you identify related sections and subsections. Please remember that they are independent of the colours used in the text of the document and already explained in the “Summary introduction” on the previous three pages.

### HOME

The figure below shows you the main structure of the CEFTrain Project web site..

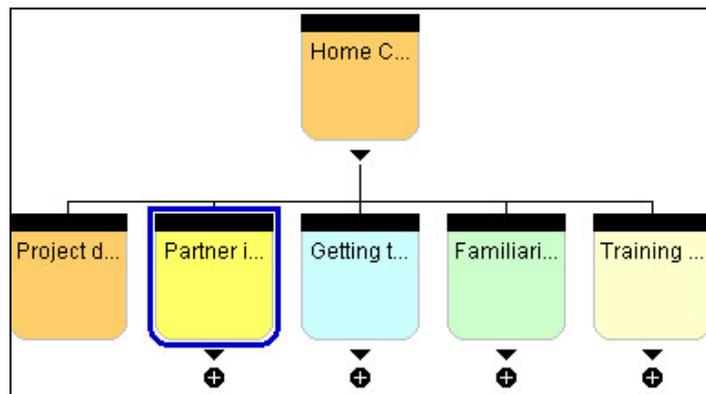


Figure 1. The main structure of the CEFTrain Project web site.

As you move through this part, you find links to the following sections:

**PROJECT DESCRIPTION**

**PARTNER INSTITUTIONS**

**GETTING TO KNOW THE CEF**

**FAMILIARISATION**

**TRAINING AREA**

Reading Figure 1 from left to right, the first two sections mentioned ("**PROJECT DESCRIPTION**", and "**PARTNER INSTITUTIONS**") provide an overview of the CEFTrain Project and those involved in it i.e. **CEFTrain Project Partner Institutions**, **CEFTrain Project Partners & Contributors**, and **CEFTrain Project Evaluators**; the '+' in the black circle indicates the presence of subsection/s (Fig. 2).

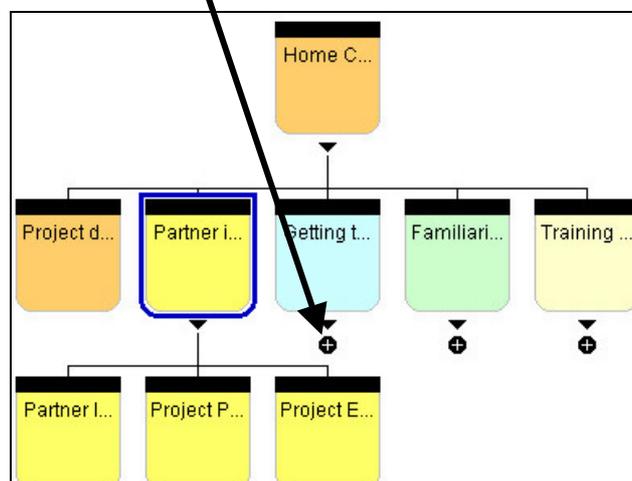
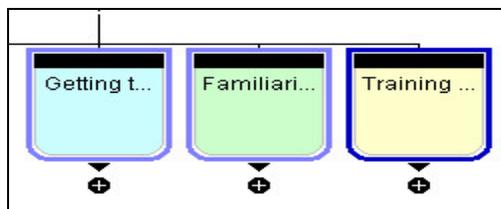


Figure 2. Highlighted detail of the CEFTrain Project Partner section.

## GETTING TO KNOW THE CEF

The core part of the CEFTTrain web site is contained in the remaining three sections (**GETTING TO KNOW THE CEF**, **FAMILIARISATION**, **TRAINING AREA**) constitute the actual CEFTTrain Project as such (Fig. 3).

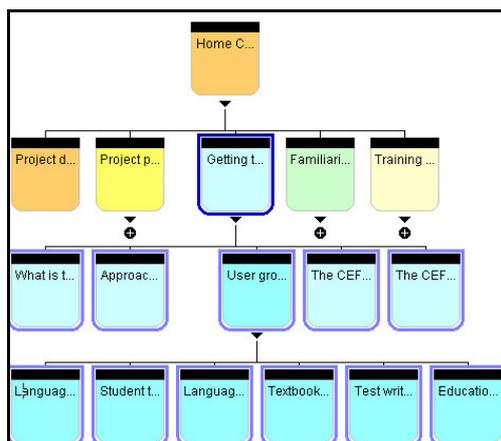


**Figure 3. Highlighted detail of the final three CEFTTrain sections.**

Information on what you find in these sections, as well as how to work through them, is provided here below.

### **GETTING TO KNOW THE CEF:**

The following figure (Fig. 4) shows you the structure of the “**GETTING TO KNOW THE CEF**” section.



**Figure 4. Highlighted detail of the overall “Getting to know the CEF” section.**

You can click on "**GETTING TO KNOW THE CEF**" in the left-hand menu, or on "**GETTING TO KNOW THE CEF**" on the blue header-bar / banner to start.

### **GETTING TO KNOW THE CEF**

In this section you find the following subsections:

**What is the CEF?**

**Approach adopted**

**User groups**

**The CEF document**

**The CEF: A historical overview**

#### **What is the CEF?**

This sub-section briefly tells you what the CEF describes and defines. It also provides a link to the CEF document.

### **Approach adopted**

Here you find some brief information about the approach to general and communicative language competence which is used in the CEF.

### **User groups**

This sub-section provides links to specific information for each of the different groups that use, and/or refer to, the CEF. These include:

**Language teachers**

**Student teachers**

**Language learners**

**Textbook writers**

**Test writers**

**Educational planners and administrators.**

#### **Useful hint:**

**Click on "Getting to know the CEF" to get back to the full list of sub-sections.**

### **The CEF document**

#### **Important:**

**When you click on this sub-section, you open a new web page.**

This is the Council of Europe's (CoE) web page with links and information on the CoE's publications including the *Common European Framework of Reference for Languages*. Here you can access and/or download the CEF document. Other information and links are included on this web page.

**N.B. To exit this web page, close the web page from the top right-hand corner of your screen by clicking the "x". This brings you back to the CEFTrain Project web site.**

### **The CEF: A historical overview**

In this sub-section you find some information on how the CEF document developed from its initial stages (1971) to what we have today.

#### **Useful hint:**

**To move to the next section, go to the blue header-bar / banner and click on "Familiarisation".**

## FAMILIARISATION

Figure 5 below shows you the overall structure of the “Familiarisation” section with some subsections exploded.

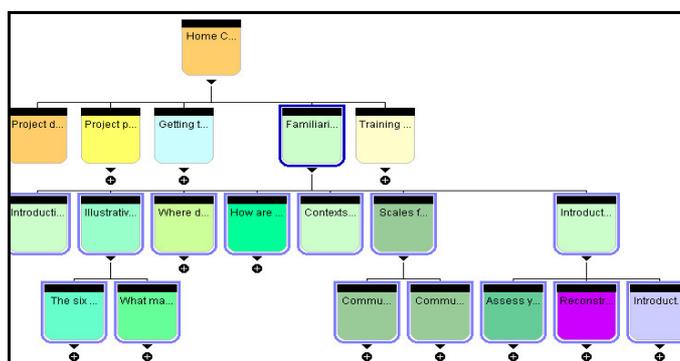


Figure 5. Highlighted detail of the overall “Familiarisation” section.

As you move through this section, you find links to the following subsections:

### Introduction

**Illustrative scales - the core of the CEF**

**Where do the scales come from?**

**How are the descriptors formulated?**

**Contexts of use for the CEF**

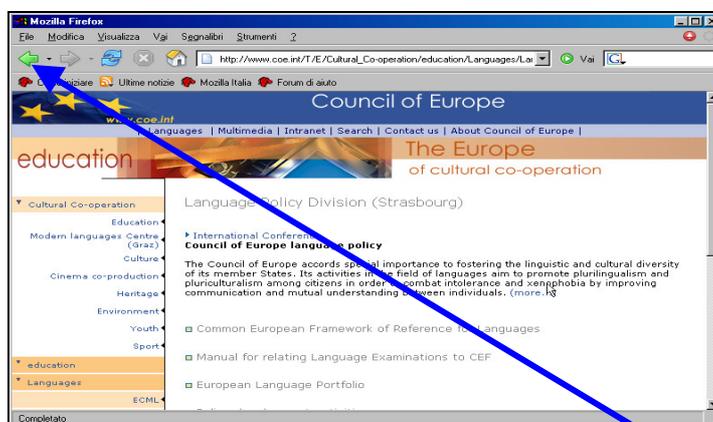
**Scales for multiple purposes**

**Introductory activities with the scales**

### Introduction

This sub-section explains how the "Familiarisation" and "Training area" sections help to ensure that we share a common understanding of the CEF's principles and language scales.

It also provides a link to the Council of Europe's Language Policy Division (Strasbourg), and information about the work done by the CoE in relation to the fields of Language learning, teaching and assessment, together with the information and/or links to the relevant publications i.e. the Manual, Reference Supplement, and the ELP, respectively.



### Useful hint:

If you open the link to the CoE web site, remember to click the “back” button to return to the CEFTrain web site.

### Illustrative scales - The core of the CEF

When you click on this link, there is a short description of the purpose of the CEF. This sub-section is further divided into:

#### The six Common Reference Levels

#### What makes the difference between the levels?

#### The six Common Reference Levels

Here in Figure 6 you find the description of the six scales which refer to global linguistic competence.

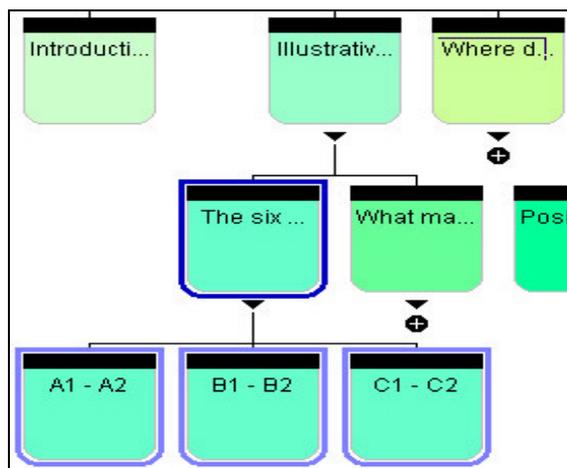


Figure 6. Highlighted detail of the overall six Common Reference Levels

#### Useful hint:

To exit this description, click on "Illustrative scales" and then click on: "What makes the difference between the levels?".

#### What makes the difference between the levels?

Here in Figure 7 are eight links to the descriptors (the 6 distinct levels + the 2 intra-levels A2+, B2+) which help you to learn more about the distinctive features which characterise each of the levels.

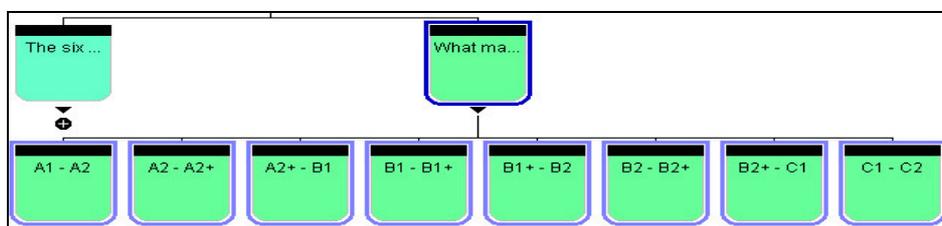


Figure 7. The difference between the levels

#### Useful hint:

When you are finished with this sub-section and want to move on, you can click on "Familiarisation". Under this section, select "Where do the scales come from?".

### Where do the scales come from?

This sub-section tells you where the scales for the Common Reference Levels in the CEF come from, and when and how they were developed.

It is further divided into:

**Levels C1 - C2**

**Levels B1 - B2**

**Levels A1 - A2**

each of which has a link with a related explanation, as shown in Figure 8.

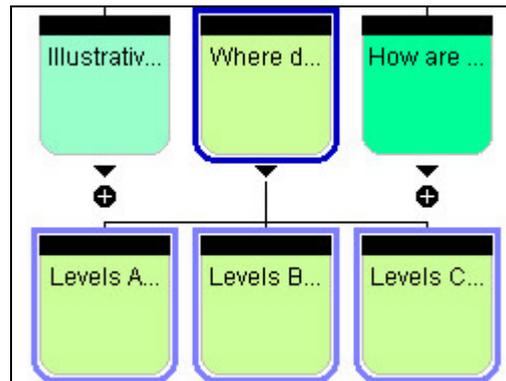


Figure 8. Where the scales come from

#### Useful hint:

To exit this sub-section, click on "FAMILIARISATION"; under this section, you can then select "How are the descriptors formulated?".

### How are the descriptors formulated?

This sub-section, as shown in Figure 9, provides information about, and definitions for, the relevant features of descriptor formulation i.e. Positiveness, Definiteness, Clarity, Brevity, and Independence.

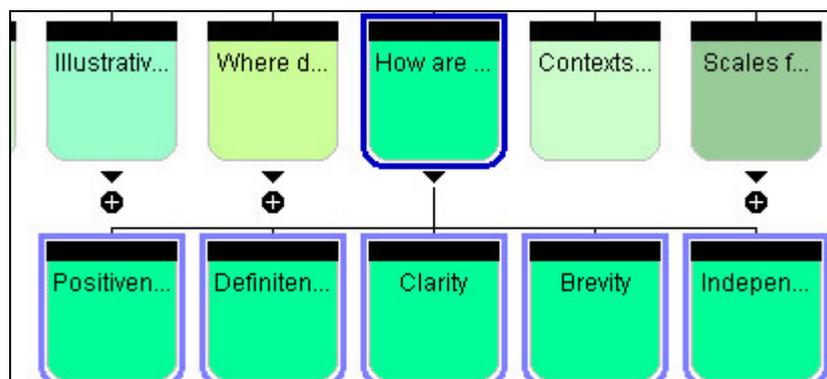


Figure 9. How the descriptors are formulated

#### Useful hint:

To exit this sub-section, click on "FAMILIARISATION". Under this section, you can then select "Contexts of use for the CEF".

### Contexts of use for the CEF

This sub-section, as highlighted in Figure 10, provides a graphic presentation of the reasons why the scales/reference levels are useful in a series of professional contexts.

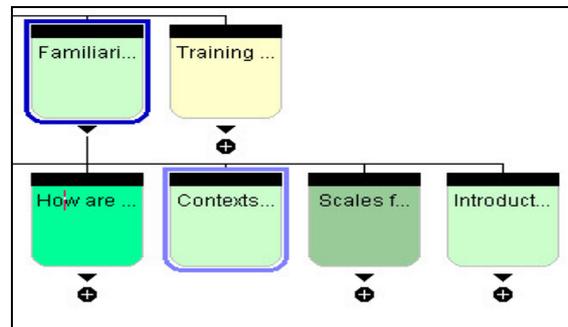


Figure 10. Contexts of use for the CEF scales

#### Useful hint:

To move on, simply click on "Scales for multiple purposes" in the left-hand menu on the same page.

### Scales for multiple purposes

The sub-section, as illustrated in Figure 11, graphically illustrates the comprehensiveness of the CEF and the interaction of the different elements of language use and learning in the CEF.

This sub-section also contains:

#### Communicative language activities and strategies Communicative language competences.

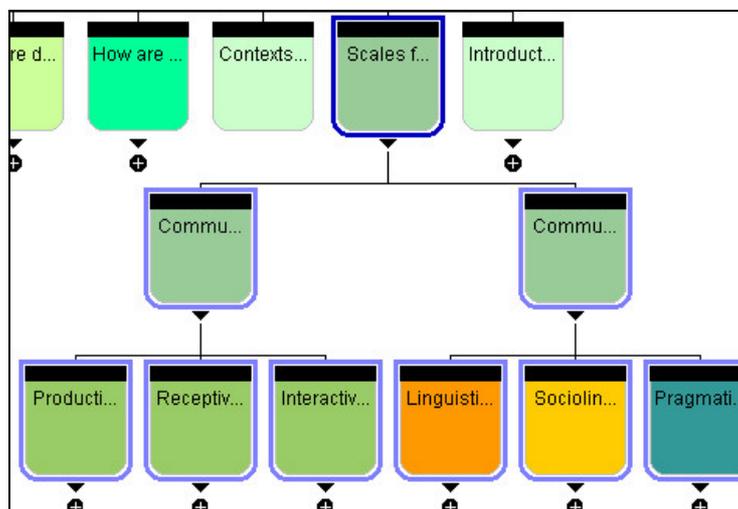


Figure 11. Highlighted detail of links to subsection "Scales for multiple purposes"

#### Communicative language activities and strategies

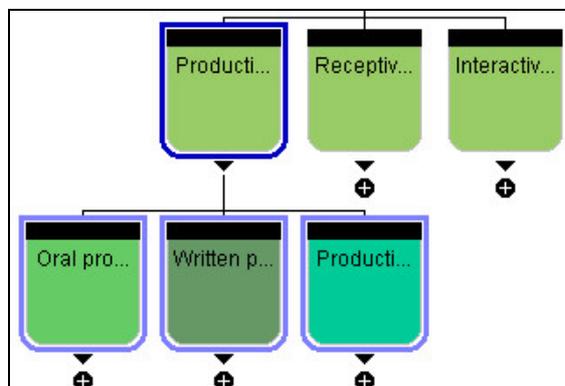
This sub-section, as can be seen from the above figure and from the illustration on the web page, is further divided into:

- Productive activities and strategies
- Receptive activities and strategies
- Interactive activities and strategies

Each of these three subsections contains a series of links to the related CEF tables containing the relative information.

As can be seen from Figure 12, **Productive activities and strategies**, in turn is further divided into:

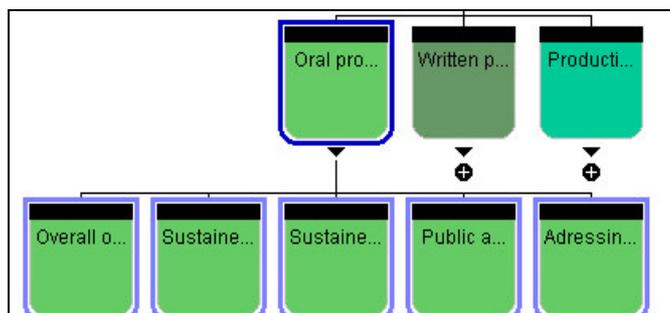
- Oral production
- Written production
- Production strategies.



**Figure 12. Highlighted detail of links to CEF scales for “Productive activities & strategies”**

**Oral production**

with links to the **five different specific scales** for oral production, as shown in Figure 13.



**Figure 13. Highlighted detail of links to CEF scales related to “Oral production”**

**Useful hint:**

**Use the Internet "back button" to return to the last-mentioned sub-section-level; to move on, click on “Productive activities and strategies”, and then on “Written production”.**

**Written production**

with links to the **three different specific scales** for written production, as shown in Figure 14.

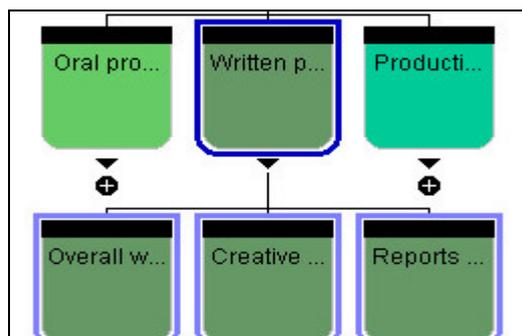


Figure 14. Highlighted detail of links to CEF scales related to “Written production”

**Useful hint:**

Use the Internet “back button” to return to the last-mentioned sub-section-level; to move on, click on “Productive activities and strategies”, and then on “Production strategies”.

**Production strategies**

with links to the **three different specific scales** for Production strategies, as shown in Figure 15, i.e., Planning, Compensating, Monitoring and Repair.

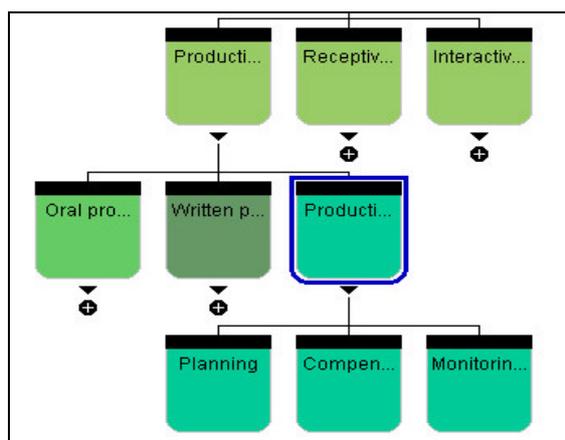


Figure 15. Highlighted detail of links to CEF scales related to “Production strategies”

**Useful hint:**

To move on, click on “Communicative language activities strategies” in the left-hand menu. Then, click on “Receptive activities strategies”.

**Receptive activities and strategies**

This sub-section, as shown in Figure 16, graphically presents the different elements involved, and is further divided into:

- Aural reception
- Visual reception
- Audiovisual reception
- Reception strategies.

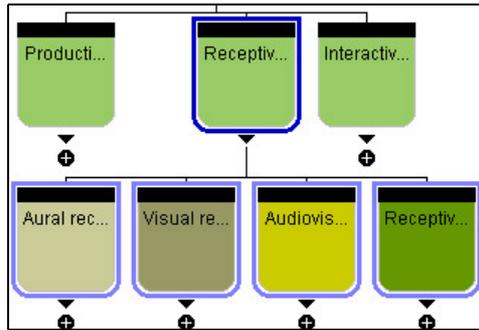


Figure 16. Highlighted detail of links to CEF scales for “Receptive activities & strategies”

**Aural reception**

with links to the **five different specific scales** for Aural reception / Listening, as in Figure 17.

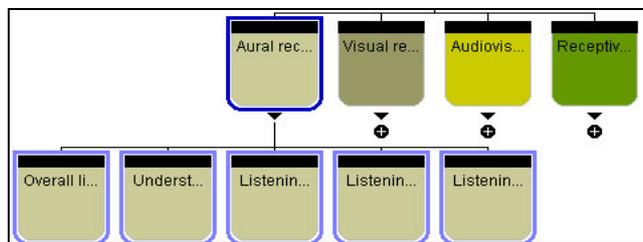


Figure 17. Highlighted detail of links related to CEF scales for “Aural reception / Listening”

**Useful hint:**  
**To move on, click on "Receptive strategies" and then on "Visual reception".**

**Visual reception**

with links to the **five different specific scales** for Visual reception / Reading, as shown in Figure 18.

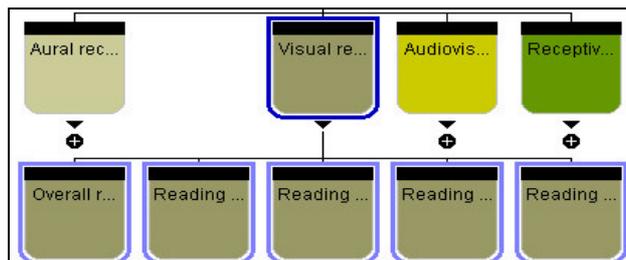


Figure 18. Highlighted detail of links related to CEF scales for “Visual reception / Reading”

**Useful hint:**  
**To move on, click on "Receptive strategies" and then on "Audiovisual reception".**

**Audiovisual reception**

with a link to the **specific scale** for Audiovisual reception / Watching TV, film, as in Figure 19.

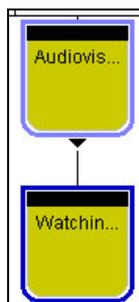


Figure 19. Highlighted detail of link to CEF scale for “Audiovisual reception”

**Useful hint:**  
 To move on, click on "Receptive strategies" and then on "Reception strategies".

Reception strategies

with a link to the **specific scale** for Reception strategies i.e. Identifying Cues & Inferring (Spoken and Written), as shown in Figure 20.

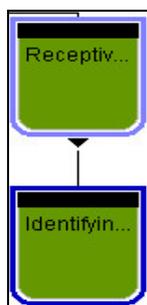


Figure 20. Highlighted detail of link to CEF scale for “Reception strategies”

**Useful hint:**  
 To move on, click on "Communicative language activities and strategies" in the left-hand menu. Then, click on "Interactive activities and strategies".

Interactive activities and strategies

This sub-section, as seen in Figure 21, graphically presents the three different elements involved:

- Spoken interaction
- Written interaction
- Interaction strategies.

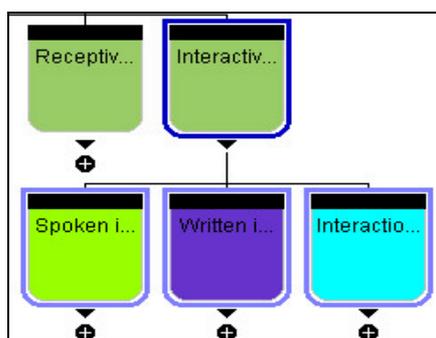


Figure 21. Highlighted detail of subsection on “Interactive activities & strategies”

### Spoken interaction

with links to the **nine different specific scales** for Spoken interaction, as in Figure 22.

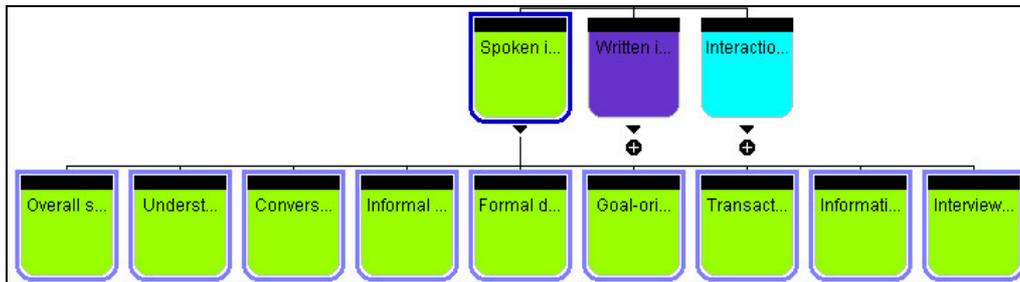


Figure 22. Highlighted detail of links to CEF scales for “Spoken interaction”

#### Useful hint:

To move on, click on "Interactive activities and strategies", and then on "Written interaction".

### Written interaction

with links to the **three different specific scales** for Written interaction, as in Figure 23.

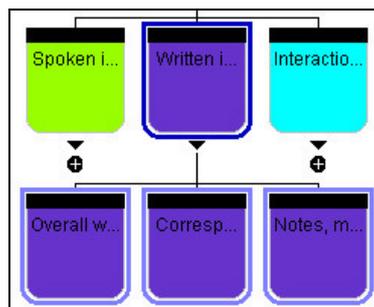


Figure 23. Highlighted detail of links to CEF scales for “Written interaction”

#### Useful hint:

To move on, click on "Interactive activities and strategies", and then on "Interaction strategies".

### Interaction strategies

with links to the **three different specific scales** related to Interaction strategies, as seen in Figure 24.

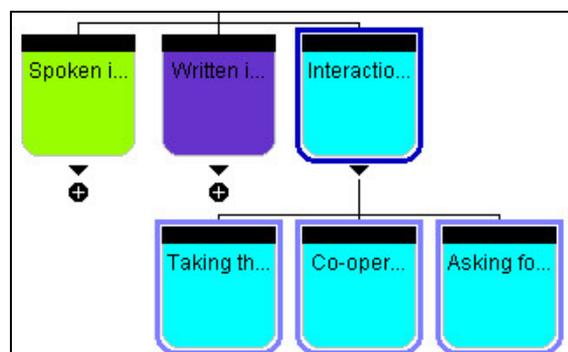


Figure 24. Highlighted detail of links to CEF scales for “Interaction strategies”

**Useful hint:**

To go to the scales related to language competence, click on "Scales for multiple purposes", and then on "Communicative language competences".

**Communicative language competences**

This sub-section, as shown in Figure 25, graphically presents the **three different elements** involved:

- Linguistic competences
- Sociolinguistic competence
- Pragmatic competences

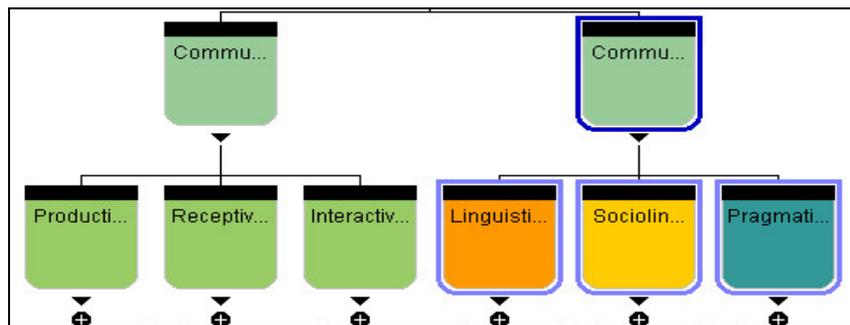


Figure 25. Highlighted detail of subsection on “Communicative language competence”

Linguistic competences

with links to the **six different specific scales** for Linguistic competences, as seen in Figure 26.

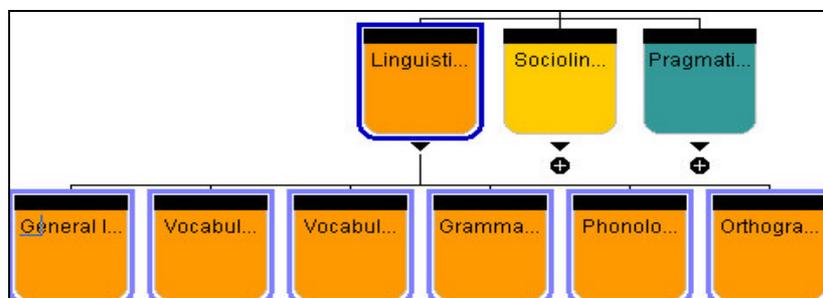


Figure 26. Highlighted detail of links to CEF scales for “Linguistic competences”

**Useful hint:**

To move on, click on "Communicative language competence", and then on "Sociolinguistic competence".

Sociolinguistic competence

with a link to the **specific scale** for Sociolinguistic competence, as shown in Figure 27.

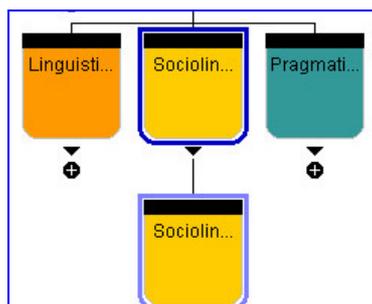


Figure 27. Highlighted detail of link to CEF scale for “Sociolinguistic competence”

**Useful hint:**  
 To move on, click on "Communicative language competence", and then on "Pragmatic competences".

**Pragmatic competences**

with links to the **six different** specific scales for Pragmatic competences, as seen in Figure 28.

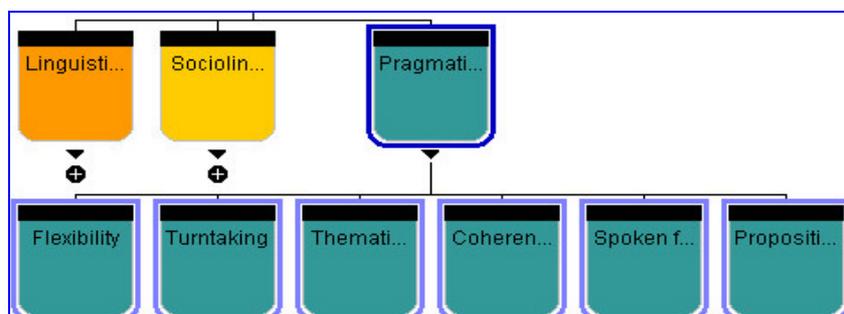


Figure 28. Highlighted detail of links to CEF scales for “Pragmatic competences”

**Useful hint:**  
 To move on, click on "Familiarisation", next click on "Introductory activities with the scales".

**Introductory activities with the scales**

This sub-section, as shown in Figure 29, helps you to get more familiar with the scales by getting you to do three activities:

- Assess your own foreign language proficiency**
- Reconstruct a scale**
- Introductory assignment: Assessment of task and performance level.**

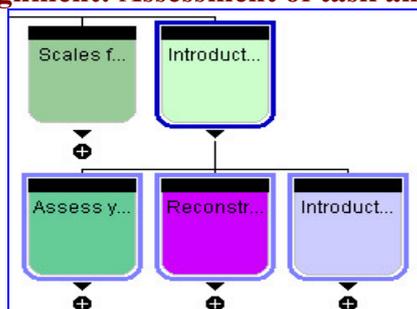


Figure 29. Highlighted detail of subsection on “Introductory activities with the scales”

## Assess your own foreign language proficiency

As you can see from Figure 30, in Activity 1: "Assess your own foreign language proficiency", you have the CEF self-assessment scales for the five communicative activities:

Listening, Reading, Spoken Interaction, Spoken Production, and Writing.

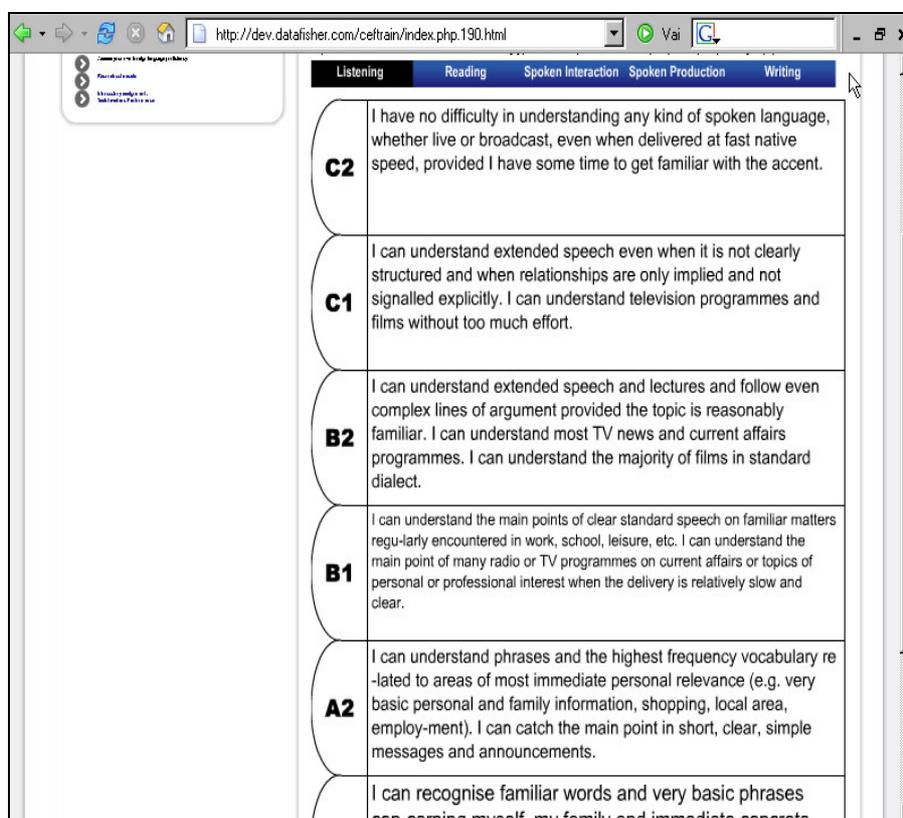


Figure 30. CEFTTrain web site screen shot: "Assess your own foreign language proficiency"

You are asked to assess your own foreign language proficiency for a language of your choice (preferably, a second or third foreign language), by going through the scales for each of the five communicative activities to generate your linguistic profile in that language (see Figure 31 below):

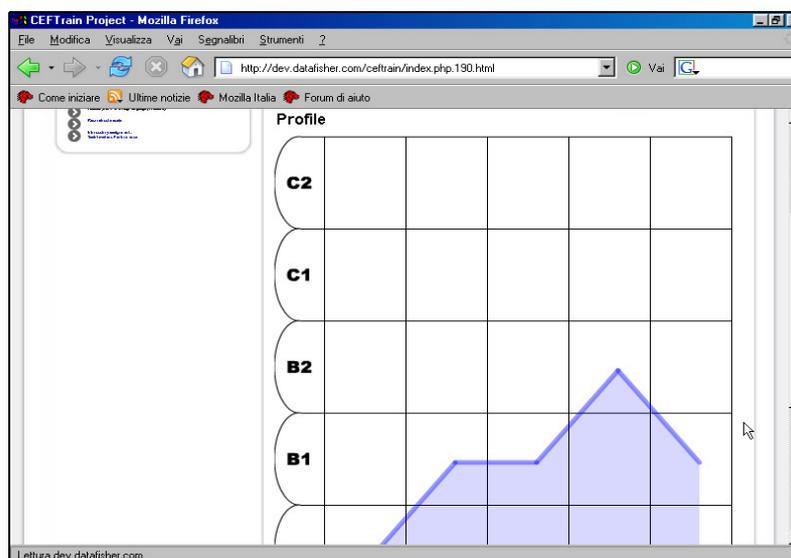


Figure 31. Example of a "linguistic profile" generated in the CEFTTrain module

**Useful hint:**  
To move on, click on "Reconstruct a scale".

### Reconstruct a scale

In Activity 2: "Reconstruct a scale", you are asked to select one of the five language activities, as shown in Figure 32 below.

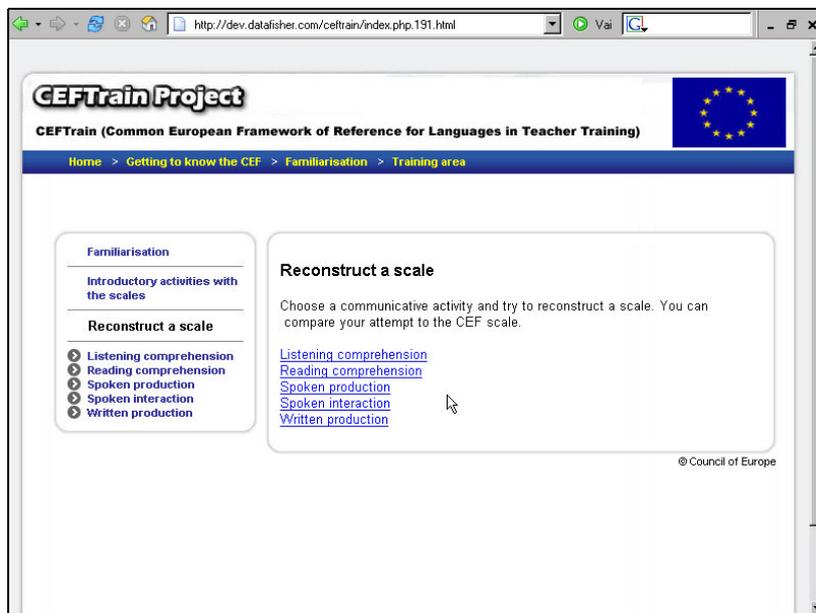
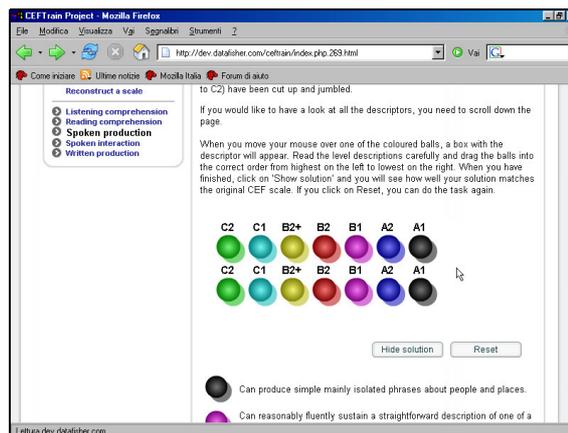
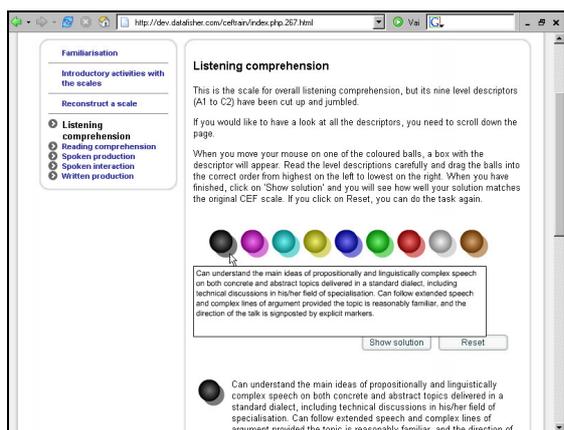


Figure 32. CEFTTrain web site screen shot: Reconstruct a scale

As a concrete example, let us take a look at Listening comprehension. In the next step, you try to reconstruct a scale. Finally, you can compare your attempt to the calibrated CEF scale (Figs. 33a, and 33b).



Figures 33a & 33b. Screen shots from CEFTTrain web site: "Reconstruct a scale"

If you want to, you can do this for all five communicative language activities 😊.

**Useful hint:**  
To move on, click on "Introductory activities with the scales", and then on "Introductory assignment".

### Introductory assignment

In Figure 34, you find the overall structure for the “Introductory assignment”.

In this third activity: "Introductory assignment", you select the level (A1-B1+/B2-C2), (Fig. 35a & 35b) at which you want to work, as well as the area (Listening, Reading, Speaking, Writing).

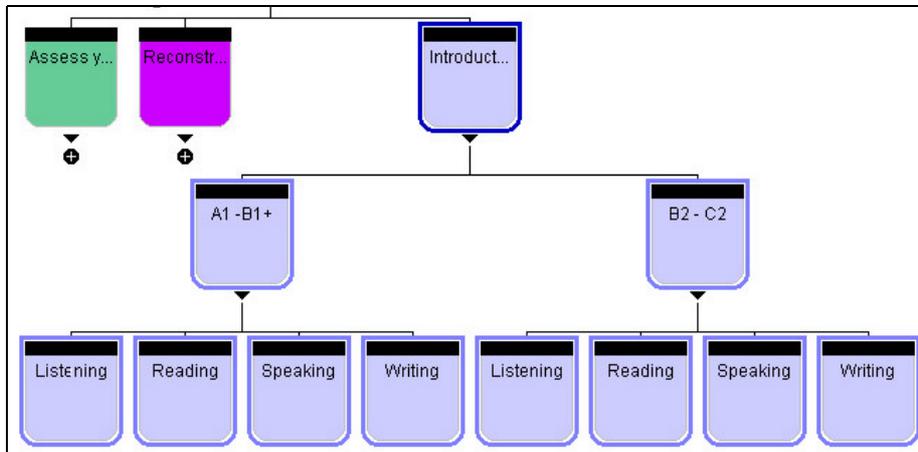


Figure 34. Overall structure of the “Introductory assignment”

To continue with the “Introductory assignment”, just follow the instructions as they appear on the web page and make your choices, in order to complete the assignment.

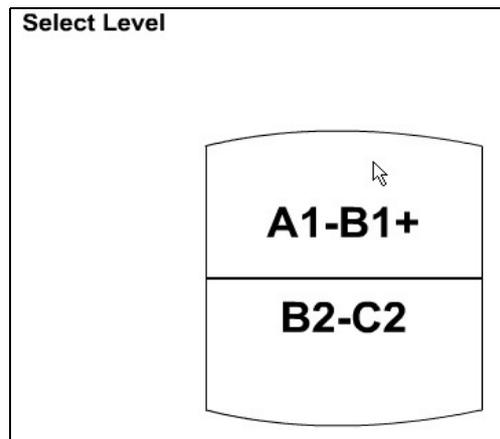


Figure 35a. CEFTTrain web site screen shot: “Introductory assignment”



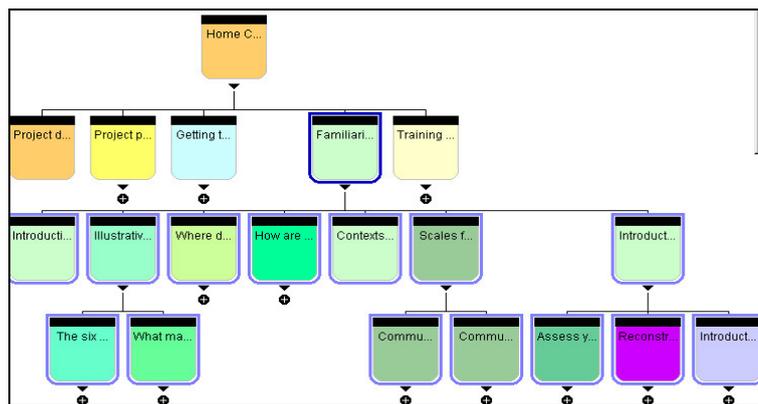
Figure 35 b. Screen shot: Communicative activities from “Introductory assignment”

**A note to users:**

Dear User,  
Good luck with your try:-)  
If you get it right, then "Congratulations!"  
If you get it wrong, "Don't worry - that's why this Training Module exists. It's to help you get familiar with the scales, and feel confident about what they mean and how to use them.  
Remember: Practice makes perfect!  
The scales are sometimes quite complex, and we all need to check our knowledge of them, as well as our familiarity with them. It's not easy at first, but it helps us to really understand them.  
So, persevere, and Good Luck!"

Best regards,  
The CEFTrain team

To summarise thus far, the following figure (Fig. 36), is a compact summary of the first four sections of the CEFTrain Project, excluding the "Training area" which appears in the next section.



**Figure 36. Compact summary of sections 1-4 of the CEFTrain web site**

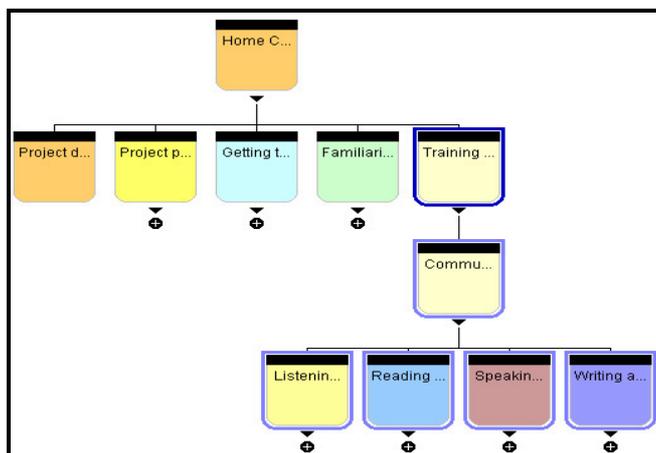
When you are finished with this section and want to move on, you can click on "TRAINING AREA" on the blue header-bar / banner to go to the training section.

## TRAINING AREA

The approach used in this section is similar to the previous section. In the “Training area” you find the “Instructions” for each type of communicative activity (Listening, Speaking, Reading, Writing), together with the actual activities.

### Communicative Activities

Here, in Figures. 37a & 37b, is the overall structure of this section:



Figures 37a. “Training area” structure screen shot



Figures 37b. CEFTTrain “Training area” screen shot

### Communicative Activities

There are a total of forty-one communicative activities associated with different levels of: Listening (8), Speaking (13), Reading (9), and Writing (11).

### How to proceed:

**First**, read the "**Instructions**" carefully. Here follows an example of the type of “Instructions” you find. This example is for Listening (Fig. 38), and guides you through the different steps involved in the “Training area”. In each of the communicative activity areas, please remember to refer to the specific “Instructions”, as they vary according to the specific reference scales.

**LISTENING**

These instructions concern all the listening activities. Read them carefully and then choose which activity you wish to work on.

Step 1: Get familiar with the task. Read the instructions and listen to the audio/video file.

Step 2: Rate the sample with all the relevant scales that will be shown on the screen.

- First rate the scale on the screen
- Click on the descriptor you have chosen
- Click on “Select”
- After checking the instant feedback, click on “Next”
- Use the same procedure to go through the other pre-selected scales

Step 3: Read comments that justify the CEFTrain ratings, if available.

Step 4: The program keeps track of your answers. To compare your own ratings with those of CEFTrain, click on “Scales” and then on “Next”. If only one descriptor is highlighted in a green area, your choice matched that of CEFTrain. Otherwise, your choice appears as a second highlighted area.

Step 5: Go to “Specifications”; it gives information on the school sector, age-group, and other task parameters.

Please note that you can always come back to this page by clicking on “Instructions”.

**Figure 38. “Instructions” for Listening**

**Second, go to "Communicative Activities".**

Select the type of communicative activity area (Listening, Speaking, Reading, Writing) with which you want to work.

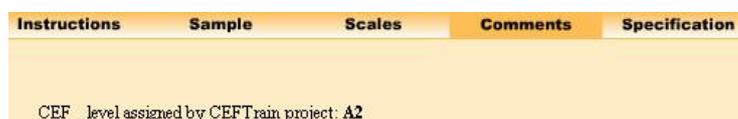
Select a task in that area.

Work through the task from beginning to end as instructed (e.g., Fig. 39).



**Figure 39. Screen shot from CEFTrain “Training area” communicative activities menu**

You can work through all the communicative activities (“**Samples**”) from the different areas and levels at your own pace. As you work through the sample, you are asked to complete the **task**. The next step asks you to select what you think is the appropriate level from the list/s of relevant **scales** with which you are presented. As you make your selection, you get immediate feedback. At times you will agree with the CEFTrain team, and on other occasions you may differ in your opinion. In order to help you understand why the CEFTrain choose a specific scale, sometimes “**Comments**” are available (Figure 40) to inform you how a specific conclusion was reached within the CEFTrain Project.



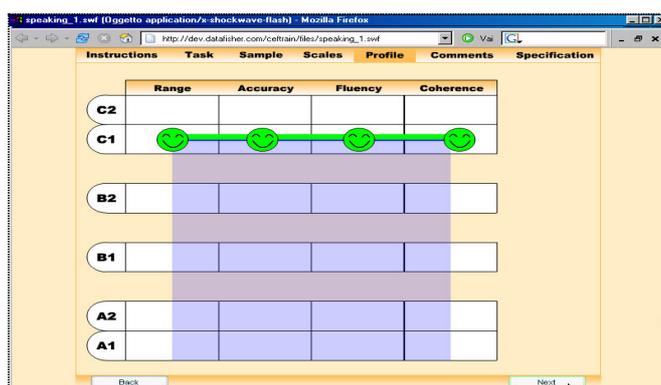
**Figure 40. Detail of screen shot from a sample “Comments” section of the “Training area”**

The detailed information or specifications related to the individual communicative activities are found under “**Specifications**”, as shown in Figure 41.

Instructions	Sample	Scales	Comments	Specification
Task Specification				
Domain/Topic and Content	Personal/ House and home/Location of own home			
Length	16 seconds			
Text source/Authenticity	Genuine/interpersonal dialogues and conversations			
Grammar	Mostly simple sentences			
Vocabulary	Mostly simple words			
Text speed	Normal			
Number of participants	Two			
Accent/Standard	Standard			
Clarity of articulation	Normally articulated			
How often played	As many times as required to complete the task.			
Task type	Selected response/multiple choice			
Operation	Recognise and retrieve explicit detail			
Context of use/ Target group	Classroom activity intended for use with learners at age 16+			

**Figure 41. Unnamed sample of “Specifications” from a communicative activity**

Depending on the communicative activity type with which you are working, you may find a **profile** for what you submit when you select from the different scales. An example from a Speaking communicative activity is provided in Figure 42.



**Figure 42. A sample profile created while working with a Speaking communicative activity**

In the example above you can see a straight C1 profile, however, remember that not all profiles have such a linear pattern. Do not be afraid to select different levels to create a profile (take another look at the linguistic profile generated on page 21).

It takes quite some time to work your way through this “Training area”. The more familiar you become with the CEF scales, the more confidently you will be able to able them to the performances that are presented in this module and in your own professional context. Remember, it takes a lot of hard work to become really familiar with the scales. There is no “quick and easy” solution but,

**“Practice makes perfect”.**

## Concluding remarks (and some more reference materials and suggestions )

It is worth pointing out to Users that, in the samples found in the Training area, the “object” of validation is the *sample performance*. The sample *per se* is related to a particular level; in this sense, things such as Learner background, previous training, practice opportunities, etc. become irrelevant variables. What is imperative is as, Oscarson states, that:

“ ... level performances must, in principle, be the same irrespective of age, category involved. That is, an A1 performance by a Primary school pupil must exhibit the same characteristics (be the same level etc.) as an A1 performance by an Adult learner, ....”

Further useful suggestions on how to practice and become more familiar with the scales can be found - together with useful information related to the ELP - in of the following publication:

**The European Language Portfolio: A Guide for Teachers and Teacher Trainers**, by David Little and Radka Perclova, Ch. 3 Understanding and using the common reference levels and descriptors, Council of Europe, Council for Cultural Cooperation Education Committee, Modern Languages Division, Strasbourg, September 2000 DGIV/EDU/LANG(2000).

For those of you who want to “learn about your strengths and weaknesses in a foreign language, and find out what level you are at“, we suggest you become familiar with **DIALANG** (<<http://www.dialang.org/>>), where you can have your language skills and knowledge assessed and recognised outside formal qualification systems.

To become familiar with bench-marked evaluation in the area of Language Testing and Assessment, refer to the **Manual for Relating Examinations to the Common European Framework** at :  
<<http://www.coe.int/T/E/Cultural%5FCo%2Doperation/education/Languages/Language%5FPolicy/Manual/>>.

To find out more about the **European Association for Language Testing and Assessment (EALTA)**, please go to <<http://www.ealta.eu.org/index.htm>>.

For more information as regards “better transparency of qualifications and skills” as promoted through **EUROPASS**, check out the EUROPA – Education and Training – website at <[http://europa.eu.int/comm/education/programmes/europass/index\\_en.html](http://europa.eu.int/comm/education/programmes/europass/index_en.html)>.

For more information on the **European Day of Languages** go to <<http://www.coe.int/EDL>>.

To find out about the **Council of Europe** and its activities in the field of Languages go to <[http://www.coe.int/T/E/Cultural\\_Co-operation/education/Languages/](http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/)>.

The CEFTrain team  hopes that you find this

“**CEFTrain User Manual**” of use and wishes you success   
with “familiarisation” and “training” in using and applying the CEF. 

This “User Manual” was written on behalf of the CEFTrain team by Elizabeth Guerin; you can e-mail any comments or suggestions to:

[elizabeth.guerin@unifi.it](mailto:elizabeth.guerin@unifi.it) (Subject: CEFTrain Project / CEFTrain Manual).