



Linguistic Proficiency and Pedagogical Practices

Evaluation of English Speaking Curriculum Based on CEFR Levels

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ABSTRACT

The significance of the speaking skills curriculum within the English Education Program at tertiary institutions is pivotal in equipping prospective English language educators with comprehensive mastery of both linguistic components and pedagogical practices. The present study endeavors to evaluate the alignment of lesson plans from the courses “Speaking for Academic Purposes 2” and “Speaking for General Communication 1” with the predetermined learning objectives as outlined by the Common European Framework of Reference (CEFR) for levels B1 and B2. Adopting a qualitative research paradigm, data were gleaned from an examination of CEFR documents (B1 and B2) relative to the lesson plans and associated course tasks, in conjunction with classroom observations. The findings suggest that the lesson plans adequately cover the necessary linguistic aspects and pedagogical practices required for English language teacher candidates. Furthermore, multiple teaching strategies implemented in the Speaking courses were highlighted. Nevertheless, observations revealed that feedback sessions were less effective due to limited time and the large number of students. To compensate, the use of video-based discussion tools was introduced, ensuring each student received feedback, albeit with some delay.

Keywords: *Common European Framework of Reference (CEFR), English education program, lesson plans, speaking skills curriculum.*

1. INTRODUCTION

English is recognized as an international language, critical in the current age of globalization. Chong (2016) posits that proficiency in English is indispensable, particularly for those engaged in the education, business, and technology sectors. Within the educational context, speaking skills in English emerge as a fundamental competency for every student. The American Council on the Teaching of Foreign Languages (ACTFL) (2013) asserts that English speaking skills can enhance students’ cognitive abilities, encompassing problem-solving, critical thinking, and fostering creativity. Furthermore, proficiency in English often stands as a prerequisite for admission to numerous universities and postgraduate programs globally.

The English Education Program at universities aims to produce prospective teachers proficient in English instruction. As a program centered on English language skills, the English Education Program is anticipated to offer a well-suited curriculum for teaching English speaking skills. Agudo (2017) emphasizes that the curriculum employed in language teacher education should concentrate on both linguistic facets and pedagogical practices. However, the reality reveals that the curriculum for teaching English speaking skills in the English Education Program at universities necessitates further scrutiny. According to Wahyuningsih and Afandi (2020), the curriculum for English-speaking skills at universities is not well-structured in alignment with English teaching standards. This shortfall is compounded by the limited incorporation of technology and social media, as well as the insufficient real-world practice of English-speaking skills, resulting in an insignificant improvement in the student’s English speaking capabilities at the University.

Given the critical nature of the speaking skills curriculum within the English Education Program at tertiary institutions, this research seeks to critically assess the alignment of the lesson plans, particularly from the courses “Speaking for Academic Purposes 2” and “Speaking for General Communication 1,” with the established objectives as delineated by the Common European Framework of Reference (CEFR) for levels B1 and B2. The primary aim of this study is to discern the key factors that influence the efficacy of these lesson plans in facilitating English instruction. The anticipated outcomes of this investigation aim to offer significant recommendations for enhancing the lesson plans tailored to instructing speaking skills, ensuring they are optimally designed to fortify the linguistic and pedagogical competencies of prospective English language educators.

1.1. The Primacy of Speaking Skills in English Education

The spoken language serves as a pivotal conduit for human communication, reflecting the natural evolution of linguistic competence and interactivity (Baker & Murphy, 2011). Among the four cardinal language skills – listening, speaking, reading, and writing – speaking invariably stands out, providing a robust testament to one’s linguistic prowess (Nunan, 2003). The educational landscape has continuously underscored this sentiment. Be it through oral assessments, presentations, group dialogues, or extemporaneous discussions, learners consistently find themselves navigating situations where articulation and clarity of speech are paramount (Flowerdew & Miller, 2005).

Furthermore, the inherent nature of speaking – immediate, dynamic, and interactive – not only gauges a learner’s grasp of the language’s structural nuances but also tests their adaptability and response to on-the-spot linguistic challenges (Burns & Richards, 2009). Within the domain of English Education, particularly in programs geared towards producing adept language educators, the salience of effective speaking can hardly be overstated. It provides a tangible measure of a student’s ability to engage, persuade, inform, and interact – all quintessential attributes of a competent teacher (Brown, 1994; Harmer, 2007).

Moreover, Brown’s (1994) assertion, emphasizing the indispensability of speaking, is echoed by other scholars. While learners might, in certain scenarios, bypass the need for writing or circumvent the intricacies of in-depth reading, the daily rigors of life seldom allow for such latitude when it comes to speaking or listening. This sentiment resonates with Goh and Burns (2012), who note that speaking and listening often function in tandem, offering a symbiotic relationship wherein proficiency in one invariably bolsters the other. The resultant confluence underscores speaking’s role as not just a mere language skill but as a life skill, critical for academic, professional, and social success.

1.2. Curriculum Alignment with Established Frameworks

The essence of contemporary language instruction revolves around congruence with established and internationally recognized frameworks. Among these, the Common European Framework for Languages (CEFR) stands out as a touchstone for pedagogical direction, ensuring consistency, transparency, and progression in the learning process (Council of Europe, 2001). Its structured design, spanning levels from A1 (basic) to C2 (proficient), offers educators granular insights into evolving learner competencies (Byram & Parmenter, 2014).

The intermediate B1 and B2 levels, often deemed pivotal milestones in the learner’s journey, epitomize a transition from basic communication to more intricate linguistic interactions. At the B1 level, learners are expected to maintain interaction, express opinions on familiar topics, and cope in most situations while traveling. On the other hand, B2 signifies an ability to engage in more complex discussions, convey detailed information, and present arguments (North & Piccardo, 2016).

Given such well-defined criteria, courses such as “Speaking for Academic Purposes 2” and “Speaking for General Communication 1” find great value in aligning their content and pedagogical strategies with CEFR’s B1 and B2 standards. Such alignment not only ensures that learners navigate through a cohesive curriculum but also guarantees that the acquired competencies resonate with international standards. This equips them for both academic challenges and the linguistic demands they may encounter in diverse global contexts (Little, 2011; Alderson, 2007).

Furthermore, North and Piccardo (2016) suggest that adherence to the CEFR’s B1 and B2 benchmarks also facilitates mutual recognition of qualifications across borders, thus enabling learners to transition smoothly between educational systems and professional domains. In essence, the strategic alignment with the CEFR’s B1 and B2 standards doesn’t merely serve an educational objective; it lays the foundation for broader societal and professional integration.

1.3. Factors Influencing the Efficacy of English Instruction

Efficacy in English instruction goes beyond mere curriculum content; it is shaped and influenced by a complex interplay of both internal and external factors. Within the confines of the curriculum, the interrelationship between linguistic dimensions and pedagogical strategies stands at the core of effective language instruction. Celce-Murcia (2001) contends that a curriculum's success is deeply rooted in this synergy, as it helps learners navigate the path from theoretical knowledge to practical application. This perspective aligns with Ellis (2003), who champions the essence of curricular designs that dovetail seamlessly with internationally recognized teaching benchmarks while also ensuring relevance to real-world contexts.

Outside the curriculum, the integration of contemporary technological tools and digital communication platforms brings about a transformative change to the language learning landscape. Warschauer (2000) posits that in a world increasingly dominated by digital communication, merging technology with pedagogy isn't just an enhancement—it's a necessity. Leveraging platforms like social media, online forums, and language learning applications pave the way for immersive experiences that mirror authentic linguistic interactions.

Moreover, the role of exposure cannot be underestimated. Nunan (1991) asserts that language acquisition, especially speaking skills, thrives in environments where learners frequently engage with the language outside the formal classroom setting. Be it through media consumption, interactions with native speakers, or participation in language exchange programs, such exposures serve to reinforce classroom teachings, promoting fluency and linguistic confidence (Long, 1996).

1.4. Pedagogical Strategies in Speaking Courses

In the realm of effective language instruction, especially in speaking, the selection and implementation of pedagogical strategies become central. Historically, English language teaching operated under the structured guidelines of methods such as grammar-translation and audio-lingual, both characterized by their rigid drills and focused grammar instruction (Richards & Rodgers, 2014). However, the dynamic needs of English Education, particularly for prospective educators in tertiary institutions, necessitate a pivot towards more interactive and communicative strategies.

The communicative language teaching (CLT) approach, which emphasizes genuine interactions and practical language usage, has gained significant traction in university settings (Nunan, 1991). Its relevance is particularly pronounced for courses like "Speaking for Academic Purposes 2" and "Speaking for General Communication 1". Beyond linguistic competence, these courses are designed to groom future English educators to foster holistic and immersive learning environments. Within such frameworks, students are actively encouraged to partake in genuine tasks such as debates, role-plays, and group discussions, simulating genuine communicative scenarios (Larsen-Freeman, 2000).

Given the alignment with the CEFR's B1 and B2 standards, the integration of task-based language teaching (TBLT) assumes heightened importance. TBLT, rooted in the communicative paradigm, underscores activities that resonate with genuine tasks, prompting students to deploy their language skills in pragmatic situations (Willis & Willis, 2007). This adherence not only remains congruent with the proficiency benchmarks set by the CEFR but also assures that English Education students are adeptly prepared to navigate both academic and daily linguistic challenges.

1.5. Challenges in Enacting the Speaking Curriculum at the Tertiary Level

The structured curriculum in tertiary courses like "Speaking for Academic Purposes 2" and "Speaking for General Communication 1" offers a robust foundation for English instruction. However, its implementation faces multiple challenges, especially within the university setting where aspiring English educators are being molded.

One dominant challenge is sustaining student motivation. In university environments, where learners are granted increased autonomy, consistent motivation is critical to mastering speaking skills. Dörnyei (2001) notes that motivation doesn't merely facilitate language acquisition; it significantly influences the depth and quality of the learning experience. Given that these students will potentially shape future English classrooms, addressing the challenge of motivation becomes even more pressing.

Large class sizes in many tertiary settings exacerbate the problem. When foundational and popular courses become crowded, instructors face the uphill task of providing individualized attention. Ur (1996) points out that varied linguistic proficiencies in such scenarios can cause uneven progression. Consequently, while some students may feel left behind, others may not find the learning pace adequately challenging, leading to potential disengagement.

Feedback, a cornerstone of effective instruction, can become a casualty in these situations. Timely, personalized feedback is pivotal for skill refinement, especially in speaking courses (Hyland & Hyland, 2006). However, given the constraints, teachers might either resort to generic feedback or, in some instances, fail to provide any. This deficiency can leave students directionless, affecting their overall competence and confidence in speaking.

Cultural dynamics present another layer of complexity. With English education programs drawing a diverse student base, cultural inhibitions can sometimes overshadow the learning process. Cortazzi and Jin (1996) discuss how cultural norms might inhibit active participation in speaking tasks, crucial for courses aligned with CEFR's B1 and B2 standards.

2. METHOD

This study follows a systematic approach designed to assess the alignment of lesson plans from two distinct courses, namely "Speaking for Academic Purposes 2" and "Speaking for General Communication 1", with the benchmarks established by the Common European Framework of Reference (CEFR) for levels B1 and B2.

Grounded in a qualitative research paradigm, the design of this study is intricately crafted to probe the congruence between the said courses and the CEFR standards. As Creswell (2018) elucidates, qualitative research, with its focus on interpretations, meanings, and processes, lends itself to unveiling intricate details of subjects, thus offering a pertinent fit for the objectives of this study.

The observation for this study was centered on two distinct courses offered by the English Education Program at the one of public universities in Bandung: "Speaking for General Communication 1" and "Speaking for Academic Purposes 2". Given the emphasis of the study on the alignment with CEFR B1 and B2 standards, these courses were particularly selected for their potential to provide insights into the university's approach to English proficiency at varying levels.

It's essential to note that the courses were chosen not merely due to their titles but based on their comprehensive course outlines, learning outcomes, and the proficiency level they targeted. This approach is rooted in the idea that observational studies should focus on contexts that provide rich, detailed, and contextually relevant data (Patton, 2014).

To maintain the authenticity of the observation and to ensure that it did not influence the usual teaching methods and student interactions, the instructors and students were informed only about a generic observation goal without delving into the specifics of the research questions or the CEFR alignment. This decision was made to minimize potential bias or any deviations from their regular teaching and learning practices.

In line with ethical guidelines, neither the identities of the students nor the instructors were disclosed or used during the analysis phase. Instead, any reference to specific occurrences, discussions, or interactions was reported without attributing them to identifiable individuals.

Among the varied instruments harnessed for data gathering, meticulous document analysis was set in motion. By setting CEFR B1 and B2 documents against the backdrop of the lesson plans and associated tasks, the research endeavored to pinpoint the extent of alignment, discernible gaps, and the holistic approach of the curriculum in relation to established CEFR benchmarks.

Supplementing the above, classroom observations provided firsthand insights into the nuances of curriculum implementation. The structured observation checklist, rooted in pertinent CEFR standards as outlined by Mackey and Gass (2022), functioned as a guidepost, aiding in capturing the subtleties of pedagogical interactions.

After data collection, the study immediately transitioned to thematic analysis, as outlined by Braun and Clarke (2006). Through meticulous examination of the data, recurrent themes and patterns became evident. To enhance the reliability of the findings, triangulation was utilized, integrating insights from both document analysis and observational data.

Ethical Considerations

At the heart of this study was a steadfast commitment to ethical rigor. Participants were not only informed of the research's contours but also assured of their rights. Confidentiality remained paramount, particularly during classroom observations where meticulous measures were taken to ensure student identities remained obscured.

3. FINDINGS AND DISCUSSION

3.1. Alignment with CEFR B1 and B2 Standards in “Speaking for Academic Purposes 2” and “Speaking for General Communication 1”

3.1.1. Course Description and Outcomes

A qualitative inspection of the courses “Speaking for Academic Purposes 2” and “Speaking for General Communication 1” reveals a strong resonance with the CEFR B1 and B2 standards respectively. Alderson (2007) postulated that the B1 level often focuses on navigating familiar linguistic situations. Such an assertion aligns with the foundational approach observed in “Speaking for General Communication 1”, which emphasizes facilitating learners with basic English expressions apt for everyday interaction. Figure 1 shows the course description and outcomes for Speaking for General communication 1 course.

Course Description

This course is the first speaking course and related to other courses on language skills and grammar. In this course students will learn to identify some English daily expressions. Students will go through the recursive process of planning for their speaking, starting from building knowledge of the topic, building text knowledge, revising their texts, and then speaking in front of the class or doing a dialogue on any topic in the texts in focus. Students will be guided and given feedback on the structure, language features, content, fluency and pronunciation, and other aspects of oral communication, such as eye contact and body language from both the lecturer and peers. Students will learn to use texts stated orally.

Program Learning Outcomes (PLO):

- A. Integrate theoretical and practical knowledge and skills in English as a Foreign Language education with the reference to level B2 of CEFR with other relevant supportive knowledge.
- B. Perform effective lesson planning, teaching practice and evaluation in EFL education context with appropriate technology and resources.
- C. Make use of the knowledge of the 21st century skills, industry 4.0, and disruptive era challenges to enhance professional performance quality.
- D. Apply morals, ethics, and university core values to uphold and maintain academic and social relations.
- E. Demonstrate effective collaboration, communication, multidisciplinary skills, and social and cultural awareness with colleagues, stakeholders and community at large.
- F. Perform basic research to contribute to the development and enhancement of assessment in EFL education.

Course Learning Outcomes (CLO):
At the end of the course students will be able to:

- A. Acquire vocabularies and appropriate expression to produce spoken texts in descriptive, procedure, and narrative texts (PELO 1)
- B. Speak with intelligible pronunciation and appropriate intonation (PELO 1);
- C. Use appropriate skills, strategies and language to convey and construct meaning during interactions (PELO 1);
- D. Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive (PELO 1).
- E. Demonstrate skills in utilize ICT-based teaching aids and media in the teaching of English (PELO 3)
- F. Show responsibility on the process and results of their learning (PELO 6)

Figure 1 Course description and outcomes for Speaking for General Communication 1.

The design of “Speaking for General Communication 1” is in harmony with earlier insights by Piccardo and North (2019) who emphasized the importance of a systematic and iterative approach to language learning. By leading students from topic knowledge development to public presentations, the course not only aligns with the CEFR B1 standard but also mirrors the evolving patterns of linguistic pedagogy observed globally.

The importance of feedback, especially regarding language structure and pronunciation, cannot be understated. North (2000) has emphasized how feedback mechanisms are at the heart of B1 learning outcomes. This course’s accentuation on providing structured feedback ensures that students can enhance their basic linguistic constructs continuously.

On the other hand, as displayed on the Figure 2, the “Speaking for Academic Purposes 2” course, with its intricate emphasis on advanced academic oral skills, finds its foundation in the B2 standard. Here, as Weir (2005) articulated,

learners are expected to delve deeper into complex language constructs. This is apparent in the course's pedagogical choice of including specialized tasks, debates, and research presentations.

The infusion of technology in this course, using tools such as laptops, projectors, and Edmodo, not only corresponds with the CEFR B2 specifications but also reflects Byram's (2008) proposition that modern language pedagogy needs to embrace technological advancements. Hauck & Kurek (2017) postulated that the integration of technology in language learning is paramount to enhancing its efficacy. A similar sentiment has resonated by Kukulska-Hulme (2012) who argued that in an increasingly digitized environment, technological integration in linguistic courses stands as not just a value addition, but a pedagogical necessity.

While analyzing the broader learning outcomes, it's evident that both courses have been designed with a holistic approach in mind. This resonates with Lopez's (2017) work, which championed the need for a comprehensive approach to language proficiency. The meticulous balance between fostering foundational skills in the General Communication course and higher-level academic proficiencies in the Academic Purposes course underscores the nuanced understanding of the course designers about the linguistic trajectory, an insight that is well-supported in contemporary linguistic literature.

In conclusion, both courses, in their design and delivery, not only showcase intricate alignment with the CEFR standards but also reflect the broader trends and best practices in the realm of linguistic pedagogy. This alignment, combined with a commitment to comprehensive language proficiency, ensures that the students are being trained at par with global benchmarks.

<p>Course Description This course provides students with exposures and practices to improve their speaking skills in academic contexts: such as chairing debates, moderating conference sessions, and presenting a research proposal. Exercises focusing on the acquisition of vocabulary and the recognition of language cues (lexical, grammatical, and paralinguistic cues) that are used in academic contexts are also provided. In addition, students also have speaking test preparation exercises. By the end of the course, students should have more confidence in their speaking skills, expressing ideas, proposing arguments, and handling multiple contexts where high spoken skills are expected. Learning media will include laptop, LCD/Projector, Audio/Video Player, and Edmodo.</p> <p>Program Expected Learning Outcome</p> <ol style="list-style-type: none"> Integrate theoretical and practical knowledge and skills in English as a Foreign Language education with the reference to level B2 of CEFR with other relevant supportive knowledge. Perform effective lesson planning, teaching practice and evaluation in EFL education context with appropriate technology and resources. Make use of the knowledge of the 21st century skills, industry 4.0, and disruptive era challenges to enhance professional performance quality. Apply morals, ethics, and university core values to uphold and maintain academic and social relations. Demonstrate effective collaboration, communication, multidisciplinary skills, and social and cultural awareness with colleagues, stakeholders and community at large. Perform basic research to contribute to the development and enhancement of EFL education. Perform continuous self-development in improving professional performance quality. <p>Course Expected Learning Outcome (CELO) After successful completion of this course, students will be able to</p> <ol style="list-style-type: none"> analyse different academic cultures by recognizing language cues (lexical, grammatical and paralinguistic cues) in academic contexts ethically (PELO 1 and PELO 5) develop spoken academic texts relevant to a research proposal for the development and enhancement of EFL education with high proficiency (intelligibility, comprehensibility, appropriate expressions) (PELO 1 and PELO 6) collaborate with peers to practice and to reflect on their oral presentations of academic texts with high proficiency and by using relevant technology (PELO 1, PELO 3, and PELO 7) demonstrate control over spoken academic presentations with high proficiency (intelligibility, comprehensibility, appropriate expressions) by using relevant technology (PELO 1 and PELO 3)

Figure 2 Course description and outcomes of Speaking for Academic Purposes 2.

3.1.2. Lesson Plan

The "Speaking for General Communication 1" lesson plan appears thoughtfully designed to support learners striving to reach the B1 level of proficiency as specified by the Common European Framework of Reference for Languages (CEFR). Numerous educational experts and researchers have evaluated CEFR B1 descriptors and the most effective pedagogical methodologies to attain them (Council of Europe, 2001; Little, 2007). This evaluation seeks to compare the lesson plan with B1 descriptors, considering the findings from these foundational studies.

3.1.2.1. Everyday Situational Handling and Familiar Contexts

Daily life relevance in language instruction, especially at the B1 level, is of paramount importance. The lesson plan seems to be in alignment with this by encompassing everyday topics (Little, 2007). This has been empirically shown to positively correlate with improved language learning outcomes.

3.1.2.2. Pronunciation and Intonation

Jenkins (2000) argues that pronunciation, especially in an English as *Lingua Franca* context, is crucial for mutual intelligibility. The lesson plan's emphasis on pronunciation from weeks 1-15 aligns with this finding, helping learners communicate effectively even with accents.

3.1.2.3. Narrative Linking and Storytelling

Stories and narratives are powerful tools in language education, fostering both linguistic and cultural competences (Ellis & Brewster, 2014). The inclusion of storytelling exercises in the lesson plan, such as the Fractured Fairytales in week 10, supports learners in developing this competence. Table 1 displays the application of narrative and storytelling in the lesson plan of Speaking for General Communication 1.

Table 1. The lesson plan (week 10) of Speaking for General Communication 1

Week	CELO Indicators	Topics	Teaching Methods	Time	Students' Learning Activity	Assesment
10	1.8. Use vocabularies and appropriate expressions to tell stories (Urban legend) 2.9. Demonstrate intelligible pronunciation and appropriate intonation to tell stories 3.6. Demonstrate skills in using appropriate linguistic strategies to convey meaning meaning related to telling stories 3.7. Demonstrate critical thinking skills to deconstruct fairy tales 4.4. Produce spontaneous and planned spoken texts in telling stories 5.1. Demonstrate skills to use the learning platform	Deconstructing stories: Fractured Fairytales	Lecturer's presentation Brainstorming on expressions of telling stories Discussion on the useful expressions Telling past events (S/A)- Zoom, GMeet, Padlet	2x 50'	Telling past events: Speaking practice in pairs Discussion (S/A)- Zoom, GMeet, Flipgrid	Presentation: Telling stories of students' fractured fairytale Flipgrid

3.1.2.4. Conversational Management

Interactive learning is a cornerstone of communicative language teaching, enhancing learners' conversational skills (Richards & Rodgers, 2014). The lesson plan's inclusion of pairwork and brainstorming sessions supports this pedagogical approach.

3.1.2.5. Descriptive and Explanatory Abilities

Savignon (1991) highlights that communicative competence goes beyond mere description—it includes the ability to explain, hypothesize, and defend one's views. This lesson plan's broad range of topics supports this multifaceted approach to communication.

3.1.2.6. Technological Integration and Modern Pedagogy

Motteram & Sharma (2009) stress the relevance of integrating technology into language instruction. By incorporating platforms like Zoom and Flipgrid, the lesson plan mirrors contemporary trends in pedagogy.

3.1.2.7. Feedback Mechanisms and Proficiency Assessment

Feedback is an integral part of the language learning process, aiding in learner self-correction and progression (Hattie & Timperley, 2007). The lesson plan's scheduled assessments and feedback mechanisms resonate with this educational imperative.

3.1.2.8. Linguistic Strategy Development

The development of strategic competence, or the ability to navigate communication breakdowns, is key in language education (Canale & Swain, 1980). The lesson plan's emphasis on linguistic strategies across multiple weeks supports this educational goal.

The "Speaking for Academic Purposes 2" lesson plan is designed to meet the requirements of students aiming for CEFR B2 proficiency in academic contexts. Drawing upon the B2 descriptors from the Common European Framework of Reference for Languages (CEFR) and building upon the findings of academic research, this evaluation seeks to establish the alignment between the lesson plan components and the desired proficiency outcomes.

3.1.2.9. Independent Language Use and Advanced Descriptive Capacity

B2 proficiency denotes a confident and independent user of the language. The focus on presenting literature reviews, utilizing academic vocabulary, and research methodologies resonates with the B2 requirement of being able to produce clear, detailed text on a range of subjects (North, 2000).

3.1.2.10. Semantic Mapping and Vocabulary Expansion

Building a robust academic vocabulary is crucial at the B2 level (Schmitt, 2008). The lesson's emphasis on semantic mapping and academic vocabulary acquisition, as seen in Table 2 weeks 2 of the lesson plan, aligns well with this requirement.

Table 2. The lesson plan (week 2) of Speaking for Academic Purposes 2

Week	CELO Indicators	Topics	Teaching Methods	Time	Students' Learning Activity	Assesment
2	Students are able to: 1.1. Formulate semantic mappings from the reading	Concepts and principles of academic speaking presentations. Introducing semantic Mapping for literature readings	Video Presentation (A) Task assignment (A)	2x50	Taking notes (S) Accomplishing Learning Tasks (A)	Summarizing lectures Summarizing a literature

3.1.2.11. Integration of Research and Speaking

B2 speakers should be capable of presenting a viewpoint with supporting arguments (Council of Europe, 2001). The lesson plan's inclusion of research method presentations and topic presentations (weeks 4-7) fosters this skill, equipping students to articulate complex topics.

3.1.2.12. Technology Utilization and Reflection

The CEFR B2 descriptor includes managing interaction, which means initiating, maintaining, and ending discourse (Council of Europe, 2001). The lesson plan's focus on technological tools for presentation, such as video presentations and online consultations (weeks 8-14), not only fosters interaction management but also aligns with contemporary academic practices (Stapleton, 2010).

3.1.2.13. Collaborative Learning and Peer Feedback

Collaboration and interaction significantly enhance language learning outcomes (Swain & Lapkin, 1998). The plan's emphasis on collaboration, as seen in weeks 6-7 and 15-16, echoes this insight, fostering deeper academic discourse.

3.1.2.14. Self-reflection and Academic Self-awareness

B2 learners should be reflexive about their language use, recognizing inconsistencies in their expression (North, 2000). weeks 8-10 and 15-16, where students reflect on their presentations and engage in peer reviews, promote this reflective practice.

3.2. Teaching Methods and Student Tasks

During the observation of the “Speaking for General Communication 1” course, a task-based language teaching (TBLT) method was evident. In the observed week, students were tasked with creating and publishing videos on Padlet to promote tourist destinations. Task-based language teaching, as outlined by Ellis (2003), emphasizes the importance of engaging students in authentic language tasks to facilitate genuine communication. The example of the task used is shown in Figure 3 and 4.

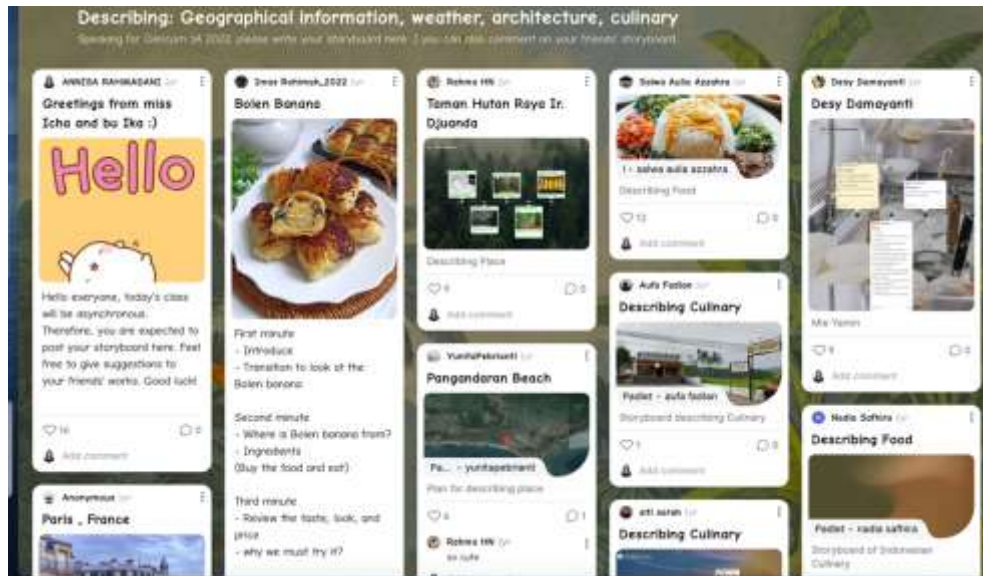


Figure 3 Students’ video assignment (padlet).

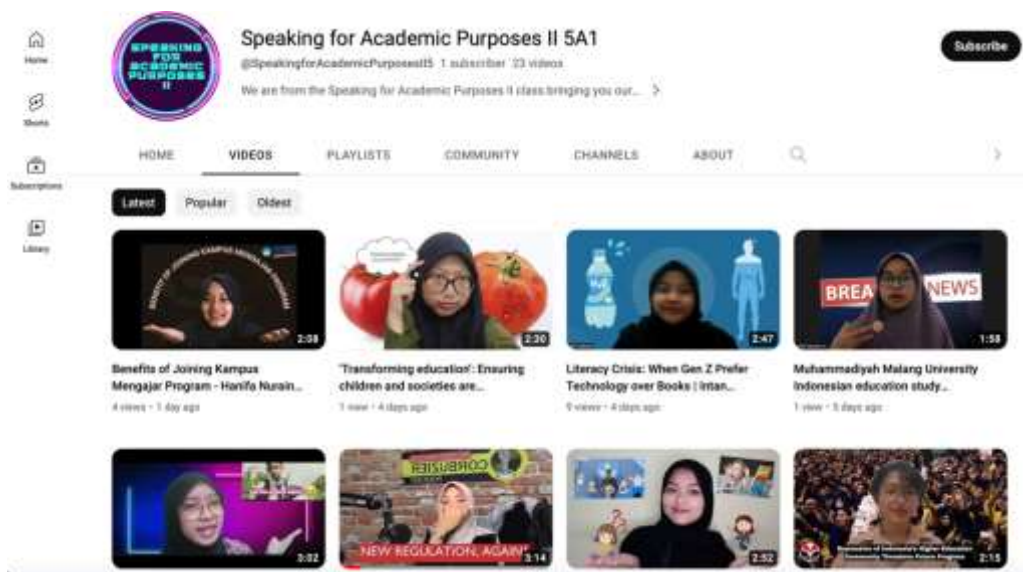


Figure 4 Studets’ assignment (YouTube).

When examining this teaching strategy in light of the B1 level descriptors from the CEFR, it seems to align with the objectives of this level. According to the CEFR, B1 learners should be able to “understand the main points of clear standard input on familiar matters” and “deal with situations that arise while traveling” (Council of Europe, 2001). The assignment of promoting tourist destinations directly encourages students to engage with these competency areas.

Observations from the “Speaking for Academic Purposes 2” course revealed that, in addition to the task-based language teaching (TBLT) method, the Communicative Language Teaching (CLT) approach was also implemented. As described by Richards and Rodgers (2014), CLT emphasizes the function of language as a means to convey meaning, often using authentic materials in teaching. This approach aligns well with the task given to students in week 5, where they were required to present the research methodology of an article they sourced from a newspaper. This real-world task is well-suited to the principles of CLT, as it emphasizes genuine communicative purposes.

Furthermore, the integration of YouTube as a platform for students to upload and discuss their speaking assignments offers a contemporary twist on traditional teaching methods. Utilizing technology, especially platforms familiar to students, can offer a more engaging and interactive learning environment (Warschauer, 2008).

3.3. Challenges in Lesson Plan Application and Feedback Mechanisms

In both the “Speaking for General Communication 1” and the “Speaking for Academic Purposes 2” courses, a pronounced challenge was the limited time available for the instructor to offer immediate individual feedback to each student. Feedback holds paramount importance in language instruction, greatly influencing student motivation and consequent learning outcomes (Hyland & Hyland, 2006). As Ferris (2003) further emphasized, feedback serves as a compass, guiding students in refining their language use.

To address this challenge in the “Speaking for General Communication 1” course, the instructor integrated Padlet as a tool for feedback provision. The infusion of digital tools like Padlet in language teaching, especially for feedback, has been celebrated for offering multiple advantages including flexibility and heightened student engagement (Stickler & Shi, 2017). However, the incorporation of such tools calls for sustained reflection and potential adaptation to ensure they resonate with teaching best practices and established guidelines, such as those from CEFR.

Similarly, in the “Speaking for Academic Purposes 2” course, the time constraint was circumvented by harnessing the capabilities of YouTube. The platform was transformed into a dynamic feedback forum. This adaptation not only effectively addressed the issue of time but also introduced students to an interactive, familiar digital environment, which could notably enhance their motivation to participate and learn (Kozar, 2010). The asynchronous nature of YouTube comments offered added flexibility, permitting both the educator and the students to provide and absorb feedback at their own pace, facilitating more profound reflection and feedback synthesis.

4. CONCLUSION

The evolution of language teaching methodologies and the increasing emphasis on standards such as the Common European Framework of Reference for Languages (CEFR) have ushered in a more structured, yet adaptable approach to language education (Council of Europe, 2001). In this study, we critically examined and compared two lesson plans: “Speaking for General Communication 1” (targeting CEFR B1 descriptors) and “Speaking for Academic Purposes 2” (aligned with CEFR B2 descriptors) against the backdrop of the CEFR standards. Our investigative lens was trained on the curriculum, teaching methodologies employed, challenges faced in implementation, and feedback mechanisms.

The first lesson plan, targeting general communication skills, endeavored to promote authentic language use by having students create and share videos on Padlet about tourist spots. However, in real-world classroom scenarios, challenges like time constraints can inhibit the effective delivery of the intended curriculum, often curtailing immediate feedback, an essential component of language learning (Hyland & Hyland, 2006). Innovative solutions, such as employing Padlet for feedback, showcased the instructor’s adaptability and the evolving nature of language instruction, bridging traditional pedagogies and modern digital tools (Stickler & Shi, 2017). Conversely, the “Speaking for Academic Purposes 2” course delved into a more specialized domain, necessitating the mastery of academic lexicon and presentation techniques. Here, the integration of YouTube discussions as a feedback tool illustrated the intersection of modern technology and pedagogical needs. As Ferris (2003) remarked, feedback serves as an invaluable navigational tool in the maze of language acquisition. Our methodological approach, rooted in document analysis coupled with observation, allowed us to unearth nuanced challenges and improvisations made in real time by the instructor. These findings underscore the dynamism inherent in contemporary language teaching, necessitating teachers to be both pedagogues and problem solvers.

Upon comparison with CEFR descriptors for levels B1 and B2, the two lesson plans exhibited varying degrees of alignment. While CEFR provides a standardized framework, its interpretation and application in diverse educational contexts require judicious calibration to ensure students achieve the intended proficiency levels. Moreover, the

adoption of digital tools, while advantageous, needs continuous reflection to ensure compatibility with CEFR guidelines and the intricate dynamics of language instruction (Kozar, 2010).

In conclusion, the endeavors to align language lesson plans with the gold standards like CEFR are both commendable and challenging. This study accentuates the importance of continued research and reflection in language teaching, ensuring that innovations and adaptations serve to enhance, not hinder, student learning outcomes. As language teaching continues to metamorphose in response to pedagogical advancements and technological innovations, studies like this one become critical waypoints, guiding educators towards more informed, effective, and responsive practices.

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