



*Certificat de compétences en langues  
de l'enseignement supérieur*

*Scenario-based assessment: The experience with CLEES (Certificat  
de Compétences en Langues de l'Enseignement Supérieur)*

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*Coordination nationale CLEES*

API Seminar, October 3rd.

A thin vertical blue line is positioned in the upper left area of the slide.

What about the CLEES (administratively)?

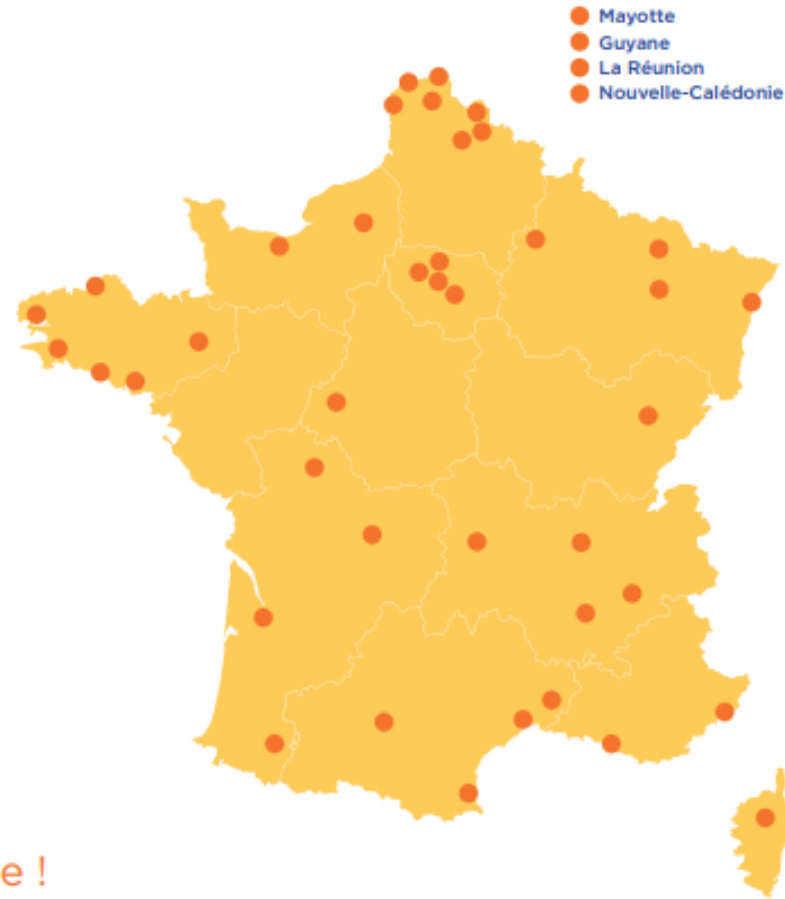
# Official Public Higher Education Certification System in France

- Designed in 2001-3 (following the publication of the CEFR)
- Official « order » from the French Gouvernement
  - Valid alternative to « private » certification systems
- Born by Governmental decree in 2016 (various previous steps 2004 / 2007)
- Around 35 CLES Centres in the country (mainly universities, HE Institutions)
- 15000 test takers nationally

# 35 établissements d'enseignement supérieur accrédités centres CLES en France et Outre-mer



Retrouvez la liste  
des centres CLES,  
ainsi que les langues  
et niveaux disponibles  
localement sur notre site !



***Plurilingual*** perspective :  
Co-founder of the ***NULTE*** Network (2018)  
The CLES is available in 10 languages :

- *Arabic*
- *Chinese*
- *English*
- *French as a Foreign Language*
- *German*



- *Italian*
- *Modern Greek*
- *Polish*
- *Russian*
- *Spanish*

# Cles Papers / the CLEES perspective

# Our base (Exam paper) : Scenario for *Cashless Society* (B2)

## **Situation**

The **university town** in which you are studying is considering **going cashless**, which means public and private **facilities** in the city and on campus **would not accept cash** anymore. In practice this can only happen if most citizens, including students, agree on the project. **As a student representative** on your university board, **you will be asked** to evaluate this proposition.

## **Tasks**

### *Written task*

The Students' Representative Council has **asked you to write a preliminary report** for its members on the **benefits** and **drawbacks** of going cashless. Your report must be clear and unbiased. **Use the facts and arguments from the texts and videos.**

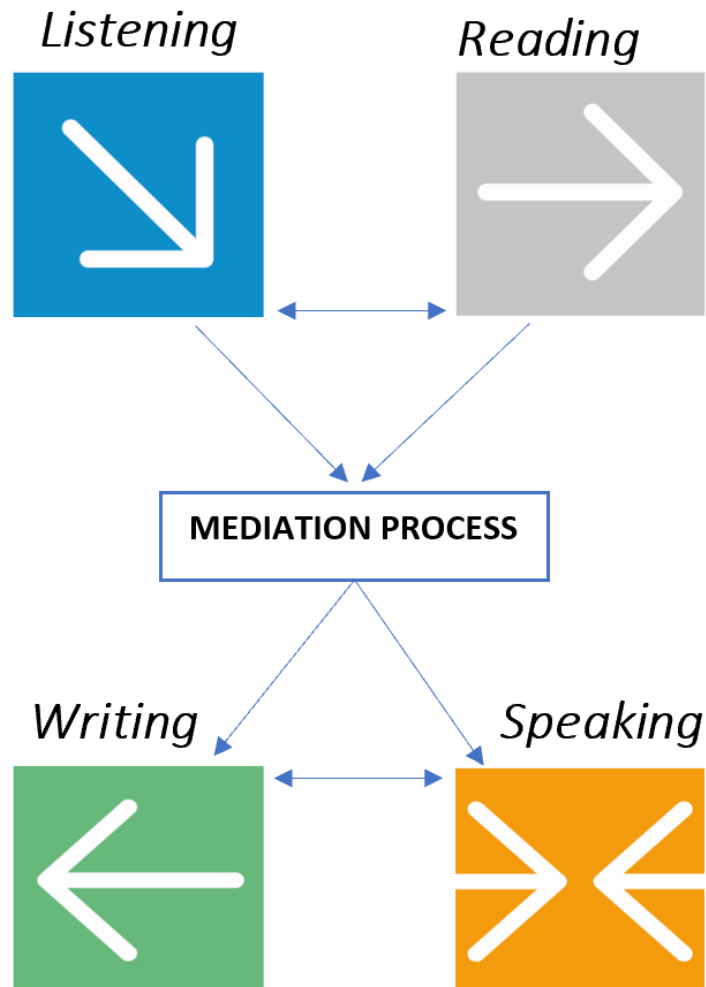
### *Oral task*

You will **participate in a debate** with another candidate. You will be **asked to defend a given position**. You will **use information from the documents** to discuss, negotiate, and **reach a compromise** according to the role that has been assigned to you.

# CLEES experience: a *meaningful* exam

- For the test taker : **a social agent**
- ***As a language test*** : a social agent confronted to a societal problem
- **A « situated » test** : social environment / phenomenological approach
- For ***institutions*** : certify students' capacity of *using* the language
  - *Argumentation, negociation, reaching a compromise...*
- ***Validity*** : contemporary world
- For ***recruiters*** : hire staff capable of ***doing things*** in the target language  
: « ***work*** »

# « Integrated » skills / *Mediation* (Valid for all CLES exams)



- An overarching scenario is designed
- All documents (videos, audios, texts) are related to the main topic
- Candidates have to complete a mission / try to solve a problem
- Documents **feed** the written production : a neutral report
- Then an interaction takes place :
  - Candidates defend a position (point of view on the subject)
  - And reach a compromise
    - Dynamic evolution : interaction script
    - => mirrors authentic interaction structure

# Action-oriented perspective

## - TBLA :

The approach adopted here, generally speaking, is an **action-oriented** one in so far as it views users and learners of a language primarily as '**social agents**', i.e. members of society who have **tasks** (not exclusively language-related) **to accomplish in a given set of circumstances**, in a specific **environment** and within a particular **field of action**. ***While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.*** We speak of '**tasks**' in so far as the actions are performed by one or more individuals **strategically** using their own specific competences to achieve a given **result**. **The action-based approach** therefore **also takes into account** the cognitive, emotional and volitional resources and **the full range of abilities** specific to and applied by **the individual as a social agent**. (CEFR : 10)

***Language is action ...***

***Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences.*** They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR : 10)

# Scenarized...

- A scenario is designed staging « social agents » linking the 4 subtests through the *mediation* process (concepts, communication)
  - OC, WC, WP, OP
  
- While the work on integrated skills assessments has highlighted the importance of tasks designed to measure the learners' ability to understand source material to communicate ideas in writing and speaking (e.g., reading to summarize in writing), this perspective has concentrated somewhat narrowly on skill integration and performance. **Scenario-based assessment (SBA) takes this a step further by orchestrating skill integration within a thematically coherent, socially familiar, purpose-driven scenario** in which participants are required to **complete a sequence of subtasks intended to reflect the habits of mind underlying the overarching scenario goal** (e.g., work with peers to pitch an idea about creating a green school; Sabatini & O'Reilly, 2013). (Purpura, 2016 : 200).

# *Mediation*: at the heart of the process: CEFR, Companion Volume (2020:90)

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities (e.g. from spoken to signed or vice versa, in cross-modal communication) and sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.

The focus is on the role of language in processes like ... passing on new information in a appropriate form ... ***in order to achieve their goals...***

# CEFR, Companion Volume (2020: 34)

Figure 2 – The relationship between reception, production, interaction and mediation

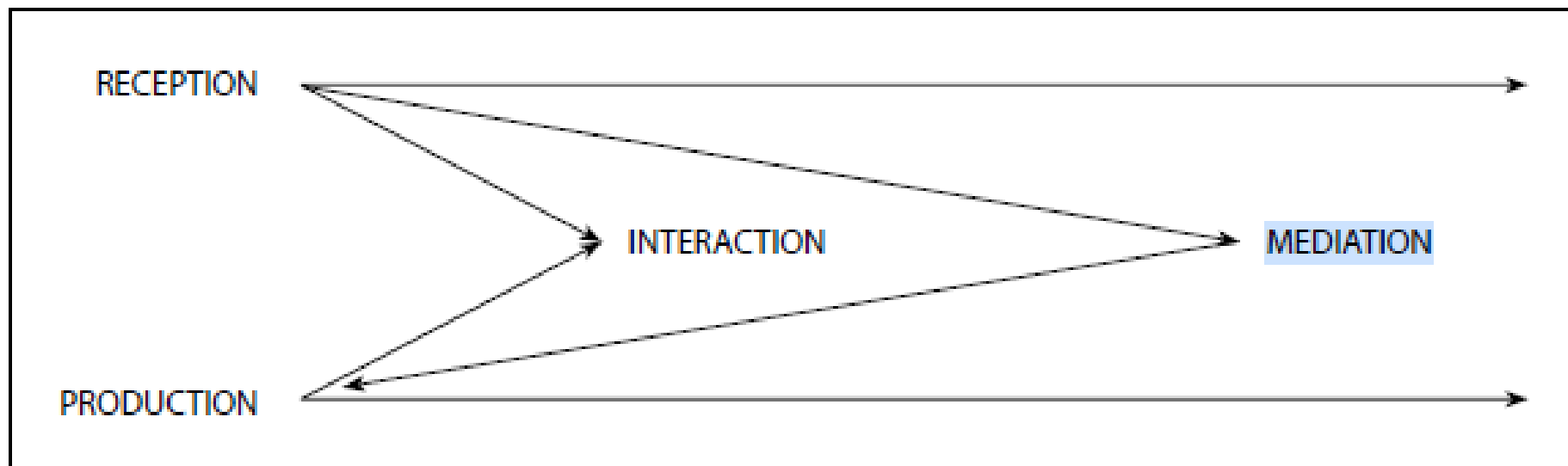
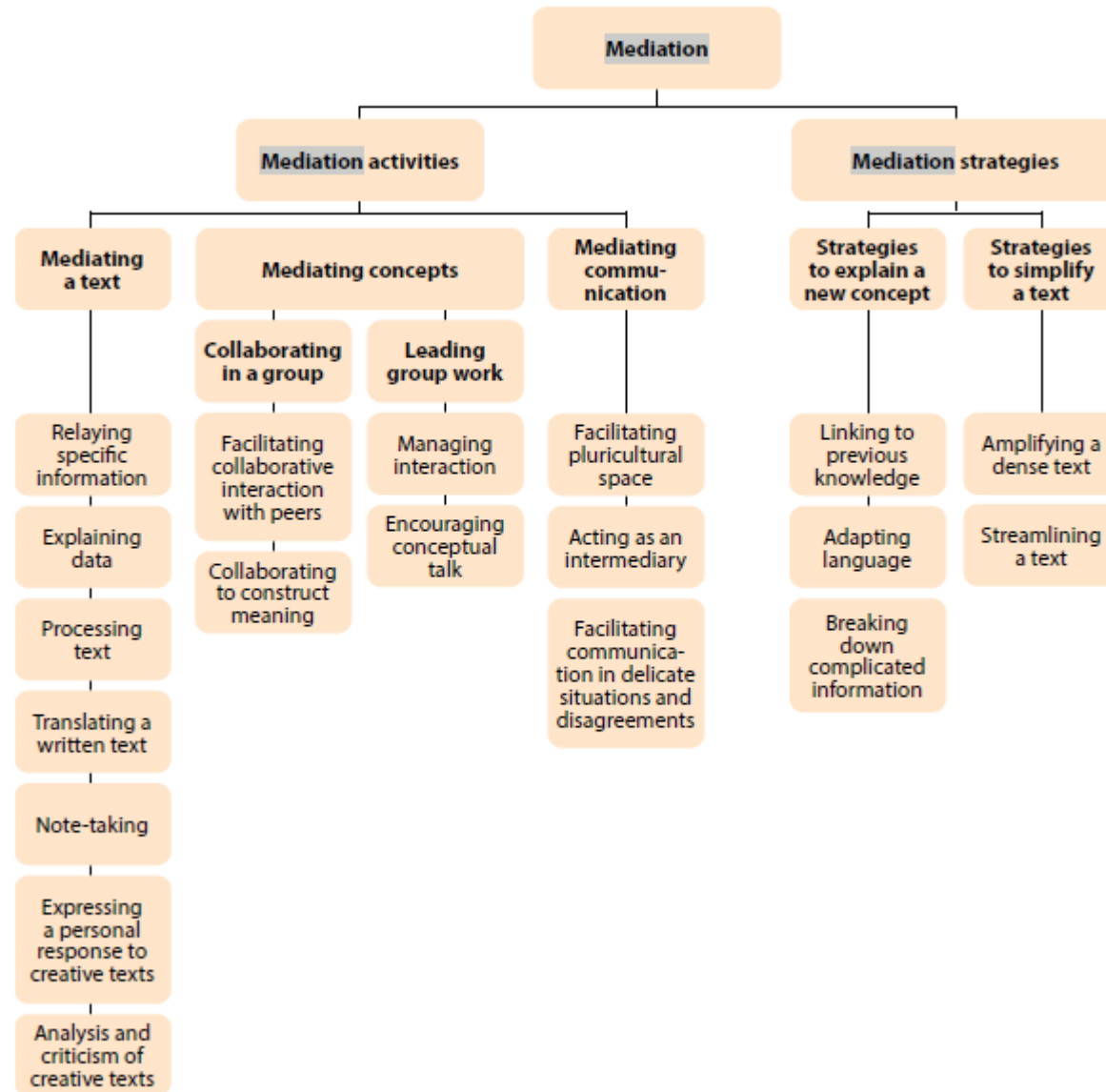


Figure 14 – Mediation activities and strategies



*From paper to computer?*  
The digitalization process.

# The CLES construct : « digitalizable » ?

- Social demand / political necessity
  - All commercial tests : digitalized => « Academic » ones : lagging behind ?
  - On the CLES roadmap since 2012...
- Challenge :
  - The CLES : is a standardized test but...
  - Highly « qualitative » : action-oriented / scenarized => **meaningful**
    - 4 **interlinked** sub-tests (OC, WC, WP, OP)
    - Subparts :
      - no interest if dissociated (part of a bigger picture)
      - Complementary
      - **Comprehension** leads on to **production** (input)
      - Comprehension subtests : « guidance » towards relevant pieces of information (arguments)

# A new generation of test takers ?

- Test takers = University students in great majority
- « Digital natives » / « Z generation » / digital ecosystem
  - Born with the internet
  - Computers / smartphones
  - Rise of AI
- Necessity to take this dimension into account:
  - Expectations from test takers
  - Facilitation of success : digital ergonomics more comfortable ? (Hypothesis)

# Cles papers

« *on paper* »

*Example :  
B2 English*

## **Situation :**

The editorial team of a British TV news program, of which you are a member, is planning to devote a report to the question raised by the growing use of electronic cigarettes. The team members are wondering about the many aspects of this new product.



## CERTIFICAT DE COMPÉTENCES EN LANGUES DE L'ENSEIGNEMENT SUPÉRIEUR CLEES

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Langue : ANGLAIS  
Niveau : CLES 2

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### **3. Dossier de travail du candidat**

#### **Mise en situation**

L'équipe de rédaction d'un journal télévisé britannique, dont vous faites partie, envisage de consacrer un reportage aux questions que soulève l'utilisation croissante de la cigarette électronique. Les membres de l'équipe s'interrogent sur les multiples aspects de ce nouveau produit.

#### **Tâches de communication - productions**

##### *Tâche écrite*

Vous devez rédiger à l'attention de l'équipe de rédaction un compte-rendu sur les usages de la cigarette électronique. Vous utiliserez pour cela l'ensemble des documents écrits et audiovisuels qui ont été mis à votre disposition.

##### *Tâche orale*

Vous participerez à une discussion contradictoire avec un(e) autre candidat(e) sur le thème décrit précédemment. Au cours de cette discussion, vous devrez présenter et défendre la position qui vous sera attribuée par tirage au sort et aboutir à un compromis. Vous réinvestirez les informations fournies par les documents qui ne seront plus à votre disposition pour cette activité.

**I – Activités de compréhension de l’oral**

**Video 1 : Are E-Cigarettes Safe?**

**1. Circle the correct figure to complete the sentence.**

In two years the number of vapers in the UK has been multiplied by...  
 ...2.                      ...3.                      ...4.

**2. Complete the following sentences explaining why vaping is popular with the people in the café:**

- You haven’t got \_\_\_\_\_ .
- You just get \_\_\_\_\_ and nothing else.

**3. Fill in the gaps.**

If nicotine is taken without the accompanying toxicants, then the \_\_\_\_\_ would be very similar to \_\_\_\_\_.

**4. We are told that e-cigarettes DO NOT contain certain elements. Which ones? Write a or b.**

- a/ carbon dioxide or b/ carbon monoxide: \_\_\_\_\_
- a/ detectable toxins or b/ undetectable toxins: \_\_\_\_\_

**5. Are the following statements true or false ? Tick (✓) TRUE or FALSE**

A study found 20% of 14-to-17 year-olds have tried e-cigarettes.     TRUE     FALSE

Pr Hajek’s data show that smoking e-cigarettes young will increase usage on a regular basis.     TRUE     FALSE

# Oral comprehension

**6. Fill in the gaps.**

The Welsh government claims e-cigarettes will glamorize and \_\_\_\_\_ smoking, which calls for a \_\_\_\_\_ in enclosed public places.

**7. Which of these two sentences corresponds best to Pr. West’s point of view? Tick the correct answer.**

- Although there may be risks, e-cigarettes will almost certainly save lives.
- Although some lives might be saved, the risks are too great for the population.

## II – Activités de compréhension de l'écrit

1. Are the following statements true or false? Tick TRUE or FALSE, then refer to a document and line number(s) to justify your reply.

a/ Limitations on where people can smoke came into force in 2011 in the UK.

TRUE     FALSE    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

b/ The public health community is divided in the fight against traditional smoking.

TRUE     FALSE    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

2. Which of the following are associated with e-cigarettes, and which are not? Tick YES or NO, then refer to a document + line number to justify your reply. NB : Use a DIFFERENT quotation for each.

Nicotine     YES     NO    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

Smell     YES     NO    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

Tar     YES     NO    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

Vapour     YES     NO    Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

# Written comprehension

3. Where can e-cigarettes be bought? (Refer to at least 2 different documents.)

Where to buy them	Text number
• _____	• _____
• _____	• _____
• _____	• _____

4. Quit-smoking devices: apart from e-cigarettes, list three that are mentioned in the documents.

Quit-smoking device	Text number
• _____	• _____
• _____	• _____
• _____	• _____

**5. Quote *two* separate arguments from different texts to show why e-cigarettes are particularly attractive to people who want to quit smoking.**

**Argument 1.**

---



---

Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

**Argument 2.**

---



---

Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

**6. Information spotting: where do you find the following arguments? Give just *ONE* quotation per text, if any.**

	<b>Text 3 + line(s)</b>	<b>Text 4 + line(s)</b>
E-cigarettes are often manufactured by the traditional tobacco industry.		
E-cigarettes make smoking a socially acceptable behaviour again.		
E-cigarettes may carry a risk of passive smoking.		
E-smoking is a gateway to smoking, especially for young people.		
E-smoking encourages people to smoke longer.		

# Written comprehension



# General impression today

- The CLES is 25 years old ...
- The lay-out as well
- Not exactly appealing ...

# Digital CLES : specifications



No modification of the « qualitative » (action-oriented) construct



No impoverishment of the typology of the intermediary tasks

Identification of relevant quotations / items of info

OC : « restitution » (verbatim mention of heard words or expressions)



Digital solutions to meet those requirements / not avoid/devoid (or transform) them

# Benefits ?

- Save time ? (session handling) : more students / shorter sessions
- Save time : « automatic » marking (OC, WC)
- « digitalization »: « Ease » or « favour » **transfers** (mediation) ? From comprehension to production
- Being innovative : inspiring progress for the CLES
- Strategically : be visible (competitive ?) in the global puzzle of « digital » certification systems

# Choices of development for the digitalisation process

Development made with Mehdi El Heddaoui  
(Université Grenoble Alpes)

**5. Quote *two* separate arguments from different texts to show why e-cigarettes are particularly attractive to people who want to quit smoking.**

**Argument 1.**

---



---

Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

**Argument 2.**

---



---

Text No. \_\_\_\_\_, line(s) No. \_\_\_\_\_

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	<b>Text 3 + line(s)</b>	<b>Text 4 + line(s)</b>
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E-smoking is a gateway to smoking, especially for young people.		
E-smoking encourages people to smoke longer.		

# Written comprehension (remember?)

# Written comprehension

- Preparation : segmentation of texts (items for automatic assessment)

## Economics

The main argument on the pro-digital side of the debate is that there will be a more frictionless, efficient economy./ Cash has relatively high maintenance costs. Producing, transporting, and protecting cash can be expensive for financial institutions, and there is a constant need for technological innovation in the prevention of counterfeits./

**Consumers would likely also spend more readily, as digital payments can be more convenient and less noticeable/**

Economists also suggest that it would allow greater control over monetary policy – making negative interest rates more achievable./ **Such policies are believed to encourage spending and stimulate the economy, making it easier to ensure economic stability and prevent damaging recessions./**

**(segments in bold : assessed in the WC test)**

# What is a segment ?

A **coherent unit of meaning** (information / argumentative orientation)

-How to delimit? "boundary"/"marker"

-As soon as there is a "change" in the informational sequence:

-Several items/examples

Then come the clichés, / followed by her two sons, / two boys-

- Syntax/implicit/explicit:

- A segment explains the previous/cause/consequence/purpose...

- The paragraph begins with the pronoun I / the prime minister begins to talk about his own emotional state / he says he is utterly devastated

- The argumentative orientation changes

- The reference to sons is objective / **but** the same cannot be said for *boys*, / which colors the text with a very familiar tone.

# Moodle to allow a national access

- « Obvious choice »: Moodle exam interface
  - Parameters are mastered and interoperational
  - Safe and evolutive
  - Open

=> A central Moodle CLES to guarantee compatibility and harmonisation
- Choices for the development of activities
  - From Stoyline to Moodle H5P
  - Choice of sobriety
  - Emphasis on guidance and instructions


# Interface: Focus on instructions

MAJ 27/03 14h00

CLES : compréhensions écrite et orale <   
 CLES : compréhensions écrit...



CLES : compréhensions écrite et orale



**Listening comprehension**

Attention, ne valider vos réponses que lorsque vous avez répondu à toutes les questions

Lecture des questions (2')	Lecture des questions (2')
Diffusion de la vidéo 1 (1'43")	Diffusion de la vidéo 2 (3'13")
x2	x2
Temps de réponse (1'30")	Temps de réponse (1'30")

Dernier visionnage (1'43" + 3'13)

Fin de la compréhension orale

Start listening





# Compréhension de l'oral

Test Paramètres Questions Résultats Banque de questions Plus ▾

Temps restant 0:02:07

## Questions sur la vidéo 1

### 1. Vrai ou faux ? Justifiez en citant le document.

男生和女生很担心，因为他们没有上他们想要的大学。

### 2. Parmi les affirmations suivantes, quelles sont celles mentionnées dans la première vidéo ? Sélectionnez.

男生和女生去看了北京大学，因为他们不知道要选清华，人大还是北大。

男生和女生本来就认识拓拓。

拓拓在北大已经念了本科，硕士。现在正在念博士。

在北京大学的图书馆自习很容易交到男，女朋友。

男生和女生最后选择了清华大学。

### 3. Quelles sont les activités à faire à Beida ? Sélectionnez "Oui" ou "Non".

上图书馆自习

逃学

吃食堂的鸡腿饭

DOCUMENT 1 (VIDÉO)

Lecture des questions : 2'00

- Pour remplir un champ de réponse ou une justification est demandée, cliquer sur le champ de texte correspondant, puis sur un segment de texte. Le champ de texte sera complété par le segment de texte choisi.
- Pour supprimer le surlignage d'un segment de texte, maintenez la touche CTRL et cliquez sur le segment de texte. Cela a également pour effet de supprimer le(s) champ(s) de réponse où ce segment est utilisé comme réponse.
- Une fois que vous avez répondu à toutes les questions, cliquer sur **Terminer le test...**

**IMPORTANT :** les champs de texte où une justification est demandée doivent impérativement être remplis en cliquant sur un segment de texte pour permettre la bonne correction de l'épreuve.

**1. Are the following statements true or false? Choose true or false, then select a quote to justify your reply.**

a) Limitations on where people can smoke came into force in 2011 in the UK.

But his former teacher and mentor, Stanton A. Glantz, a professor of medicine at the University of California, San Fran

b) The public health community is divided in the fight against traditional smoking.

These experts represent the two camps now at war over the public health implications of e-cigarettes. The devices, i

**2. Which of the following are associated with e-cigarettes, and which are not? Choose yes or no, then select a quote to justify your reply. Use a different quotation for each.**

Nicotine :

Cliquez ici puis sur un segment de texte pour justifier votre réponse.

Smell :

Texte 1

Texte 2

Texte 3

Texte 4

A-

A+

Agrandir

## A Hot Debate Over E-Cigarettes as a Path to Tobacco, or From It

Dr. Michael Siegel, a hard-charging public health researcher at Boston University, argues that e-cigarettes could be the beginning of the end of smoking in America. He sees them as a disruptive innovation that could make cigarettes obsolete, like the computer did to the typewriter.

But his former teacher and mentor, Stanton A. Glantz, a professor of medicine at the University of California, San Francisco, is convinced that e-cigarettes may erase the hard-won progress achieved over the last half-century in reducing smoking. He predicts that the modern gadgetry will be a glittering gateway to the deadly, old-fashioned habit for children, and that adult smokers will stay hooked longer now that they can get a nicotine fix at their desks.

These experts represent the two camps now at war over the public health implications of e-cigarettes. The devices, intended to feed nicotine addiction without the toxic tar of conventional cigarettes, have divided a normally sedate public health community that had long been united in the fight against smoking and Big Tobacco.

The essence of their disagreement comes down to a simple question: Will e-cigarettes cause more or fewer people to smoke? The answer matters. Cigarette smoking is still the

## Compréhension de l'écrit

Test Paramètres Questions Résultats Banque de questions Plus ▾

Bienvenue dans la compréhension de l'écrit.

Fonctionnement :

- Pour remplir un champ de réponse où une justification est demandée, cliquer sur le champ de texte correspondant, puis sur un segment de texte. Le champ de texte sera complété par le segment de texte choisi.
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**IMPORTANT :** les champs de texte où une justification est demandée doivent impérativement être remplis en cliquant sur un segment de texte pour permettre la bonne correction de l'épreuve.

### 1. Texte 1. Cochez l'affirmation correcte.

- Zhejiang University's number of international students is ranked first in the country.
- Beijing Language University's world ranking is ahead of Fudan University.
- Beijing University's number of international students is ranked second in the country.

### 2. Texte 2. Vrai ou faux ? Sélectionnez la bonne réponse.

Beijing University is very famous.

Beijing University has only been founded for one hundred years.

Texte 1 Texte 2 Texte 3 A- A+ Agrandir

## 中国大学国际留学生排名 100 强

北京语言大学最受外国留学生欢迎，雄居 2019 中国大学国际留学生排名榜首

中国哪所大学最受外国留学生欢迎？哪些大学国际化水平和国际影响力最高？艾瑞深中国校友会网依据教育部国际合作与交流司公布的 2016 年外国来华留学生统计数据，最新发布校友会 2019 中国大学国际留学生排名 100 强。报告显示，北京语言大学最受国际留学生欢迎，留学生人数高达 9886 人，雄居校友会 2019 中国大学国际留学生排名榜首。北京大学 8434 人，居第 2。对外经济贸易大学 8387 人，居第 3；复旦大学 6849 人，列第 4；上海交通大学 6670 人，列第 5；暨南大学 6157 人，列第 6；浙江大学 6154 人，列第 7；华东师范大学 6026 人，列第 8；清华大学 5847 人，列第 9；华侨大学 5557 人，列第 10。

### 校友会 2019 中国大学国际留学生排名 100 强

名次	学校名称	留学生人数	全国排名	星级排名	办学层次
1	北京语言大学	9886	138	5 星级	中国一流大学 (特色)
2	北京大学	8434	1	8 星级	世界一流大学
3	对外经济贸易大学	8387	95	5 星级	中国一流大学 (特色)
4	复旦大学	6849	4	8 星级	世界一流大学
5	上海交通大学	6670	7	7 星级	世界知名高水平大学 (前列)
6	暨南大学	6157	61	5 星级	中国一流大学 (特色)
7	浙江大学	6154	5	8 星级	世界一流大学
8	华东师范大学	6026	28	6 星级	世界高水平大学
9	清华大学	5847	2	8 星级	世界一流大学
10	华侨大学	5557	127	3 星级	区域一流大学

# Written production (Chinese)

Remettre un travail

## Production écrite

Vous écrivez un mail à votre ami chinois LI Jun 李军, originaire de Pékin, pour lui demander des renseignements sur la ville et sur les universités de Pékin.

Vous mentionnerez les points suivants :

- Vous lui communiquez votre projet : vous lui expliquez les raisons pour lesquelles vous avez choisi l'université de Pékin, et vous demandez son avis.
- Vous précisez aussi que vous pensez loger dans une résidence universitaire et en expliquez les raisons. Vous lui demandez son avis sur le choix entre résidence universitaire et location de logement privé.
- Vous demandez à LI Jun s'il a encore des amis (ou de la famille) à Pékin et s'il pourrait éventuellement vous mettre en contact avec eux.

Vous terminez votre mail en lui proposant de vous voir et en lui souhaitant un bon week-end et vous signez avec un nom d'emprunt : François/Françoise Martin.

**(Longueur du mail : 200 caractères ± 10%)**

Revoir ma compréhension de l'oral

Revoir ma compréhension de l'écrit et les textes

Consulter tous les travaux remis

Évaluer

## Résumé de l'évaluation

Groupes séparés: Tous les participants

# Written production

## Written task

You are to write a report for the editorial board on the uses of electronic cigarettes. Use the facts and arguments found in the texts and videos (250-300 words).

Revoir ma compréhension de l'oral

Revoir ma compréhension de l'écrit et les textes

## ▼ Ajouter un travail

Texte en ligne

↵
A ▾
B
*I*
☰
☰<sup>1/2</sup>
☰
☰
🔗
🔄
😊
🖼️
📄
🎤
📄
H-P
👤
🔗

qsdfqsdfdfsqsdfsdqsdfsqdfjjlkj

qsdfqsdfsq



# Compréhension de l'écrit

Test Paramètres Questions Résultats Banque de questions Plus ▾

Bienvenue dans la compréhension de l'écrit.

Fonctionnement :

- Pour remplir un champ de réponse où une justification est demandée, cliquer sur le champ de texte correspondant, puis sur un segment de texte. Le champ de texte sera complété par le segment de texte choisi.
- Pour supprimer le surlignage d'un segment de texte, maintenez la touche CTRL et cliquez sur le segment de texte. Cela a également pour effet de supprimer le(s) champ(s) de réponse où ce segment est utilisé comme réponse.
- Une fois que vous avez répondu à toutes les questions, cliquer sur **Terminer le test...**

**IMPORTANT :** les champs de texte où une justification est demandée doivent impérativement être remplis en cliquant sur un segment de texte pour permettre la bonne correction de l'épreuve.

## 1. Texto 1. Contestar verdadero o falso.

Oviedo es una ciudad mediterránea.

Oviedo es el inicio de la primera ruta de peregrinación, la más antigua, que enlaza Oviedo con Santiago de Compostela.

En el Museo de Bellas Artes de Asturias el visitante encontrará obras del Renacimiento o del Siglo de las Luces.

Texto 1

Texto 2

Texto 3

A-

A+

Agrandir

## 10 Razones para Estudiar en Oviedo

Estudiar en Oviedo es una excelente opción, no solo porque la Universidad de Oviedo es una de las mejores universidades en España, sino también porque la ciudad en sí es super interesante y bonita.

Situada entre las montañas majestuosas del noroeste de España, Oviedo, capital de Asturias, es conocida por su universidad, su espectacular catedral, sus estatuas, y por ser una ciudad llena de cultura, arte y elegante arquitectura. ¡Ni mencionar su deliciosa gastronomía!

Texte 1

Texte 2

Texte 3

A-

A+

Réduire

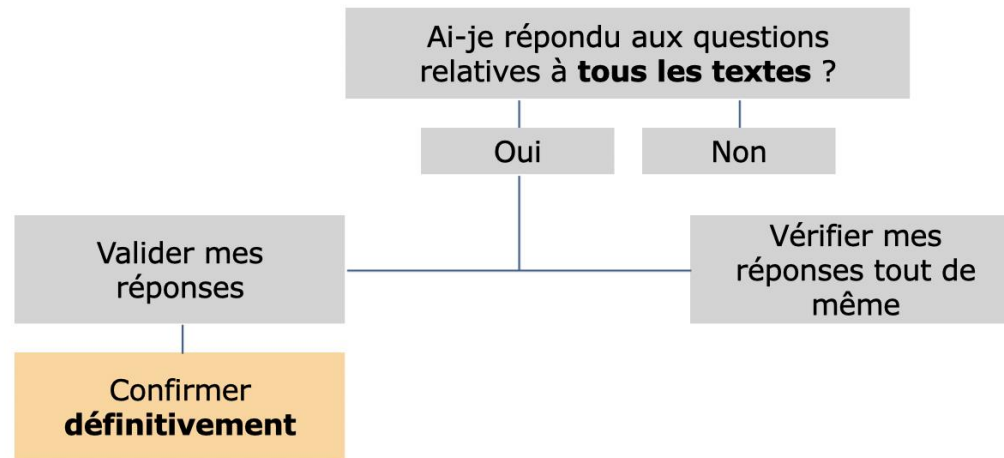
## 10 Razones para Estudiar en Oviedo

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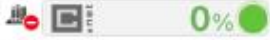
Situada entre las montañas majestuosas del noroeste de España, Oviedo, capital de Asturias, es conocida por su universidad, su espectacular catedral, sus estatuas, y por ser una ciudad llena de cultura, arte y elegante arquitectura. ¡Ni mencionar su deliciosa gastronomía!

### 1. La Catedral de Oviedo

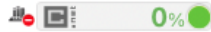
La Catedral de Oviedo es icónica. La Santa Iglesia Basílica Catedral Metropolitana de San Salvador de Oviedo se ha convertido en uno de los monumentos que no se puede perder en esta ciudad. De estilo predominante gótico, también tiene características constructivas desde el prerrománico en su Cámara Santa, hasta el barroco. Tiene numerosos elementos llamativos, por ejemplo, las puertas de madera de nogal, sus tallados y su impresionante interior. Es imprescindible una visita a la Cámara Santa, (Patrimonio de la Humanidad por la UNESCO desde 1998), donde se encuentran muchas reliquias religiosas como el Arca Santa o la Cruz de la Victoria. Afuera de la Catedral en la plaza, se ve la placa que anuncia el comienzo "0km" del Camino de Santiago, los caminos Primitivo y de la Costa. Si nunca has hecho el Camino de Santiago y tienes la oportunidad de hacerlo, aunque solo sea una etapa, te lo



# Written production interface

Selectionner	Identifiant	Statut	Evaluateur	Note	Modifier	Remis	Texte en ligne	(note)	commentaires
<input type="checkbox"/>	Participant372382	Remis pour évaluation Non évalué	Hunter Denise	Note	Modifier ▾	samedi 1 avril 2023, 10:26	  (283 mots)	-	<u><i>The Cashless Syndrome</i></u>  This week a shop called Jrink has been under the spotlight for is new form of payment. The shop is now a...

# Written production ready to be assessed



## The Cashless Syndrome

This week a shop called Jrink has been under the spotlight for its new form of payment. The shop is now a cashless shop and has opted to only accept digital payments. This news has been debated and has divided a lot of people, because it has opened the door to a cashless society.

A cashless society brings benefits but also drawbacks and hesitancy.

Nowadays it's more easier to have your phone in your pockets than to have money. Being cashless is easier for shops because they don't have to count manually the money, the transactions do that immediately, so it can facilitate but it's also great for security. Since everything is done online, robbery will decrease slowly.

Being in a cashless society also questions the fact that it can cause discrimination. Even if we have more and more access to technologies, there are a lot of people who don't have access to mobile connectivity and can find it difficult to pay with credit card, we can have the retirees, the recent immigrants, the people with disabilities, the people who live in rural areas and more importantly the people with lower incomes that are un-banked.

We still don't have enough background and time to analyze the psychological costs that a cashless society will bring, but we can already see that it increases spending because it's easier and more convenient.

This transition to a cashless society needs to be done very carefully. The government needs to make this transition smoother by educating people but also making this transition a choice, and let people decide for themselves as to limit the risk of marginalizing people. They also need to make digital payments safer.



# Process of assessment / evaluation

## 1. Listening and reading comprehension:

- Automatically assessed (OC, WC)
- Results per item per competence
- Transferred to Moodle and exportable

## 2. Written production

- Online (file accessible to examiners through Moodle)
- Correction grid / marking scheme available online for a direct transfer of results

## 3. Oral

=> **B2: interaction:** Face to face or possible via Zoom integrated to Moodle (mutualisation)

=> **B1: production:** File recorded directly on Moodle (like WP)



*Certificat de compétences en langues  
de l'enseignement supérieur*

## Action research to test the validity of developments

Edouard Tardieu

Annick Rivens – Laurent Rouveyrol

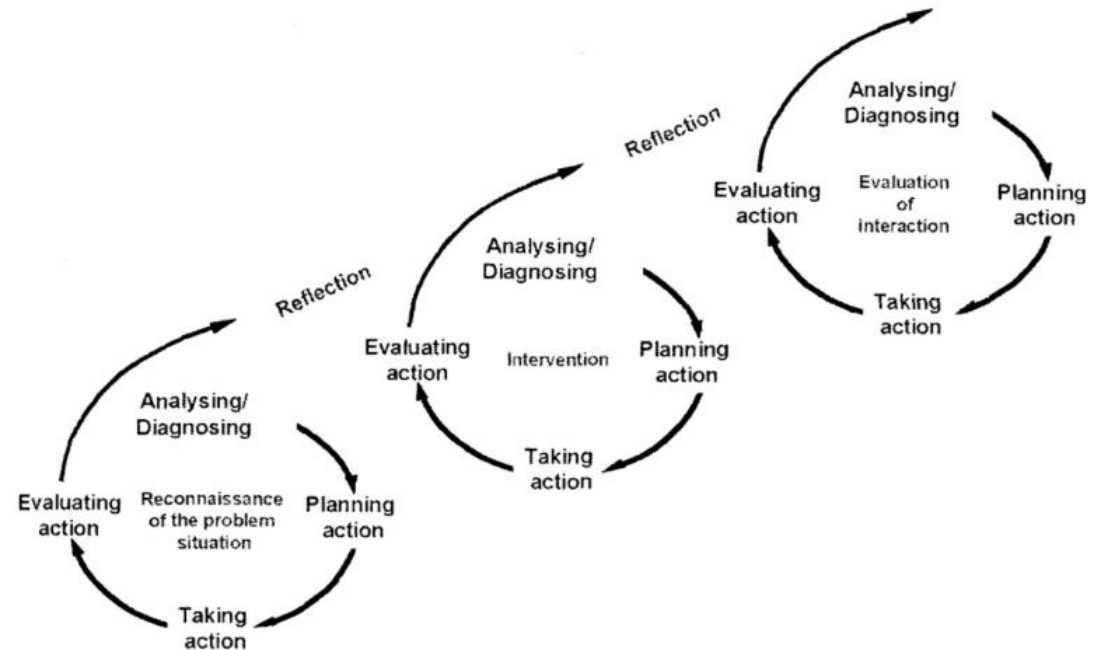
*Coordination nationale CLEES*

# Action Research Protocole: Several sessions analyzed



Click to enlarge

- **4 successive proofs of concept :**
  - Different topics
  - Evaluating formats
- **Université de Lille:**
  - April 2023
  - March 2024
- **Université de Rouen:**
  - June 2023
  - May 2024



# First results of the experimental sessions

1. Protocole of validation
2. Comparative study of the results: paper vs. digital
3. Questionnaires of satisfaction and feedback on the sessions

# statistical analysis and validation

E. Tardieu, trainee (stats)

- Function « Prop-test » in *R-Studio*
  - *Compare two groups with binary data (1-0 : fail / pass)*
  - *Measure pass rate in two independant samples (sessions)*
  - ***Question : is there a significant difference (pass rate) between sessions (paper / digital) ?***
    - *Comparison of results (competences) / exam sessions / general outcome...*
- => Cross comparisons: Digital vs. paper but also Digital session 1 vs. session 2, Paper 1 vs. Paper 2, etc...*

# 2023: paper vs. digital version (B2)

1. CO => No significant difference P-Value > 5%
2. CE => No significant difference P-Value > 5%
3. PE => No significant difference P-Value > 5%
4. IO => No significant difference P-Value > 5%

%	Dig (94)	Paper (24) April 1st	Paper (124)	Total Paper (148)
CO	<b>98</b>	87	94	<b>93</b>
CE	<b>80</b>	79	76	<b>76</b>
IO	<b>69</b>	66	84	<b>81</b>
PE	<b>54</b>	46	59	<b>57</b>
<b>TEST</b>	<b>51</b>	<b>37</b>	<b>54</b>	<b>51</b>

# 2024: Comparison of different digital sessions (Univ Lille)

%	Num Avril 23 (94)	Num psycho Mars 24 (157)	Num SDL Mars 24 (12)	Num Rouen Mai 24 (17)	Num Total Lille Mars 24 (171)
CO	<b>98</b>	<b>97</b>	<b>100</b>	<b>71</b>	<b>98</b>
CE	<b>80</b>	<b>79</b>	<b>75</b>	<b>65</b>	<b>80</b>
IO	<b>69</b>	<b>69</b>	<b>75</b>	<b>65</b>	<b>71</b>
PE	<b>54</b>	<b>52</b>	<b>58</b>	<b>71</b>	<b>55</b>
<b>TEST</b>	<b>51</b>	<b>44</b>	<b>50</b>	<b>65</b>	<b>53</b>

# Conclusion on stats ...

« No significant differences » (statistically on almost all stats)

means :

« same results for paper and digital versions of the test »

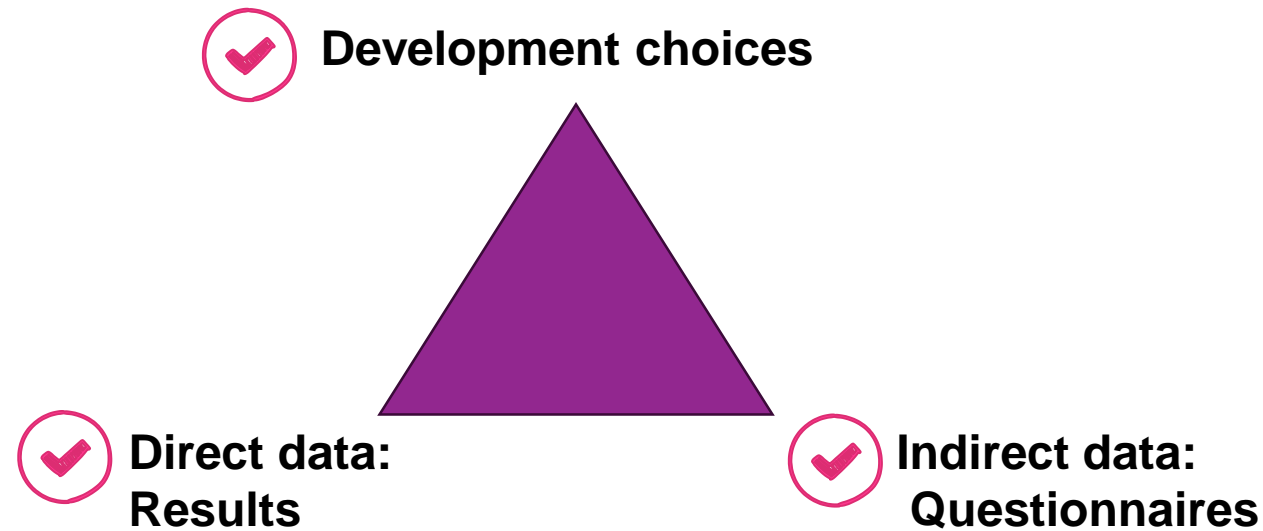
« similar rates of results (fail/pass) with different digital topics »

=>







**The digital CLES is *VALID* AND statistically *VALIDATED***

(in terms of equivalence of outcome / results)

# Triangulation of data with the use of questionnaires



# Questionnaires: answers session 2023

Feedback étudiant sur format CLES B2 sur ordi:      

[Questions](#) [Réponses](#) **90** [Paramètres](#)

## Feedback étudiant sur format CLES B2 sur ordinateur

Session du 1er avril 2023 à Lille. Merci de nous donner votre retour sur cette première session sous format numérique. Votre retour sera précieux pour prendre en compte votre expérience et envisager les améliorations nécessaires. Vos données seront traitées dans le respect de l'anonymat explicité dans le pass CLES signé lors de la passation. MERCI de votre contribution.

1. Vous faites partie des étudiants qui ont eu recours au format "numérique". Quelle est votre réaction?

- Vous auriez préféré rester sur la version papier
- Vous avez apprécié d'utiliser le format numérique
- Cela vous est égal
- Autre...

20 questions + suggestions

90 answers (out of 94 students)

15 answers (out of 25 for T2D2)

# Added value and drawbacks/student perception (2023)

- *More comfortable for Listening Comprehension ++*
- *More concentrated +*
- *At our own rhythm (apart from timed List. Compr.)*
- *Faster*
- *Easier to write: can correct, go back*
  
- *Phase 1: Reading comprehension format to be improved: DONE!*
  - *Difficult to underline (colour code to be tackled)*
  - *Not really user friendly (moving from one text to another)*

# Questionnaire: information on the procedure / mediation reflexion

**27. Lors de l'épreuve de production écrite, avez-vous utilisé les réponses proposées pour la compréhension de l'oral et/ou de la compréhension de l'écrit ?**

	Effectifs	% Obs.
Oui, pour la majorité des questions	37	43,5%
Oui, pour quelques unes seulement	29	34,1%
L'interface numérique a limité ma possibilité de le faire	14	16,5%
Non	4	4,7%
Autre (Précisez)	1	1,2%
<b>Total</b>	<b>85</b>	<b>100%</b>

# Practical extra value

Reduction of examination time :

**Paper version :**

B2 : Oral Comp + Written comp + Written prod = 2 hours 45mn  
(Paper version)

**Digital version :**

Most students : 2 hours and 15 minutes

Starting hypothesis : digital ergonomics ?

Dig CLEES Easier to navigate than shuffling through papers ...

Test takers' digital competence : click, drag and drop ...

# Conclusion: Widening the horizon with D CLEES

- Positive side effects
  - Reduction of correction time :  $OC + WC =$  automatically assessed
  - opening possibilities of asynchronous correction for IO
  - Facilitated administrative management
  - Opening possibilities to mutualised (inter)national sessions (Polish, Greek, Russian, etc...)

# Conclusion: Digital revolution ? A CLES in transition...

1. Formats have also evolved: new C1, new B1
2. First step successful: digital version = paper version
3. Second step: improve and make the most of the digital form

Question on the role of OC within the scenario (OC tested vs. OC as a step towards mediation)

4. Help for correction: can IA be a supportive tool for examiners (not replace examiners!) and how?

# Conclusion: Test the new format

## COMMENT TESTER LE NOUVEAU FORMAT



- Cliquez sur le bouton suivant pour accéder au sujet numérisé sur le plateforme Moodle dédiée au CLES
- Ensuite vous devez choisir votre établissement dans le menu déroulant et vous identifier avec vos identifiants et mot de passe professionnels habituels (Shibboleth)
- Vous aurez accès au sujet CLES numérisé en rentrant le code d'inscription : **2d7764**

**SUJET CLES E-CIGARETTES FORMAT NUMERIQUE**

<https://masession.certification-cles.fr/course/view.php?id=34>

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Merci

Спасибо

Obrigado

Dziękuję

Grazie

Thanks

شكرا

Gracias

Danke

Ευχαριστώ

