**COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES:**

**SELECTED REFERENCES**

**(Last updated 23 May 2020**)

Alderson, J. C. (Ed.). (2002). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Case studies.* Strasbourg: Council of Europe, Retrieved from [www.coe.int/T/DG4/Portfolio/documents/case\_studies\_CEF.doc](http://www.coe.int/T/DG4/Portfolio/documents/case_studies_CEF.doc)

Alderson, J. C. (2007). The CEFR and the need for more research. *Modern Language Journal, 91*(4), 659–63.

Alderson, J. C., Figueras, N., Kuijper, H., Nold, G., Takala, S., & Tardieu, C. (2006). Analysing tests of reading and listening in relation to the Common European Framework of Reference: The experience of the Dutch CEFR Construct Project. *Language Assessment Quarterly, 3*(1), 3–30.

Alderson, J. C., & Huhta, A. (2005). The development of a suite of diagnostic tests based on the Common European Framework. *Language Testing, 22*, 301–320.

ALTE. (2002). *The ALTE can do project. Articles and can do statements produced by the members of ALTE 1992-2002.* Retrieved from <http://alte.org/downloads/index.php?doctypeid=10>

ALTE. (2010). *The can-do statements.* Retrieved from<http://alte.org/cando/index.php>

Arnott, S., Brogden, L. M., Faez, F., Peguret, M., Piccardo, E., Rehner, K., … Wernicke, M. (2017). The Common European Framework of Reference for Languages (CEFR) in Canada: A research agenda. *Canadian Journal of Applied Linguistics, 20*(1),31–54.

Barni, M., Scaglioso, A. M., & Machetti, S. (2010). Linking the CILS examinations to the CEFR: The A1 speaking test. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 159–176). Cambridge, UK: Cambridge University Press.

Baron, P. A., & Tannenbaum, R. (2011). *Mapping the TOEFL Junior® Test onto the Common European Framework of Reference* (Research Memorandum RM-11-07). Princeton, NJ: Educational Testing Service.

Baron, P. A., & Papageorgiou, S. (2014). *Mapping the TOEFL® Primary™ Test onto the Common European Framework of Reference.* (TOEFL Research Memorandum RM-14-05). Princeton, NJ: Educational Testing Service.

Bateman, H. (2009). Some evidence to support the alignment of an LSP writing test to the CEFR. *Cambridge ESOL Research Notes, 37*, 29–34.

Beacco, J. C. & Byram, M. (2003). *Guide for the development of language education policies in Europe: From linguistic diversity to plurilingual education*. Strasbourg: Council of Europe Language Policy Division. Retrieved from [http://www.coe.int/t/dg4/linguistic/Source/FullGuide\_EN.pdf#xml=http://www.search.coe.int/texis/search/pdfhi.txt?query=Guide+for+the+development+of+language+education+policies+in+Europe&pr=Internet\_D&prox=page&rorder=500&rprox=750&rdfreq=500&rwfreq=500&rlead=500&rdepth=250&sufs=1&order=r&mode=&opts=&cq=&sr=&id=495e719b1d](http://www.coe.int/t/dg4/linguistic/Source/FullGuide_EN.pdf#xml=http://www.search.coe.int/texis/search/pdfhi.txt?query=Guide+for+the+development+of+language+education+policies+in+Europe&pr=Internet_D&prox=page&rorder=500&rprox=750&rdfreq=500&rwfreq=500&rlead=500&rdepth=250&sufs=1&order=r&mode=&opts=&cq=&sr=&id=495)

Beacco, J-C. (2005). Le Cadre Européen Commun de Référence pour les Langues: Quels effets sur la didactique du français et des langues? [The Common European Framework of Reference for Languages: What effects of the teaching of French and foreign languages]. In H-L. Krechel (Ed.), *Französich Didaktik* (pp. 10–22). Berlin: Cornelsen.

Beacco, J-C., Byram, M., Cavalli, M., Coste, D., Egli Cuenat, M., Goullier, F., & Panthier, J. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education.* Strasbourg, France: Council of Europe. Retrieved from http://www.coe.int/en/web/common-european-framework-reference-languages/documents

Belén Díez-Bedmar, M., & Byram, M. (2017). The current influence of the CEFR in secondary education: Teachers’ perceptions. *Language, Culture and Curriculum, 32*(1), 1–15.

Bonnet, G. (2007). The CEFR and education policies in Europe. *Modern Language Journal, 91*(4), 669–672.

Byram, M., & Parmenter, L. (Eds.). (2012). *The Common European Framework of Reference: The globalisation of language education policy.* Bristol, UK: Multilingual Matters.

Byrnes, H. (2007). Developing national language education policies: Reflections on the CEFR. *Modern Language Journal, 91*(4), 678–684.

Byrnes, H. (2012). Academic perspectives from the USA. In M. Byram & L. Parmenter (Eds.), *The Common European Framework of Reference: The globalisation of language education policy* (pp. 169–181). Bristol, UK: Multilingual Matters.

Carlsen, C. H. (2018). The adequacy of the B2 level as university entrance requirement. *Language Assessment Quarterly, 15*(1), 75–89.

Coste, D., Moore, D., & Zarate, G. (2009). *Plurilingual and pluricultural competence: Studies towards a Common European Framework of Reference for language learning and teaching*. Strasbourg, France: Council of Europe Publishing. Retrieved from <https://www.coe.int/t/dg4/linguistic/Source/SourcePublications/CompetencePlurilingue09web_en.pdf>

Council of Europe (1992). *Transparency and coherence in language learning in Europe: Objectives, evaluation, verification*. Report on the Rüschlikon Symposium. Strasbourg: Council of Europe Language Policy Division.

Council of Europe. (1998). *Modern languages: Learning, teaching, assessment: A Common European Framework of Reference*. Strasbourg: Council of Europe, Language Policy Division.

Council of Europe. (2000). *The Equals-ALTE electronic portfolio.* Strasbourg: Council of Europe Language Policy Division. Retrieved from [http://www.alte.org/projects/eelp.php](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fwww.alte.org%2fprojects%2feelp.php)

Council of Europe. (2000). *Resolution on the European language portfolio.* Adopted at the 20thsession of the Standing conference of the ministers of education of the Council of Europe, Cracow, Poland, 15-17 October 2000. Retrieved from <http://culture.coe.int/portfolio>.

Council of Europe. (2000). *European Language Portfolio (ELP): Rules for the accreditation of the ELP models* (Rev. ed.). Strasbourg: Council of Europe Language Policy Division Retrieved from <http://74.125.155.132/search?q=cache:KLCkhBkQkZUJ:www.pubblica.istruzione.it/argomenti/portfolio/allegati/regole_accredi_inglese.rtf+European+Language+Portfolio+%28ELP%29:+rules+for+the+accreditation+of+the+ELP+models&cd=5&hl=en&ct=clnk&gl=us&client=firefox-a>

Council of Europe (2000). *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).* Cambridge: Cambridge University Press. Retrieved from <http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp>

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge, UK: Cambridge University Press.

Council of Europe. (2001). *European Language Portfolio (ELP).* Strasbourg: Council of Europe, Language Policy Division. Retrieved from [www.coe.int/portfolio](http://www.coe.int/portfolio)

Council of Europe (2001). *Common European Framework of Reference for Languages*. Strasbourg, France: Council of Europe Publishing. Retrieved from <http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf>

Council of Europe. (2003). *Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment: Manual (preliminary pilot version).* Strasbourg: Council of Europe, Language Policy Division. Retrieved from [www.coe.int/t/dg4/linguistic/Manuel1\_EN.asp](http://www.coe.int/t/dg4/linguistic/Manuel1_EN.asp)

Council of Europe. (2003). *Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment: Manual (overview of preliminary pilot version)*. Strasbourg: Council of Europe, Language Policy Division. Retrieved from [www.coe.int/T/DG4/Portfolio/documents/Overview.doc](http://www.coe.int/T/DG4/Portfolio/documents/Overview.doc)

Council of Europe. (2003). *Samples of oral production illustrating, for English, the levels of the Common European Framework of Reference for Languages*. Council of Europe, Strasbourg: Language Policy Division.

Council of Europe. (2004). *The Europass language passport*. Strasbourg: Council of Europe. Retrieved from [https://europass.cedefop.europa.eu/europass/home/vernav/Europass+Documents/Europass+Language+Passport.csp](https://europass.cedefop.europa.eu/europass/home/vernav/Europass%2BDocuments/Europass%2BLanguage%2BPassport.csp)

Council of Europe. (2004). *Reference supplement to the preliminary pilot version of the manual for relating language examinations to the Common European Framework of Reference*. Council of Europe, Strasbourg: Language Policy Division. Retrieved from <http://www.coe.int/T/DG4/Portfolio/documents/CEF%20reference%20supplement%20version%203.pdf>

Council of Europe. (2006). European language portfolio (ELP): Principles and guidelines. In Council of Europe. *European Language Portfolio: Key reference documents* (pp. 7–16). Strasbourg: Council of Europe Language Policy Division. Retrieved from <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/validation.html>

Council of Europe. (2008). *Explanatory notes to Recommendation CM/Rec (2008)7 of the Committee of Ministers to member states concerning the use of the Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism*. Retrieved from <https://wcd.coe.int/>

Council of Europe. (2008).  [Recommendation CM/Rec(2008)7 of the committee of ministers to member states on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism](http://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805d2fb1). Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages/extracts-recommendation-2008-7>

Council of Europe. (2009). *Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).* A manual. Strasbourg: Council of Europe, Language Policy Division. Retrieved from [www.coe.int/t/dg4/linguistic/Manual%20Revision%20-%20proofread%20-%20FINAL.pdf](http://www.coe.int/t/dg4/linguistic/Manual%20Revision%20-%20proofread%20-%20FINAL.pdf)

Council of Europe. (2010). *European Language Portfolio Introduction: Principles*. Retrieved from <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/introduction.html>

Council of Europe. (2010). *European language portfolio: Documentation.* Retrieved from <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/documents.html>

Council of Europe. (2010).*European language portfolio: Portfolios.* Retrieved from <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/portfolios.html>

Council of Europe. (2010).*European language portfolio: Levels*. Retrieved from <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html>

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companionv Volume with new descriptors.* Strasbourg, France: Council of Europe. Retrieved from <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>.

Dávid, G. A. (2010). Linking the general English suite of Euro Examinations to the CEFR: A case study report. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 177–203). Cambridge, UK: Cambridge University Press.

Deygers, B., Zeidler, B., Vilcu, D., & Carlsen, C. H. (2018). One framework to unite them all? Use of the CEFR in European university entrance. *Language Assessment Quarterly, 15*(1), 3–15. https://doi.org/10.1080/15434303.2016.1261350

de Jong, J. H. A. L., Mayor, M., & Hayes, C. (2016). Developing global scale of English learning objectives aligned to the Common European Framework. *Global Scale of English Research Series.* London: Pearson. Retrieved from <https://prodengcom.s3.amazonaws.com/GSE-WhitePaper-Developing-LOs.pdf>.

Dendrinos, B., & Gotsoulia, V. (2015). Setting standards for multilingual curricula to teach and test languages. In B. Spolsky, O. Inbar-Lourie & M. Tannenbaum (Eds), *Challenges for language education and policy: Making space for people* (pp. 23–29). London & New York: CRC Press, Taylor & Francis.

Despagne, C., & Grossi, J. R. (2011). Implementation of the CEFR in the Mexican context. *Synergies Europe, 6*, 65–74. Retrieved from <http://ressources-cla.univ-fcomte.fr/gerflint/Europe6/Europe6.html>

Deygers, B., Van Gorp, K., & Demeester, T. (2018). The B2 level and the dream of a common standard. *Language Assessment Quarterly*, 15, 44–58. DOI: 10.1080/15434303.2017.1421955

Deygers, B., Zeidler, B., Vilcu, D., & Carlsen, C. H. (2018). One framework to unite them all? Use of the CEFR in European university entrance. *Language Assessment Quarterly, 15*(1), 3–15. DOI: 10.1080/15434303.2016.1261350

Díez-Bedmar, M. B., & Byram, M. (2017). The current influence of the CEFR in secondary education: Teachers’ perceptions. *Language, Culture and Curriculum, 32*(1), 1–15.

Downey, N., & Kollias, C. (2010). Mapping the advanced level certificate in English (ALCE) examination onto the CEFR. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 119–129). Cambridge, UK: Cambridge University Press.

Dunlea, J., & Figueras, N. (2012). Replicating results from a CEFR test comparison project across continents. In D. Tsagari & I. Csepes (Eds.), *Collaboration in language testing and assessment* (pp. 31-45). New York, NY: Peter Lang.

Durham Immigration Portal. (2016). *Durham* *immigration portal: Exploring the region of Durham through task-based learning.* Retrieved from <https://www.dce.ca/en/student-services/resources/Synergies-Project/Living-in-English_Discovering-Durham.pdf>

Eckes, T. (2009). Many-facet Rasch measurement. *Reference supplement to the manual for relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment*. Frankfurt, Germany: Peter Lang.

Equals-ALTE. (2000). *The Equals-ALTE electronic portfolio.* Strasbourg: Council of Europe Language Policy Division. Available online at <http://www.alte.org/projects/eelp.php>

Faez, F., Majhanovich, S., Taylor, S. K., Smith, M., & Crowley, K. (2011). The power of “Can do” statements: Teachers’ perceptions of CEFR-informed instruction in French as a second language classrooms in Ontario. *Canadian Journal of Applied Linguistics, 14*(2), 1–19.

Farehah, N., & Sallehhundin, M. (2018). Implementation of CEFR in Malaysia: Teachers’ awareness and the challenges. *The Southeast Asian Journal of English Language Studies, 24*(3), 168 –183. <http://doi.org/10.17576/3L-2018-2403-13>

Figueras, N. (2007). The CEFR, a lever for the improvement of language professionals in Europe. *Modern Language Journal*, 673–675.

# Figueras, N. (2012). The impact of the CEFR. *ELT Journal, 66*(4), 477–485.

Figueras, N., & Noijons, J. (Eds.). (2009). *Linking to the CEFR levels: Research perspectives*. Arnhem: Cito/EALTA.

Figueras, N., North, B., Takala, S., van Avermaet, P., & Verhelst, N. (2009). *Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR): A manual*. Strasbourg: Council of Europe.

Figueras, N., North, B., Takala, S., Verhelst, N., & Van Avermaet, P. (2005). Relating examinations to the Common European Framework: A manual, *Language Testing, 22*(3), 261–279.

Fleckenstein J., Leucht, M., & Köller, O. (2018). Teachers’ judgement accuracy concerning CEFR levels of prospective university students. *Language Assessment Quarterly, 15*(1), 90–101, DOI: 10.1080/15434303.2017.1421956

Fleming, M. (2006, April). The use and mis-use of competence frameworks and statements with particular attention to describing achievements in literature. In the international conference organised jointly by the Council of Europe, Language Policy Division, and the Jagiellonian University “Towards a Common European Framework of Reference for Languages of School Education?”. Poland. <https://www.scribd.com/document/418740807/Fleming-Paper>

Frost, D., & O’Donnell. (2015). Réussite : Être ou ne pas être B2 : Telle est la question. (le projet ELLO Étude longitudinale sur la langue orale) [Success B2 or not B2 – That is the question. (The Étude longitudinale sur la langue orale (ELLO) project)]. *Cahiers de l’Apliut, XXXIV*(2). Retrieved from <https://journals.openedition.org/apliut/5195>

Fulcher, G. (2004). Deluded by artifices? The Common European Framework and harmonization. *Language Assessment Quarterly, 1*(4), 253–66.

Galaczi, E., & Khalifa, H. (2009). Cambridge ESOL’s CEFR DVD of speaking performances: What’s the story? *Cambridge ESOL Research Notes, 37*, 23–29.

Green, A. (2017). Linking tests of English for academic purposes to the CEFR: The score user’s perspective. *Language Assessment Quarterly, 15*, 59–74. DOI: 10.1080/15434303.2017.1350685

Harsch, C., & Martin, G. (2012). Adapting CEF-descriptors for rating purposes: Validation by a combined rater training and scale revision approach. *Assessing Writing*, *17*(4), 228–250.

Harsch, C. (2018). How suitable is the CEFR for setting university entrance standards? *Language Assessment Quarterly, 15*(1), 102–108.

Harsch, C. (2019). What it means to be at a CEFR level. Or why my Mojito is not your Mojito on the significance of sharing Mojito recipes. In A. Huhta, G. Erikson & N. Figueras (Eds.), *Developments in language education: A memorial volume in honour of Sauli Takala* (pp. 76–93). Jyväskylä, Finland: University Printing House.

Harsch, C., & Hartig, J. (2015). What are we aligning tests to when we report test alignment to the CEFR? *Language Assessment Quarterly, 12*(4), 333–362.

Hehl, U., & Kurczek, N. (2011). The impact of the Common European Framework of Reference for languages on teaching and assessment at the language centres of the universities of Bonn and Göttingen. In E. D. Galaczi & C. J. Weir (Eds.), *Exploring language frameworks: Proceedings of the ALTE Krakow Conference, July 2011, Studies in language testing, 36* (pp.164–186). Cambridge, UK: Cambridge University Press.

Hildén, R. & Takala, S. (2007). Relating descriptors of the Finnish school scale to the CEF overall scales for communicative activities. In A. Koskensalo, J. Smeds, P. Kaikkonen & V. Kohonen (Eds.), *Foreign languages and multicultural perspectives in the European context* (pp. 291–300). Berlin, Germany: Lit Verlag.

Huang, L., Kubelec, S., Keng, N., & Hsu, L. (2018). Evaluating CEFR rater performance through the analysis of spoken learner corpora. *Language Testing in Asia,* 8(14), 1–17.

Hulstijn, J. (2007). The shaky ground beneath the CEFR: Quantitative and qualitative dimensions of language proficiency. *The Modern Language Journal,* *91*, 633–637.

Jones, N., Ashton, K., & Walker, T. (2010). Asset Languages: A case study of piloting the CEFR Manual. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 227–246). Cambridge, UK: Cambridge University Press.

Jones, N., & Saville, N. (2009). European language policy: Assessment, learning and the CEFR. *Annual Review of Applied Linguistics, 29*, 51–63.

Kantarcioglu, E., & Papageorgiou, S. (2012). The Common European Framework of Reference. In C. Coombe, P. Davidson, B. O’Sullivan & C. Stoynoff (Eds.), *The Cambridge guide to language assessment* (pp. 82-88). Cambridge, UK: Cambridge University Press.

Kecker, G., & Eckes, T. (2010). Putting the Manual to the test: The TestDaF-CEFR linking project. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 50–79). Cambridge, UK: Cambridge University Press.

Keddle, J. (2004). The CEF and the secondary school syllabus. In K. Morrow (Ed.), *Insights from the Common European Framework* (pp. 43–54). Oxford, UK: Oxford University Press.

Khalifa, H., & ffrench, A. (2009).Aligning Cambridge ESOL examinations to the CEFR: issues and practice. *Cambridge ESOL Research Notes, 37*, 10–14.

Khalifa, H., ffrench, A., & Salamoura, A. (2010). Maintaining alignment to the CEFR: The FCE case study. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 80–101). Cambridge, UK: Cambridge University Press.

Kies, M. (2010). A framework for analyzing and comparing CEFR-linked certification exams. *Research Notes, 42*, 41.

Kohonen, V. (2001). Developing the European Language Portfolio as a pedagogical tool for advancing student autonomy. In L. Karlsson, F. Kjisik & J. Nordlund (Eds.),

 *All together now: Papers from the Nordic Conference on autonomous language learning*. (pp. 20–44). Helsinki: University of Helsinki Language Centre.

 Retrieved from [https://www.uta.fi/laitokset/okl/tokl/projektit/eks/pdf/kohonen2001.pdf](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=https%3a%2f%2fwww.uta.fi%2flaitokset%2fokl%2ftokl%2fprojektit%2feks%2fpdf%2fkohonen2001.pdf)

Kohonen, V. (2002). *The European language portfolio: From portfolio assessment to portfolio-oriented language learning*. Strasbourg: Council of Europe. Retrieved from [http://www.script.lu/activinno/portfolio/kohonen\_european\_language\_portfolio.pdf](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fwww.script.lu%2factivinno%2fportfolio%2fkohonen_european_language_portfolio.pdf)

Komorowska, H. (2002). The Common European Framework in Poland. In J. C. Alderson (Ed.), *Common European Framework of Reference for Languages: Learning, teaching and assessment: Case studies* (pp. 9–18). Strasbourg, France: Council of Europe.

Komorowska, H. (2004). The CEF in course design and in teacher education. In K. Morrow (Ed.), *Insights from the Common European Framework* (pp. 65–64). Oxford, UK: Oxford University Press.

Lenz, P. (2007). HarmoS FS—Bildungsstandards für den Fremdsprachenunterricht: Auftrag Vorgehen—Ergebnisse. *Babylonia, 4*, 24–29.

Little, D. (2002). The European language portfolio: Structure, origins, implementation and

 challenges. *Language Teacher*, *35*(3), 182–189.

Little, D. (2005). The Common European Framework and the European language portfolio: Involving learners and their judgements in the assessment process. *Language Testing,* *22*(3), 321–336.

Little, D. (2006). The Common European Framework of Reference for Languages: Contents, purpose, origin, reception and impact. *Language Teaching, 39*(3), 167–190.

Little, D. (2007). The Common European Framework of Reference for Languages: Perspectives on the making of supranational language education policy. *Modern Language Journal, 91*(4), 645–55.

Little, D. (2009). The Common European Framework of Reference for Languages, the European language portfolio and the need for a new assessment culture. In *The role of the Common European Framework of Reference for languages (CEFR) and the European Language Portfolio (ELP) in higher education*. *Proceedings of the CercleS Seminar*. Padua University, Padua, Italy. Retrieved from [http://claweb.cla.unipd.it/cmsconv/dmdocuments/Little.pdf](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fclaweb.cla.unipd.it%2fcmsconv%2fdmdocuments%2fLittle.pdf).

Little, D., & Erickson, G. (2015). Learner identity, learner agency, and the assessment of language proficiency: Some reflections prompted by the *Common European Framework of Reference for Languages Annual Review of Applied Linguistics, 35*, 120–139. doi: 10.1017/S0267190514000300

Majima, J., Yamazaki, N., & Tomoda S. (2006). CEFR and language education at OUFS (Osaka University of Foreign Studies). *Proceedings from: the Japan-Europe International Symposium 2006: A New Direction in Foreign Language Education: The potential of the Common European Framework of Reference for Languages,* Osaka University of Foreign Studies, Osaka, 5th March 2006, Osaka: OUFS Committee for Educational Improvement.

Martyniuk, W., & Noijons, J. (2007, February). Executive summary of results of a survey on the use of the CEFR at national level in the Council of Europe Member States. Paper given at the intergovernmental Language Policy Forum ‘The Common European Framework of Reference for Languages (CEFR) and the development of language policies: Challenges and responsibilities’. Strasbourg. Retrieved from https://rm.coe.int/168069b7ad

Martyniuk, W. (Ed.). (2010). *Studies in language testing: Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual* (Vol. 33). Cambridge: UCLES/Cambridge University Press.

McBeath, N. (2011). The Common European Framework of Reference for Language: Learning, teaching, assessment. *Arab World English Journal, 1*, 186–213.

McNamara, T., Morton, J. J., Storch, N., & Thompson, C. (2018). Students’ accounts of their first-year undergraduate academic writing experience: Implications for the use of the CEFR. *Language Assessment Quarterly, 15*(1), 16–28. DOI: 10.1080/15434303.2017.1405420

Milanovic, M. (2002). *Common European Framework of Reference for Languages: Learning, teaching, assessment: Language examining and test development*. Strasbourg: Council of Europe, Language Policy Division. Retrieved from <http://www.coe.int/T/DG4/Portfolio/documents/Guide%20October%202002%20revised%20version1.do>

Milanovic, M. (2009). Cambridge ESOL and the CEFR. *Cambridge ESOL Research Notes, 37*, 22–25.

Moonen, M., Stoutjesdijk, E., de Graaf, R., & Corda, A. (2013). Implementing CEFR in secondary education: Impact on FL teachers’ educational and assessment practice. *International Journal of Applied Linguistics, 23*(2), 226–246.

Morrow, K (Ed.) (2004). *Insights from the Common European Framework*. Oxford, UK: Oxford University Press.

Moser, J. (2015). From a knowledge-based language curriculum to a competency-based one: The CEFR in action in Asia. *Asian EFL Journal, 88*, 1–29.

Negishi, M., Takada, T., & Tono, Y. (2013). A progress report on the development of the CEFR-J. In E. D. Galaczi & C. J. Weir (Eds.), *Exploring language frameworks: Proceedings of the ALTE Krakow Conference, July 2011, Studies in language testing, 36* (pp. 135–163). Cambridge, UK: Cambridge University Press.

Noijons, J., & Kuijper, H. (2010). Mapping the Dutch foreign language state examinations onto the CEFR. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 247–265). Cambridge, UK: Cambridge University Press.

Noijons, J., & Kuijper, H. (2010). Relating the GEPT reading comprehension tests to the CEFR. In W. Martyniuk (Ed.), *Studies in language testing: Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual* (Vol. 33, pp. 247–266). Cambridge: UCLES/Cambridge University Press.

Normand-Marconnet, N. & Lo Bianco, J. (2015). The Common European Framework of Reference down under: A survey of its use and non-use in Australian universities. *CercleS, 5*(2), 281–307.

North, B. (2000). *The development of a common framework scale of language proficiency.* New York, NY: Peter Lang.

North, B. (2007). The CEFR illustrative descriptor scales. *The Modern Language Journal,* *91*(4), 656–659.

North, B. (2008). Levels and goals – Central frameworks and local strategies. In B. Spolsky (Ed.), *The Handbook of Educational Linguistics* (pp. 220–232). Malden MA & Oxford UK, Blackwell.

North, B. (2010). The education and social impact of the CEFR in Europe and beyond: A preliminary overview. In L. Taylor & C. J. Weir (Eds.), *Language testing matters: Investigating the wider social and educational impact of assessment – Proceedings of the ALTE Cambridge Conference, April 2008 (Studies in Language Testing, 31)* (pp. 357–378). Cambridge, UK: Cambridge University Press.

North, B. (2014). *English profile studies: The CEFR in practice* (Vol. 4)*.* Cambridge: UCLES/Cambridge University Press.

North, B. (2014). *The CEFR in practice*. Cambridge, UK: Cambridge University Press.

North, B., & Jarosz, E. (2011). Implementing the CEFR in teacher-based assessment: Approaches and challenges. In E. D. Galaczi & C. J. Weir (Eds.), *Exploring language frameworks: Proceedings of the ALTE Krakow Conference, July 2011, Studies in language testing, 36* (pp. 118–134). Cambridge, UK: Cambridge University Press.

North, B., Martyniuk, W., & Panthier, J. (2010). Introduction: The manual for relating language examinations to the Common European Framework of Reference for Languages in the context of the Council of Europe’s work on language education. In W. Martyniuk (Ed.), *Studies in language testing: Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual* (Vol. 33, pp. 1–17). Cambridge: UCLES/Cambridge University Press.

North, B. & Piccardo, E. (2018). *Aligning the Canadian language benchmarks (CLB) to the Common European Framework of Reference (CEFR): Research report.* Ottawa: Centre for Canadian Language Benchmarks.

O’Dwyer, F., Hunke, M., Imig, A., Nagai, N., Naganuma, N., & Schmidt, M. G. (Eds.). (2017). *English profile studies:* *Critical constructive assessment of CEFR-informed language teaching in Japan and beyond* (Vol. 6)*.* Cambridge: UCLES/Cambridge University Press.

O’Sullivan, B. (2010). The City & Guilds Communicator examination linking project: A brief overview with reflections on the process. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 33–49). Cambridge, UK: Cambridge University Press.

O’Sullivan, B. (2015). *Linking the Aptis reporting scales to the CEFR* (Aptis Technical Report, TR/2015/003). London, UK: British Council.

Papageorgiou, S. (2007). Relating exams to the Common European Framework of Reference: The Trinity College London experience. In B. Beaven (Ed.), *IATEFL 2006 Harrogate conference selections* (pp. 204–206). Eynsham, UK: Information Press.

Papageorgiou, S. (2007). *Relating the Trinity College London GESE and ISE exams to the Common European Framework of Reference: Piloting of the Council of Europe draft Manual.* (Final project report). London, UK: Trinity College London. Available from <http://www.trinitycollege.co.uk/resource/?id=2261>.

Papageorgiou, S. (2009). *Setting performance standards in Europe: The judges' contribution to relating language examinations to the Common European Framework of Reference.* Frankfurt, DE: Peter Lang. ISBN 978-3-631-59257-1.

Papageorgiou, S. (2009). Analyzing the decision-making process of standard setting participants. In N. Figueras & J. Noijons (Eds.), *Linking to the CEFR levels: Research perspectives* (pp. 75–79). Arnhem: CITO. Available from: [www.coe.int/t/dg4/linguistic/EALTA\_PublicatieColloquium2009.pdf](http://www.coe.int/t/dg4/linguistic/EALTA_PublicatieColloquium2009.pdf)

Papageorgiou, S. (2010). Linking international examinations to the CEFR: The Trinity College London experience. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 145–158). Cambridge, UK: Cambridge University Press.

Papageorgiou, S. (2010). *Setting cut scores on the Common European Framework of Reference for the Michigan English Test.* (Technical Report). Ann Arbor, MI: English Language Institute. Available from <http://www.cambridgemichigan.org/sites/default/files/resources/MET_StandardSetting.pdf>

Papageorgiou, S. (2014). Issues in aligning assessments with the Common European Framework of Reference. *Language Value, 6*, 15–27.

Papp, S., & Salamoura, A. (2009). An exploratory study into linking young learners’ examinations to the CEFR. *Cambridge ESOL Research Notes, 37*, 15–22.

Pavlovskaya, I., & Lankina, O. (2019). How new CEFR mediation descriptors can help to assess the discussion skills of management students—Global and analytical scales. *CEFR Journal. Research and Practice, 1*, 33–40.

Peña Dix, B. & Mejía, A-M. (2012). Policy perspectives from Columbia. In M. Byram & L. Parmenter (Eds.). *The Common European Framework of Reference: The Globalisation of Language Policy* (pp. 140–148). Bristol, UK: Multilingual Matters.

Piccardo, E. (2011). Assessment recollected in tranquility: The ECEP project and the key concepts of the CEFR. In E. D. Galaczi & C. J. Weir (Eds.), *Exploring language frameworks: Proceedings of the ALTE Krakow Conference, July 2011, Studies in language testing, 36* (pp. 187–204). Cambridge, UK: Cambridge University Press.

Piccardo, E. (2011). Du CECR au développement professionnel: Pour une démarche stratégique [From the CEFR to professional development: for a strategic approach]. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée,14*(2), 20–52.

Piccardo, E. (2012). Médiation et apprentissage des langues: Pourquoi est-il temps de réfléchir à cette notion? *Etudes de linguistique appliquée (ELA), 167*, 285–294.

Piccardo, E. (2014). *From communicative to action-oriented: A research pathways. Retrieved from https://transformingfsl.ca/en/components/from-communicative-to-action-oriented-a-research-pathway/ (French version: Du communicatif à l’actionnel: un cheminement de recherche.* CSC. pp. 55. Available at: https://transformingfsl.ca/fr/components/du-communicatif-a-lactionnel-un-cheminement-de-recherche/) within the website of the project From Communicative to Action-Oriented: Illuminating the Approaches funded by the Government of Ontario and the Government of Canada/Canadian Heritage. English version: Piccardo, E. (2014).

Piccardo, E. (2020). *The Common European Framework of Reference (CEFR) in language education: Past, present, and future.* TIRF and Laureate. <https://www.tirfonline.org/wp-content/uploads/2020/05/LEiR_CEFR.pdf>

Piccardo, E., Czusa, A., Erickson, G., & North, B. (2019). QualiMatrix: A quality assurance matrix for CEFR use. Available at [www.ecml.at/CEFRqualimatrix](http://www.ecml.at/CEFRqualimatrix)

Piccardo, E., Germain-Rutherford, A., & Clement, R. (Eds.). (2011). Adopter ou adapter le Cadre européen commun de référence est-il seulement européen? *Synergies Europe, 6*. Retrieved from <http://ressources-cla.univ-fcomte.fr/gerflint/Europe6/Europe6.html>

Piccardo, E., & North, B. (2019). *The action-oriented approach: A dynamic vision of language education.* Bristol, UK: Multilingual Matters.

Piccardo, E., North, B., & Maldina, E. (2017). QualiCEFR: A quality assurance template to achieve innovation and reform in language education through CEFR implementation. *Proceedings of the 6th International ALTE Conference. Learning and Assessment: Making the Connections. Bologna, Italy, 3–5 May 2017* (pp. 96-103). Retrieve from <http://events.cambridgeenglish.org/alte2017-test/perch/resources/alte-2017-proceedings-final.pdf>

Piccardo, E., North, B., & Maldina, E. (2019). Promoting innovation and reform in language education through a quality assurance template for CEFR implementation. Canadian *Journal of Applied Linguistics / Revue canadienne de linguistique appliquée, 22*(1), 103–128.

Porto, M., & Barboni, S. (2012). Policy perspectives from Argentina. In M. Byram & L. Parmenter (Eds.), *The Common European Framework of Reference: The globalisation of language education policy* (pp. 119–128). Bristol, UK: Multilingual Matters.

Rehner, K. (2017). *The CEFR in Ontario: Transforming Classroom Practice. Research Report.* Toronto, ON: Ontario Ministry of Education and Curriculum Services Canada.

Rehner, K. (2017). *The classroom practices of DELF teacher-correctors: A Pan-Canadian perspective.* Research report. Ottawa, ON: Association Canadienne des Professionnels d’Immersion.

Rehorik, S. (2005). *The European language portfolio and its potential for Canada*. New Brunswick: Second Language Education Center. Retrieved from [http://www.caslt.org/pdf/Rehorick%20CASLT%20Portfolio%20article.pdf](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fwww.caslt.org%2fpdf%2fRehorick%2520CASLT%2520Portfolio%2520article.pdf)

Rong, F. (2010). Une contribution à la diffusion en Chine des notions de didactique des langues : Le cas de l’expérience de traduction du Cadre européen commun de référence du français en chinois*. Synergies Chine, 5*, 171–177. Retrieved from http://gerflint.fr/Base/Chine5/fu\_rong.pdf

Runnels, J. & Runnels, V. (2019). Impact of the Common European Framework of Reference—A bibliometric analysis of research from 1990-2017. CEFR Journal. *Research and Practice, 1*(1), 18–32.

Salamoura, A., & Saville, N. (2009). Criterial features of English across the CEFR levels: Evidence from the English Profile Programme. *Cambridge ESOL Research Notes, 37*, 34–40.

Savski, K. (2019). Putting the plurilingual/pluricultural back into CEFR: Reflecting on policy reform in Thailand and Malaysia. *The Journal of Asia TEFL, 16*(2), 644–652.

Schneider, G. & Lenz, P. (2001). *European language portfolio: Guide for developers.* Strasbourg: Council of Europe. Retrieved from [http://www.coe.int/T/DG4/Portfolio/documents\_intro/Eguide.pdf](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fwww.coe.int%2fT%2fDG4%2fPortfolio%2fdocuments_intro%2fEguide.pdf)

Shackleton, C. (2018). Developing CEFR-related language proficiency tests: A focus on the role of piloting. *CercleS, 8*(2), 333–352. <https://doi.org/10.1515/cercles-2018-0019>

Shärer, R. (2000). *Final report: A European language portfolio. Pilot project phase 1998-2000.* Strasbourg: Council of Europe. Retrieved from [http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\_pages/documents.html](https://mail.middlebury.edu/owa/redir.aspx?C=1SxiVRvzc02a0wPl8ChD6rWYet7Ez9AIpQQpGjNsYYDF3Di7_ZijZRvQvrsdLCPpnZcl7Fm7Pi4.&URL=http%3a%2f%2fwww.coe.int%2fT%2fDG4%2fPortfolio%2f%3fL%3dE%26M%3d%2fmain_pages%2fdocuments.html)

Silva, H. (2011). De l’illusion d’univocité à la revendication de la polyphonie: Pour des lectures plurielles du Cadre européen commun de référence pour les langues. *Synergies Europe, 6*, 27–37.

Spolsky, B. (2008). Historical and future perspective. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of language and education – Vol. 7, Language testing and assessment (2nd ed.)* (pp. 445–454). New York: Springer.

Starkey, H. (2002). *Democratic citizenship, languages, diversity and human rights: Reference paper for the guide for the development of language education policies in Europe from linguistic diversity to plurilingual education*. Strasbourg: Council of Europe Language Policy Division.

Szabó, G. (2010). Relating language examinations to the CEFR: ECL as a case study. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 133–144). Cambridge, UK: Cambridge University Press.

Takala, S. (2013). The CEFR in use: Some observations of three Nordic countries. *The Impact of the CEFR in Catalonia, APAC Monographs, 9*, 9–18.

Tannenbaum, R. J., & Baron, P. A. (2015). *Mapping scores from the TOEFL Junior Comprehensive Test onto the Common European Framework of Reference (CEFR)* (Research Memorandum RM-15-13). Princeton, NJ: Educational Testing Service.

Tannenbaum, R. J., & Wylie, E. C. (2005). *Mapping English language proficiency test scores onto the Common European Framework* (TOEFL Research Report No. 80). Princeton, NJ: Educational Testing Service.

Tannenbaum, R. J., & Wylie, E. C. (2008). *Linking English-language test scores onto the Common European Framework of Reference: An application of standard-setting methodology* (TOEFL iBT Research Report No. 06). Princeton, NJ: Educational Testing Service.

Taylor, L. (2004). IELTS, Cambridge ESOL examinations and the Common European Framework. *Research Notes, 18*, 2–3, Cambridge: Cambridge ESOL.

Taylor, L. (2010). The Cambridge Colloquium on using the preliminary pilot version of the manual, December 2007 – summary of discussion. In W. Martyniuk (Ed.), *Studies in language testing: Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual* (Vol. 33, pp. 18–30). Cambridge: UCLES/Cambridge University Press.

Taylor, L., & Jones, N. (2006) Cambridge ESOL exams and the Common European Framework of Reference (CEFR). *Research Notes, 24,* 2–5, Cambridge: Cambridge ESOL.

Tono, Y. (2019). Coming full circle—From CEFR to CEFR-J and back. *CEFR Journal – Research and Practice, 1*(1), 5–17.

Trim, J. (Ed.). (2001). *Common European Framework of Reference for Languages: Learning, teaching and assessment – Guide for users.* Strasbourg: Language Policy Division, Retrieved from [www.coe.int/T/DG4/Portfolio/documents/Guide-for-Users-April02.doc](http://www.coe.int/T/DG4/Portfolio/documents/Guide-for-Users-April02.doc)

Trim, J. L. M. (2012). The Common European Framework of Reference for Languages and its background: A case study of cultural politics and educational influences. In M. Byram & L. Parmenter (Eds.), *The Common European Framework of Reference: The globalisation of language education policy* (pp. 4–34). Bristol, UK: Multilingual Matters.

Tschirner, E. (2012). *Aligning frameworks of reference in language testing: The ACTFL proficiency guidelines and the Common European Framework of Reference for Languages.* Tubingen, Germany: Stauffenburg Verlag.

van Ek, J. A. (1975). *The threshold level in a European unit/credit system for modern language learning by adults.* Strasbourg, France: Council of Europe.

Weir, C. J. (2005). Limitations of the Council of Europe’s Framework of reference (CEFR) in developing comparable examinations and tests. *Language Testing, 22*(3), 281–300.

Wisniewski, K. (2011). The empirical validity of the CEFR fluency scale: The A2 level description. In E. D. Galaczi & C. J. Weir (Eds.), *Exploring language frameworks: Proceedings of the ALTE Krakow Conference, July 2011, Studies in language testing, 36* (pp. 251–270). Cambridge, UK: Cambridge University Press.

Wu, J., & Wu, R. (2010). Relating the GEPT reading comprehension tests to the CEFR. In W. Martyniuk (Ed.), *Aligning tests with the CEFR: Reflections on using the Council of Europe’s draft manual, Studies in language testing, 33* (pp. 204–224). Cambridge, UK: Cambridge University Press.

Wu, R. W. (2014). *Studies in language testing: Validating second language reading examinations: Establishing the validity of the GEPT through alignment with the Common European Framework of Reference* (Vol. 41). Cambridge: UCLES/Cambridge University Press.

Wu, R. Y. F. (2014). *Validating second language reading examinations: Establishing the validity of the GEPT through alignment with the Common European Framework of Reference*. Cambridge, UK: Cambridge University Press.