



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE

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# **Survey on the use of the Common European Framework of Reference for Languages (CEFR)**

## **Synthesis of results**

**December 2005**

# The use of the Common European Framework of Reference for Languages (CEFR). A Survey.

## Introduction

It is evident that the Common European Framework of Reference for Languages, a document published in 2001, the European Year of Languages, by the Language Policy Division, is increasingly being consulted and used in a wide number of contexts. However, there is a lack of systematic information available on how it is used. The purpose of a survey conducted by the Language Policy Division in the Spring of 2005 was then to get a general overview of the extent to which the CEFR is known and used and of the experiences gained in using it.

The purpose of the questionnaire published on the web page of the Language Policy Division and sent to all language contact addresses of the Council was to gather information about the use of the CEFR at institutional level. Since the goal was to win a general overview, the questionnaire was short and only brief answers were expected. Most questions could be answered by ticking the appropriate response. Space was provided however, for brief comments if respondents wished to elaborate on their answers.

The Council of Europe Secretariat is very grateful for the information provided. It will be very useful in assessing the current situation and in planning any further projects related.

## The questionnaire<sup>1</sup>

In the survey questionnaire the respondents were asked to provide the following information:

0. *Type of institution / organisation that the respondent represents*
1. ***How widely known** is the CEFR in your institution?*
2. ***How widely used** is the CEFR in your institution?*
3. *Who is using it?*
4. *In which domain(s) is the CEFR in your institution?*
5. *Which parts of the CEFR are best known / most frequently used?*
6. *Has the CEFR been translated into your language(s)?  
If not, are there plans to do so?*
7. *Please estimate in general how useful has the CEFR been for your institution*

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<sup>1</sup> See Appendix 1

8. *Please estimate how useful the CEFR has been for your institution for the following purposes and in the following contexts. If you wish, please provide comments.*
- a. *in curriculum/syllabus development*
  - b. *pre-service teacher training*
  - c. *in-service teacher training*
  - d. *testing/assessment/certification*
  - e. *textbook writing/production of educational materials*
  - f. *communication with stakeholders (learners, parents, teachers, clients, etc.)*
  - g. *other contexts (please specify the context)*
9. *Are there any problems with the CEFR or in the way it has been used in your institution or in the national/international context that you would like to mention?*
10. *Do you have any suggestions on how the CEFR-kit could be expanded/developed further?*

## **The results**

The results are based on questionnaires sent in by 111 respondents from 37 European states, Egypt and Mexico between March and June 2005. They represent the view of the following types of institutions:

1. Higher education (39 institutions);
2. Central authority (29);
3. Teacher training centre (18);
4. Teacher education/Teacher college (18);
5. Examination provider (16);
6. Language school/centre (14);
7. Adult education (12);
8. Other: Further education, publisher, primary or secondary school, cultural agency/centre (28)

## **Questions 1 – 8: a summary of results**

In general, the results of the survey indicate that the documents major impact is in the areas of teacher training and testing/assessment, with its common reference scales of language proficiency being the part mostly looked at. In particular, the questions related to the familiarity with and the usefulness of the CEFR brought the following results:

- The CEFR is *rather widely known* in the responding institutions (3,16 on a 0-4 scale) and it is *quite widely used* (2,24 on a 0-4 scale);
- It is **used** mostly by teachers, teacher trainers, test writers, and material writers;
- It is **used** mostly in the domains of teacher training (pre-service and in-service), language testing/assessment, language curriculum development, textbook/material production, and communication with stakeholders (learners, parents, teachers, staff, clients, etc.);

- The clearly **best known/most frequently used** parts of the CEFR are **the common reference levels of language proficiency** (the global scale, the self assessment grid, and the scales of illustrative descriptors);
- The **usefulness** of the CEFR has been rated at 2,44 on a 0-3 scale;
- The CEFR proved to be **most useful** in the domains of **testing/assessment/certification** (2,70 on a 0-3 scale) and curriculum/syllabus development (2,66 on a 0-3 scale);
- Institutionally, the CEFR proved to be **most useful for the examination providers** (2,88 on a 0-3 scale).

### **Questions 8a – 8g: How useful has the CEFR been in the particular domains of use:**

Among domains of use beyond the options listed in the questionnaire the following were mentioned:

- legislation
- policy making (education)
- research

### **Question 9: Problems with the use of the CEFR**

Two issues seem to dominate the voices of the respondents here. The first, most frequently raised, is the complexity of the CEFR – both of the text itself found to be very difficult to read as well as of the way the new approach is presented. It is being pointed out that the document requires an in-depth study and that much tutoring work is needed for the users to benefit from it. The following quotations may illustrate this:

*The most frequent complaints I hear about the CEFR have to do with the fact that it is very difficult to read straight through. There is arguable a need for a (relatively) short and reader-friendly summary or vademecum, for use especially in teacher training contexts.*

*The CEFR represents a new approach in learning, teaching and assessment. It is therefore difficult for many teachers, both theoretically and in the pragmatic sense. It requires learning how to become more analytic and observant. It requires them to master skills that they have not traditionally learned. It requires intensive studying, several years to really adopt the contents and learn how to put it in practice. And it requires plenty of support and tutoring. The next generations of teachers who are using the CEFR will find it much easier. This makes the work in a Teacher Education Department quite challenging.*

*The CEFR is a very valuable tool in the hands of academics. However, it is not at all easy to comprehend and apply, has to be drastically abbreviated and simplified to be of immediate use by teachers.*

*Le langage utilisé dans le CECR est compliqué pour d'autres. Une formation est nécessaire pour son appropriation.*

*As a reference book the CEF is not very accessible. There is a need for a concise version aimed at a non-expert audience, which is better structured and contains examples of how to use CEF in everyday language teaching and testing.*

*The CEFR is very comprehensive. A short version with guidelines would be useful.*

*The second issue frequently referred to is the clearly perceived potential risk of (mis)using the CEFR as a tool for assessment only while reducing it to the levels and the (global) scales and adopting the labels A1 to C2 without sufficient calibration effort nor evidence. Here are some typical voices:*

*The main "problem" is lack of access to, and insufficient awareness of the CEFR. Only the Common Reference Levels seem to be used - the rest of the Framework is ..... known.*

*La connaissance du CEFR n'est pas encore une connaissance approfondie dans l'école: tous connaissent les niveaux, mais il est nécessaire connaître d'une façon plus systématique tous les contenus du CEFR.*

*The CEFR is very promising in its philosophy and general idea, especially concerning multilingualism. Unfortunately it is very rarely used in the very sense of its own philosophy but being misused as a simple testing instrument*

*I have sometimes noticed that courses/textbooks/ examinations are placed on the CoE levels more in an impressionistic than in a systematic way.*

*The rush to place everything (tests, materials, programmes etc.) on the scale has, in the first instance, reduced the CEFR to little more than a vertical global scale with a great deal of discussion around who can relate what to the CEFR and how.*

*Standard setting – trying to prove the link to the Framework is a painstaking process.*

Related to these are some voices warning of the risk to view the CEFR as a prescriptive norm imposed on the European level rather than a descriptive reference framework offered by the Council of Europe:

*In some situations or for some people, anything that come from abroad, especially from the EU, is taken as a directive or imposition.*

*Le CECR, utilisé d'une manière technocratique, autoritaire, ne doit pas conduire à uniformiser au niveau européen voire international l'enseignement des langues: chaque contexte d'enseignement a sa culture d'enseignement/apprentissage propre qui doit être prise en compte. Le CECR doit rester un instrument pour se poser les bonnes questions en matière*

*d'enseignement/apprentissage de langues et ne doit pas devenir la norme à laquelle toutes les cultures d'enseignement/apprentissage doivent se plier.*

*Communication of and around the CEFR tends to focus on the global scales. Very little attention has been paid to the open, differentiated, descriptive nature of the sections of the CEFR which do not deal with levels and scaling. Furthermore, not enough attention has been paid to the differentiation within the scales (profiling). These factors have led to a generally prescriptive interpretation of the CEFR.*

*We try to use the CEFR not as a prescriptive, but as an open, dynamic tool. The risk, especially at linguistic policy planning level, but not only at this level, is to forget that the CEFR is a reference model and that it cannot be applied automatically to every language and every context and every learner/user. If we do so, we forget one of the fundamental concepts in the CEFR: language use.*

### **Question 10: Suggestions for further development**

In agreement with the problems mentioned above most of the suggestions are related to the need to produce a clear summary of the most important elements of the CEFR supplemented by examples of their practical application for different user groups – teachers, teacher trainers, testers, policy makers, etc. – and make them available for the purpose of training and awareness raising. The following voices may be quoted here:

*The connections of the CEFR document with classroom work could be developed much further. (...) What is partly lacking at the moment is a bridge between teaching and assessment, testers and teachers, quantitative and qualitative means of building it.*

*In practice projects could be launch to apply the theoretically and empirically most elaborated features of the CEFR into classroom work and gather empirical information of the functionality of the scales in the process of learning.*

*More research is needed on how reliable the self-assessment tools are, how they can be refined, how the cultural competences can be visible and measurable, how national grading systems really apply to the standards. There might be a need for further international testing tools/aids in several widely taught languages for indicating the degree of attaining the goals stated in national languages curricula. A coherent research program linked to the ELP would be a natural forum of putting into practice most of the issues mentioned above. To sum it up, the most prominent challenge of developing CEFR by whatever means, is to bridge the present gap between teachers and testers, socio-culturally minding "learning researchers" and empirically minded "testing researchers" sitting in their respective SIGs; smiling or bemoaning at each others simplicity and students and teachers working in classrooms roughly as they used to do in the 70's scared of "faceless testers" who may strike in the end.*

*It would be very useful to have more practical examples for class management, activities for weak students, model curricula.*

*I think it should be one of the compulsory texts for pre-service training. Furthermore, I think teachers pre and in-service should be encouraged to try to prepare materials in the context of training seminars with experts in the field. Likewise, similar efforts should be made in relation to the relating of the Manual to the CEFR - only in this way will teachers begin to really understand what it is about and how in-depth it is. When they find that other colleagues are in the same boat, this will help them to move forward slowly but surely. Maybe we could even try to organise national work-groups that could then have a cascade effect throughout the regions and at local level in order to become really familiar with the CEFR.*

*Ideas and guidelines about how to adapt it to the different audiences/groups of learners*

*An abstract of the CEFR with aims and fields to use it would allow an easier approach for teachers.*

*Versions « synthétiques » (executive summary) pour différents types de lecteurs (parents, décideurs) qui ne lisent pas l'ensemble du texte*

*I would also like to add that there is also a need for a simplified version of the CEFR which could be used when tackling language issues with non-language specialists.*

In addition to these general suggestions, several concrete proposals were made. Here is a selection:

*An on-line application with examples & exercises in all European languages (would be useful).*

*Un test d'autoévaluation qui pourrait être mis en ligne et qui permettrait après s'être auto-positionné sur les différents critères d'en déduire le niveau final réel.*

*It would be useful to have workshops or seminars in which the interpretation of certain terms used in scales are explained. It would be useful as well to get a bit more background knowledge about the composition and construction of the scales*

*Un tableau avec des critères précis et différenciés pour l'évaluation des compétences dans le domaine de l'interculturel serait très utile.*

*Teacher's guide, Extracurricular projects and activities, Teacher's corner on-line (forum, etc), Course book evaluation checklist (i.e. how to choose your material).*

*There is a need for material that illustrates specific can-do statements, tasks and performances, rather than samples that illustrate general levels of language performance or proficiency.*

*1. Can-dos 1) for children, 2) for teenagers, 3) for adult immigrants who are working, 4) for exchange students, 5) etc.; 2. Videos with samples of language exemplifying different CEFR levels (both children and adults).*

*A glossary of terms would be recommended.*

Appendix 1a. Questionnaire (English)

**Council of Europe Secretariat  
Directorate General IV  
Education, Culture, and Heritage, Youth and Sport  
Language Policy Division**



**The use of the Common European Framework of Reference for Languages (CEFR). A Survey.**

It is evident that the Common European Framework of Reference for Languages, a document published in 2001, the European Year of Languages, by the Language Policy Division, is increasingly being consulted and used in a wide number of contexts. However, there is a lack of systematic information available on how it is used. The purpose of this survey is to get a general overview of the extent to which the CEFR is known and used and of the experiences gained in using it.

The purpose of this questionnaire is to gather information about the use of the CEFR in your institution. We hope you will be able to find the time needed to fill in this questionnaire. Since the goal is to have a general overview, it is short and only brief answers are expected. Most questions can be answered by ticking the appropriate response. Space is provided for brief comments if you wish to elaborate on your response. The results of the survey will be analysed and summarised in a report, which will be available in due course on the Language Policy Division web sites:

[www.coe.int/lang](http://www.coe.int/lang) and [www.coe.int/portfolio](http://www.coe.int/portfolio)

The Council of Europe Secretariat will be very grateful for the information provided. It will be very useful in assessing the current situation and in planning any further actions.. **Responses can be sent on paper, to: Waldemar Martyniuk, Language Policy Division, Council of Europe, F-67075 Strasbourg, Cedex, France or via e-mail to: [waldemar.martyniuk@coe.int](mailto:waldemar.martyniuk@coe.int) . Please confirm your willingness to fill in this questionnaire by May 30 and send your reply by June 15, 2005.**

*Name of respondent:*

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*Country:* \_\_\_\_\_ *E-mail:* \_\_\_\_\_

*Name of institution / organisation that the respondent represents:*

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*Address:*

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Type of institution / organisation that the respondent represents:

- Primary school
  - Lower secondary school
  - Upper secondary school:     General                       Vocational
  - Further education:             General                       Vocational
  - Higher education
  - Adult education
  - Teacher education / Teacher college
  - Teacher training centre
  - Language school / centre
  - Cultural agency / centre
  - Examination provider
  - Publisher
  - Professional organisation / association
  - Local authority
  - Central authority (Ministry or part of a Ministry)
  - Other (please specify):
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## A. FAMILIARITY WITH AND USE OF THE CEFR IN YOUR INSTITUTION

1. *How widely **known** is the CEFR in your institution:*

- very widely     rather widely             not very widely     hardly at all     not at all

2. *How widely **used** is the CEFR in your institution:*

- regularly             very widely             quite widely             occasionally     not at all

3. *Who is using it?:*

- learners     teachers     teacher trainers     material writers     test writers  
 administrators     school inspectors     others (please specify): \_\_\_\_\_

4. *In which domain(s) is the CEFR used in your institution as a reference?:*

- language teaching     language learning  
 language testing/assessment     textbook/material production  
 foreign language curriculum development     national language curriculum development  
 pre-service teacher training     in-service teacher training  
 communication with stakeholders (learners, parents, teachers, staff, clients, etc.)  
 other (please specify):
-

5. Which parts of the CEFR are best known / most frequently used? (tick max. five):

- The Descriptive Scheme (Chapter 2)
- The Common Reference Levels – Global Scale (Chapter 3, Table 1)
- The Common Reference Levels – Self Assessment Grid (Chapter 3, Table 2)
- The Common Reference Levels – Qualitative Aspects of Language Use (Chapter 3, Table 3)
- Language activities and strategies (Chapter 4)
- Language competences (Chapter 5)
- The Scales of Illustrative Descriptors (Chapters 4 and 5)
- The Concept of Partial Competence and Plurilingual and Pluricultural Competence (Chapter 6)
- The Curriculum Scenarios (Chapter 8)
- The Types of Assessment (Chapter 9)
- The DIALANG Scales (Appendix C)
- The ALTE ‘Can Do’ Statements (Appendix D)
- Other (please specify):

6. Has the CEFR been translated into your language(s)?:  Yes  No  Don’t know  
 If not, are there plans to do so?:  Yes  No  Don’t know

## B. EVALUATION

7. Please estimate in general how useful has the CEFR been for your institution?

- extremely useful  rather useful  of some use  not useful  difficult to say

8. Please estimate how useful the CEFR has been for your institution for certain **purposes** and in certain **contexts**. If the CEFR has not been used for a particular purpose or you cannot give an estimate, tick “Cannot be estimated”. Please feel free to write brief comments which can help to situate your answer. When relevant, please also provide references to reports and/or other documents.

	Very use-ful	Rather useful	Not very useful	Not at all useful	Cannot be esti-mated
a. How useful has the CEFR been in <b>curriculum/syllabus development</b> ?					
Comments:					

	Very use-ful	Rather useful	Not very useful	Not at all useful	Cannot be esti-mated
<i>b. How useful has the CEFR been in <b>pre-service teacher training</b>?</i>					

Comments:

	Very use-ful	Rather useful	Not very useful	Not at all useful	Cannot be esti-mated
<i>c. How useful has the CEFR been in <b>in-service teacher training</b>?</i>					

Comments:

	Very use-ful	Rather useful	Not very useful	Not at all useful	Cannot be esti-mated
<i>d. How useful has the CEFR been in <b>testing/assessment/certification</b>?</i>					

Comments:

	Very useful	Rather useful	Not very useful	Not at all useful	Cannot be estimated
<i>e. How useful has the CEFR been in <b>textbook writing/production of educational materials</b>?</i>					
Comments:					

	Very useful	Rather useful	Not very useful	Not at all useful	Cannot be estimated
<i>f. How useful has the CEFR been in <b>communication with stakeholders (learners, parents, teachers, clients, etc.)</b>?</i>					
Comments:					

	Very useful	Rather useful	Not very useful	Not at all useful	Cannot be estimated
<i>g. How useful has the CEFR been in <b>other contexts (please specify the context)</b>?:</i>					
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9. Are there any problems with the CEFR or in the way it has been used in your institution or in the national/international context that you would like to mention?:

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10. As you may know, the CEFR is to be accompanied by such materials as Reference Level Descriptions for individual languages, a Manual for Relating Examinations to the CEFR, with a Reference Supplement for Assessment, and a multilingual collection of sample items and performances to illustrate the CEFR levels (some of these materials are already available, others are in preparation or being piloted). Do you have any other suggestions on how the CEFR-kit could be expanded/developed further?:

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☺ Thank you very much for your time and effort!!!

**Secrétariat du Conseil de l'Europe**  
**Direction générale IV**  
**Education, Culture et Patrimoine, Jeunesse et Sport**  
**Division des politiques linguistiques**



## **Enquête sur l'utilisation du Cadre européen commun de référence pour les langues (CECR)**

De toute évidence, le Cadre européen commun de référence pour les langues, document élaboré par un groupe d'experts pour le compte de la Division des politiques linguistiques et publié lors de l'Année européenne des langues 2001, est de plus en plus souvent consulté et employé dans des contextes divers. Nous manquons cependant de données systématiques sur l'utilisation qui en est faite. Cette enquête se propose d'évaluer dans quelle mesure le CECR est connu et mis en application et de dresser un bilan global de son utilisation.

Le présent questionnaire a pour but de recueillir des informations sur l'emploi du CECR dans votre institution. Nous espérons que vous serez en mesure d'y consacrer le temps nécessaire. Comme il ne s'agit que d'obtenir un aperçu général de la situation, nous avons limité le nombre de questions et n'attendons que des réponses concises. Dans la plupart des cas, il suffit de cocher la case appropriée. De brefs commentaires peuvent être formulés dans l'espace prévu à cet effet pour préciser et développer les réponses. Les résultats de l'enquête seront analysés et résumés dans un rapport qui sera publié ultérieurement sur les sites web de la Division des politiques linguistiques:

[www.coe.int/lang/fr](http://www.coe.int/lang/fr) et [www.coe.int/portfolio/fr](http://www.coe.int/portfolio/fr)

Le Secrétariat du Conseil de l'Europe vous remercie par avance des informations que vous voudrez bien lui communiquer. Elles lui seront très utiles pour évaluer la situation actuelle et prévoir les nouvelles actions à mener. Elles serviront aussi de point de départ pour une enquête au niveau national sur l'utilisation du CECR dans les 46 Etats membres du Conseil de l'Europe. Les réponses peuvent être adressées par courrier classique à : **Waldemar Martyniuk, Division des politiques linguistiques, Conseil de l'Europe, F-67075 Strasbourg, Cedex, France** ou par courrier électronique à : [waldemar.martyniuk@coe.int](mailto:waldemar.martyniuk@coe.int). **Veillez confirmer votre intention de remplir ce questionnaire avant le 30 mai 2005 et envoyer vos réponses avant le 15 juin 2005.**

*Nom de la personne répondant au questionnaire :* \_\_\_\_\_

*Pays :* \_\_\_\_\_ *E-mail :* \_\_\_\_\_

*Nom de l'institution / organisation :*

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*Adresse :*

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*Type d'institution / organisation :*

- Enseignement primaire
  - Enseignement secondaire (premier cycle)
  - Enseignement secondaire (second cycle) :  général  professionnel
  - Formation continue :  générale  professionnelle
  - Enseignement supérieur
  - Formation des adultes
  - Formation initiale des enseignants / Formation pédagogique
  - Formation continue des enseignants
  - Ecole de langues / Centre d'enseignement linguistique
  - Agence culturelle / Centre culturel
  - Organisme d'examens
  - Editeur
  - Organisation / association professionnelle
  - Collectivité locale
  - Autorité centrale (ministère ou service ministériel)
  - Autre (veuillez préciser) :
-

## A. CONNAISSANCE ET UTILISATION DU CECR DANS VOTRE INSTITUTION

1. *Dans quelle mesure le CECR est-il connu dans votre institution ?*

- très connu    assez connu    peu connu    très peu connu    inconnu

2. *Dans quelle mesure le CECR est-il utilisé dans votre institution ?*

- systématiquement    très largement    assez largement    rarement    pas du tout

3. *Qui l'utilise ?*

- apprenants    enseignants    formateurs d'enseignants

- rédacteurs de matériels pédagogiques    concepteurs de tests    administrateurs

- inspecteurs pédagogiques    autres (veuillez préciser) : \_\_\_\_\_

4. *Dans quel(s) domaine(s) le CECR est-il utilisé comme référence dans votre institution ?*

- |  |   |
|--|---|
| <input type="checkbox"/> enseignement des langues  | <input type="checkbox"/> apprentissage des langues                                      |
| <input type="checkbox"/> tests/évaluations linguistiques   |   |
| <input type="checkbox"/> élaboration de manuels/matériels pédagogiques   |   |
| <input type="checkbox"/> conception de programmes d'enseignement de langues étrangères   | <input type="checkbox"/> conception de programmes d'enseignement de la langue nationale |
| <input type="checkbox"/> formation initiale des enseignants  | <input type="checkbox"/> formation continue des enseignants                             |
| <input type="checkbox"/> communication avec les différents intéressés (apprenants, parents, enseignants, personnel, clients, etc.) |   |
| <input type="checkbox"/> autres (veuillez préciser) :  |   |
-

5. *Quelles parties du CECR sont les mieux connues / les plus fréquemment utilisées ? (veuillez cocher au maximum cinq cases)*

- Schéma descriptif (chapitre 2)
  - Niveaux communs de référence – Echelle globale (chapitre 3, tableau 1)
  - Niveaux communs de référence – Grille d’auto-évaluation (chapitre 3, tableau 2)
  - Niveaux communs de référence – Aspects qualitatifs de l’utilisation de la langue (chapitre 3, tableau 3)
  - Activités de communication langagière et stratégies (chapitre 4)
  - Compétences langagières (chapitre 5)
  - Echelles d’exemples de descripteurs (chapitres 4 et 5)
  - Notion de compétence partielle et compétence plurilingue et pluriculturelle (chapitre 6)
  - Scénarios curriculaires (chapitre 8)
  - Types d’évaluation (chapitre 9)
  - Echelles de DIALANG (annexe C)
  - Spécifications de ALTE (annexe D)
  - Autres (veuillez préciser) :
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6. *Le CECR a-t-il été traduit dans votre/vos langue(s) ?*  oui  non

ne sait pas

*Dans la négative, est-il prévu qu’il le soit ?*  oui  non

ne sait pas

## B. ÉVALUATION

7. D'une manière générale, comment évaluez-vous l'utilité du CECR dans votre institution ?

très utile    assez utile    parfois utile    inutile    difficile à évaluer

8. Comment évaluez-vous l'utilité du CECR dans votre institution pour certains **objectifs** et dans certains **contextes** ? Si le CECR n'est pas utilisé dans un but précis ou si vous n'êtes pas en mesure de porter un jugement, veuillez cocher « Impossible à évaluer ». N'hésitez pas à formuler de brefs commentaires pour préciser votre réponse. Le cas échéant, indiquez également les références de rapports et/ou d'autres documents.

	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>a. Dans quelle mesure le CECR est-il utile pour l'élaboration de curriculums / programmes ?</i>					
Commentaires :					

	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>b. Dans quelle mesure le CECR est-il utile pour la formation initiale des enseignants ?</i>					
Commentaires :					
	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>c. Dans quelle mesure le CECR est-il utile pour la formation continue des enseignants ?</i>					
Commentaires :					
	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>d. Dans quelle mesure le CECR est-il utile pour les tests / l'évaluation / la certification ?</i>					
Commentaires :					

	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>e. Dans quelle mesure le CECR est-il utile pour l'élaboration de manuels / de matériels pédagogiques ?</i>					
Commentaires :					
	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>f. Dans quelle mesure le CECR est-il utile pour la communication avec les différents intéressés (apprenants, parents, enseignants, clients, etc.) ?</i>					
Commentaires :					
	Très utile	Assez utile	Peu utile	Inutile	Impossible à évaluer
<i>g. Dans quelle mesure le CECR est-il utile dans d'autres contextes (veuillez préciser) ?</i>  _____					

*9. Le CECR ou ses modalités d'utilisation dans votre institution ou dans le contexte national / international posent-ils des problèmes que vous souhaitez mentionner ?*

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*10. Comme vous le savez peut-être, divers documents sont associés au CECR : descriptions des niveaux de référence pour plusieurs langues, manuel pour relier les examens au CECR assorti d'un document complémentaire de référence pour l'évaluation, collection multilingue d'échantillons d'items et de productions pour illustrer les niveaux du CECR (une partie de ce matériel est déjà disponible, d'autres sont en cours d'élaboration ou d'expérimentation). Avez-vous d'autres suggestions en vue de l'extension / du développement des outils du CECR ?*

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*☺ Merci pour le temps et les efforts que vous avez consacrés à ce questionnaire !!!*