Marina Bacher
https://orcid.org/0009-0004-0195-1761
Doctor of Philosophy, Senior Lecturer
at the Department of Teacher Training and School Research,
University of Innsbruck,
52a Innrain, 6020 Innsbruck, Austria,
marina.bacher@uibk.ac.at

Sabrina Bacher
https://orcid.org/0000-0003-4004-6989
Doctor of Philosophy, Senior Lecturer
at the Department of Teacher Training and School Research,
University of Innsbruck,
52a Innrain, 6020 Innsbruck, Austria,
sabrina.bacher@uibk.ac.at

Kateryna Binytska
https://orcid.org/0000-0002-2111-5275
Doctor of Pedagogical Sciences, Professor,
Professor of the Department of Pedagogy,
Khmelnytskyi Humanitarian and Pedagogical Academy,
139 Proskurivskoho Pidpillya Str., 29000 Khmelnytskyi, Ukraine,
rfn.yz87@gmail.com

A DIDACTICAL APPROACH TO FOSTERING LANGUAGE SENSITIVITY IN MULTILINGUAL CLASSROOM SETTINGS: THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR) AS A TOOL TO UNITE NATIONS

The article emphasizes the crucial role of language proficiency as well as language sensitivity, especially within multilingual classroom environments, underlining the significance of adhering to the Common European Reference of Languages (CEFR) as a means of fostering global cohesion. It underscores the importance of aligning Ukraine's educational strategies with international standards, particularly emphasizing the value of foreign language education. Furthermore, the paper stresses the necessity for foreign language teachers to acquire adequate didactical and methodological competencies, an awareness for language sensitivity, and intercultural understanding. It describes Austria's successful implementation of the CEFR in language assessment, illustrating its pivotal role in standardized examinations and its broad international recognition. Specifically, the article outlines the structure of Austria's Matura exam for foreign languages, which evaluates reading, listening, language in use, and writing, with a mandatory requirement to achieve a B2 level of CEFR proficiency. It suggests that standardized assessment formats, based on CEFR levels, mitigate stigmatization and ensure fairness in evaluation. Consequently, the paper recommends integrating the CEFR into Ukraine's educational system to foster language proficiency and enhance language sensitivity in multilingual classrooms. It advocates training programs for language teachers on CEFR implementation and assessment, with the aim of fostering European unity through language education. The article suggests incorporating CEFR principles into Ukraine's educational reform «New Ukrainian School», and underscores the importance of collaboration between Austrian and Ukrainian educators and researchers in achieving this goal.

Keywords: *didactic, classroom, Common European Reference of Languages (CEFR), multilingual, teaching language sensitivity, United Nations.*

INTRODUCTION

In today's globalized world, foreign language proficiency holds significant value for both individuals and society. Mastering foreign languages not only enhances an individual's

opportunities but also bolsters a nation's growth while fostering sustainable global development. Because of the plurality we face in today's multilingual classrooms, standardized assessment forms of students' written performance are a central key toward language sensitivity and avoiding stigmatization of students because of their origin. Less stigmatization is an underlying component of written exams and forms of assessment. From written language certain references to a person's background cannot be deduced, such as accents or the physical appearance of an examinee. Therein lie the advantages of standardized assessment scales.

This article argues for a realization of the Common European Reference of Languages (CEFR) as a tool to unite nations in that the CEFR is accepted internationally. Thus, its constitutional introduction to all European countries, combined with a statutory anchoring, would further enhance the idea that Europe (and other countries) strive towards unity in language assessment. It enhances «the transparency of courses, syllabi and qualifications, thus promoting international co-operation in the field of modern languages» (Council of Europe, 2001, p. 1).

The paper is structured into four sections. Initially, it explores foreign language education's pivotal role in fostering language proficiency and language sensitivity. Subsequently, it delves into the evolving landscape of language didactics to adapt to modern contexts. Following this, it examines the ongoing shift towards multilingual education. Finally, it introduces Austria's implementation of the CEFR, highlighting its dual role in advancing language proficiency and, simultaneously, fostering language sensitivity implicitly. The paper concludes by advocating for a special emphasis on foreign language didactics and language sensitivity within Ukraine's planned educational reform. It proposes leveraging the CEFR as a framework to achieve these goals effectively.

The goal of this paper is to advocate for an effective implementation of the Common European Reference of Languages (CEFR) in the Ukrainian school system, emphasizing its role in promoting language proficiency, language sensitivity, and multiculturalism.

The study of modern issues of effective implementation of the Common European Framework of Reference for Languages (CEFR), in particular, their role in the development of language literacy, language sensitivity and multiculturalism, is covered by such leading scholars as: M. Bacher, S. Bacher, R. Borden, F. Holzknecht, A. Huhta, I. Lamprianou, K. Spöttl, K. Eberharter, F. Holzknecht, B. Kremmel, M. Zehentner T. Weiler & D. Frötscher. For example, we are interested in the findings of the research, E. Moore (2016) notes that, in an effort to internationalise, the educational policies of the Catalan government and universities promote the use of English in classrooms in two ways: as a lingua franca and through immersion approaches targeted at local students. At the same time, the problem of effective implementation of the Common European Framework of Reference for Languages (CEFR) in the Ukrainian school system has not been the subject of separate scientific research and is still relevant for Ukrainian society.

RESEARCH RESULTS

Foreign language education as a cornerstone. Ukraine's entry into the global educational arena requires aligning its domestic educational standards with international norms. To achieve this, Ukraine has outlined strategies for 21st-century education development, including establishing a robust system of continuous education and training to elevate educational standards. Furthermore, there is an emphasis on fostering personality development and nurturing intellectual and cultural potential as fundamental values (Bigich et al., 2013, p. 12).

Foreign language education is a key component within this process. Language proficiency plays a pivotal role in various disciplines. It transcends being merely a subject of study to become an indispensable tool for communication. For instance, a chemist's proficiency in a foreign language is crucial for accessing international publications and collaborating with peers globally, thereby preventing professional isolation. Moreover, language education fosters language sensitivity, encompassing an awareness, understanding, and respect for the intricate nuances, variations, and cultural contexts inherent in language use. It entails sensitivity to the impact of

language choices on individuals and communities, considering factors like cultural background, social context, and power dynamics. Language-sensitive individuals are attuned to how language influences perceptions, attitudes, and interactions, endeavoring to communicate inclusively, respectfully, and empathetically. Therefore, maintaining high standards of foreign language instruction in educational institutions is imperative.

Ukrainian official documents (Constitution of Ukraine, Law of Ukraine «On Education», Concept of the New Ukrainian School and the State Standard of Basic and Complete General Secondary Education and others) underscore the integration of the English language and its advancement within the collective corporate culture of educational institutions across the nation. Ukraine and the Western World share common approaches regarding leadership, innovation, creativity, and integrity, and uphold essential values including openness, democracy, equal access, and fair remuneration for work of equal value. Additionally, both entities recognize the importance of encouraging initiative and innovation within this broader framework.

Necessity for a didactical reorientation. The landscape of modern language education presents new opportunities as well as challenges for all involved, particularly for teachers, who must not only excel in innovative teaching technologies but also grasp the underlying principles that guide them. The necessity for a didactic evolution is closely tied to the intercultural paradigm, which shapes the exploration of language and cultural learning processes. This shift prompts a re-evaluation of common didactical frameworks, goals, content, principles, methods, and teaching tools. Additionally, the functional role of foreign language teachers has evolved, requiring them to facilitate and orchestrate intercultural interactions between students and native speakers of the language being studied. Moreover, teachers need to cultivate students' willingness and ability to actively engage in such interactions. To effectively fulfil their roles, teachers must have adequate didactical competencies. (Bigich et al., 2013, p. 10). Modern didactics and teaching methodology must evolve continually, based on scientific evidence. Due to the internet, foreign language instructors have abundant resources to enhance and further develop their qualifications (Ozerny, 2018).

The evolution of foreign language teaching content in Ukraine reflects shifts in the strategic direction of modern school education. There is a growing emphasis on equipping students with life skills that will enable them to navigate the increasingly multinational and multicultural landscape of the modern world. This shift is driven by various factors, with a key priority being the trend towards internationalism and the intensification of global interactions across different domains of life.

Consequently, a didactic reorientation of foreign language education towards a competence-based, communicative, active, personality-oriented, and cultural approach to the educational process is crucial. In this framework, the teaching of foreign language communication has to adopt a competence-based approach, where students engage in communicative activities to acquire not only pragmatically oriented knowledge but also to master these skills through practical application. It is essential for each student to actively participate in these learning activities, comprehending the functional purpose of communicative tasks within a broader context, to effectively develop their foreign language communication skills in both oral and written forms (Redko et al., 2018, p. 4).

In contemporary times, the process of learning a foreign language transcends mere acquisition of knowledge; it entails mastery of language as a competency. However, language itself does not exist in isolation; even when viewed purely as a medium of communication, it remains intertwined with external competencies. Language serves as a conduit for achieving goals that individuals cannot accomplish independently, prompting interaction with others in the pursuit of these objectives. Thus, communication, facilitated by language in the form of sounds or signs, invariably functions as a tool for non-linguistic competencies. The goal of language learning is to attain proficiency in its instrumental function, known as communicative competence, which finds expression solely within the realm of competencies (Vyshnevskyi, 2016).

Transformation towards multilingual education. The Ukrainian education system continually adapts to the changing needs of society, considering both present requirements and future prospects. Ukraine's engagement in numerous agreements with the European Union and its

attainment of EU candidate status open up broader opportunities for its citizens within the economic, scientific, cultural, and educational spheres of the European community. This engagement entails active participation in European values and civic accomplishments, fostering free and equitable communication and interaction among all people based on mutual respect and understanding. It also entails valuing linguistic and cultural diversity as an asset and opposing all forms of racial, ethnic, and religious discrimination. Ukraine's integration into the European community underscores the imperative of reforming the education sector. One significant aspect of this reform is the implementation of multilingual education, designed to cultivate students' proficiency in multiple languages, enabling them to communicate effectively and learn across linguistic boundaries while fostering tolerance and understanding within a multicultural society. The realization of a multilingual education aims to bolster civil society unity in Ukraine, reinforcing the position of the Ukrainian language as the official state language while simultaneously nurturing and advancing the languages and cultures of minorities, which foster the promotion of language sensitivity. Furthermore, it intends to enhance the competitiveness of Ukrainian citizens in the global labor market, empowering them to thrive in the increasingly interconnected and globalized world.

The Ukrainian educational community embraces the core tenets of the European language policy in education. This policy prioritizes the preservation and safeguarding of linguistic heritage, transforming linguistic diversity from a barrier to communication into a source of mutual enrichment. Additionally, it fosters the cultivation of individual multilingualism, supporting the development of well-rounded, culturally aware individuals prepared to navigate the complexities of our modern, interconnected world. These provisions are revealed in the documents of the Council of Europe, in particular in the «Common European Framework of Reference for Languages» (Nikolaieva, 2003, p. 33.). In the recommendations, multilingual education is described as a way of learning that involves not only mastering several languages as systems, but also using them as means of teaching the subject content of non-language subjects (Fidkevych et al., 2023, p. 4).

In Ukraine, the field of multilingual education is still emerging, but there is a concerted and vigorous effort underway to foster its development. This process aims to achieve the goals outlined in the country's language and educational policies:

- strengthening the principles of the state language in the educational process, recognising it as an important factor in the formation of national and civic identity;
- promoting the development of the first language, ensuring its active role in the educational process in order to preserve the ethno-cultural identity of students;
- supporting cultural diversity as a valuable resource of the state, development of tolerance and mutual respect in interethnic communication;
- ensuring the cultural and educational needs of national communities to which students belong, taking into account the priorities of social and political development of Ukraine (Fidkevych et al., 2023, p. 5).

Ukrainian educational science boasts a substantial repertoire concerning multilingual education. Within Ukrainian educational practice, conventional «isolated» methods of language instruction are undergoing reassessment, with the adoption of an integrative approach as the cornerstone for multilingual education gaining traction. Nonetheless, these shifts lack systemic implementation, prompting the imperative need to formulate and execute an efficient model for multilingual education. This endeavor necessitates the establishment of robust scientific and methodological frameworks to support its deployment, mindful of the evolving landscape within the Ukrainian educational sphere in recent years (Fidkevych et al., 2023, p. 6).

In the contemporary landscape of Ukrainian educational science, the field of multilingualism didactics is emerging. Its principal objectives include outlining the principles for constructing effective models of multilingual education in Ukraine, examining the process of synergistic language learning, and justifying the viability of employing both traditional and innovative methodologies, technologies, and techniques to foster the successful development of students' multilingual competencies. Additionally, multilingualism didactics seeks to identify the conditions

under which these approaches prove most effective. Ultimately, this discipline aims to offer a scientifically integrated approach to implementing multilingual education while drawing upon accumulated foreign and Ukrainian experiences to achieve this objective.

It should be noted that the concepts of «multilingualism» and «multilingual education» are currently the subject of much debate among the educational community, parents, and public figures. Surprisingly, the essence of multilingual education and its conceptual ideas are still terra incognita for many Ukrainian teachers and linguists (Fidkevych et al., 2023, p. 10).

Therefore, introducing effective didactic approaches to foster language proficiency as well as language sensitivity in multilingual classroom settings, holds conceptual significance for the advancement of multilingual education across secondary educational institutions in Ukraine. One such example is Austria's implementation of the Common European Framework of Reference (CEFR) into the national school curricula, which will be discussed in the next section.

The Austrian implementation of the Common European Framework of Reference. Language assessors throughout Europe and beyond are familiar with the CEFR, which has been a household term within the field of modern foreign languages since its implementation. «The CEFR has been so successful that it has reached worldwide acknowledgement and recognition. Given the fact that Europe consists of forty-four countries, according to the United Nations, it is outstanding that it was possible to implement the best-known version of the CEFR in 2001, bearing in mind the large quantity of languages that are spoken in Europe», M. Bacher, S. Bacher, and R. Borden (2024, p. 122) explain.

Currently, the CEFR is used as a benchmark for language assessment and is available in forty languages (Council of Europe, 2024b). Despite its international implementation, there is a difference regarding the extent of its enactment. «In Austria the level of the examinations are laid down in curricula and are strongly linked to the CEFR» (European Parliament, 2013, 51). As portrayed by the European Parliament's Committee on Education and Culture (2013), there is a statutory anchoring of implementation of the CEFR in Austria's educational policy (education act, national curricula and modern foreign languages curricula), which does not apply to all countries where the CEFR has been in use (p. 41).

The case of Austria, which introduced the CEFR in 2004 after a revised national curriculum had been introduced in 2000, will be portrayed as an example of good practice of the CEFR used for the assessment of final examinations taken at the end of a secondary school (Spöttl et al., 2018, p. 220f.). It also enables students to enter university if they pass the exams. It is obligatory to choose at least one modern foreign language for this exam, called Matura. Approximately 33,000 students take the Matura exam in modern foreign languages each year (Weiler & Frötscher, 2018, p. 241).

The written part of the Matura tests four competences: reading, listening, language in use, and writing. The texts are assessed with assessment scales following the CEFR. This form of standardized exams has been compulsory since 2015 (Spöttl et al., 2018, p. 221.) After the written exam, oral examinations are conducted as well. However, these are not standardized because of a political compromise (Spöttl et al., 2018, p. 235). The oral part consists of an individual task and a paired discussion in the form of a roleplay (Bacher, Bacher, Borden, 2024, p. 125).

At the Matura the students need to reach a B2 level of the CEFR for the first modern foreign language in order to pass the exam. The CEFR levels are categorized into A1, A2, B1, B2, C1, C2; A1 is the basic level, C2 documents language proficiency.
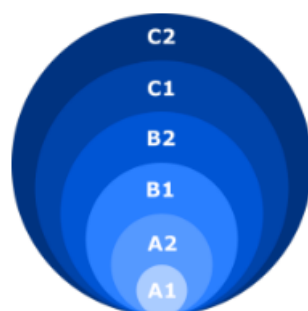
Figure 1. **The Common European Framework of Reference Levels**

Source: Council of Europe, 2024a.

To specify the common reference levels, grids are offered to provide a more detailed reference tool to help define the various language levels.

Table 1

Common Reference Levels

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Council of Europe, 2024c.

Additionally, there are assessment scales that allow accurate pedagogical diagnostics of students' language performance. In Austria the written Matura exams are assessed with the help of scales that follow the CEFR levels (Table 2).

Table 2

Assessment Scale B2

Assessment Scale B2			
	Task Achievement*		Organisation and Layout
10	(1) Requirements of set task type fully observed (2) Title / subject line / section headings / salutation / closing appropriate and precise (3) All content points addressed and fully developed (4) Relevant supporting details / examples are provided for all content points (5a) Evaluates different ideas / facts / graphs or solutions to a problem very well **TSD**** (5b) Explains advantages / disadvantages very well **TSD** (5c) Gives very good reasons in support of / against points of view **TSD** (5d) Successfully and convincingly highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates convincingly to those of others **TSD** (6) Set word length (+/- 10 %) observed	10	(1) Performance has a very clear overall structure at the text level (2) Highly effective use of paragraphing (3) Develops points in a very clear and systematic way (4) Marks relationships between ideas in a very clear way (5) Uses a wide variety of linking devices (6) Follows standard layout for required task type throughout (visual)
9		9	
8	(1) Requirements of set task type almost fully observed (2) Title / subject line / section headings / salutation / closing appropriate (3) All content points addressed but one or two not fully developed (4) Relevant supporting details / examples provided for most content points (5a) Evaluates different ideas / facts / graphs or solutions to a problem well **TSD** (5b) Explains advantages / disadvantages well **TSD** (5c) Gives good reasons in support of / against points of view **TSD** (5d) Successfully highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates well to those of others **TSD** (6) Set word length (+/- 10 %) observed	8	(1) Performance has a clear overall structure at the text level (2) Good use of paragraphing (3) Develops points systematically (4) Most relationships between ideas marked (5) Uses a variety of linking devices (6) Follows standard layout for required task type throughout (visual)
7		7	
6	(1) Requirements of set task type mainly observed (2) Title / subject line / section headings / salutation / closing meaningful and adequately worded (3) Two out of three content points addressed, one of which may not be fully developed / all content points addressed, but none fully developed (4) Relevant supporting details / examples generally provided (5a) Some attempts to evaluate different ideas / facts **TSD** (5b) Explains advantages / disadvantages adequately **TSD** (5c) Gives some reasons in support of / against points of view **TSD** (5d) Highlights the personal significance of events / ideas **TSD** (5e) Expresses news and views effectively and relates to those of others **TSD** (6) Set word length (+/- 10 %) observed	6	(1) Performance has a satisfactory overall structure at the text level (2) Generally follows paragraphing conventions (3) Develops points largely systematically (4) Some relationships between ideas marked (5) Uses a limited number of linking devices (6) Has produced clearly intelligible continuous writing (7) Follows standard layout for required task type most of the time (visual)
5		5	
4	(1) Requirements of set task type partially observed (2) Title / subject line / section headings / salutation / closing not meaningful / not adequately worded / partially missing (3) Two out of three content points addressed but none fully developed / sometimes makes up and develops irrelevant content points (4) Not enough relevant supporting details provided / supporting details sometimes irrelevant or include irrelevant information (5a) Poor attempts to evaluate different ideas / facts / graphs **TSD** (5b) Poor attempts to explain advantages / disadvantages **TSD** (5c) Gives poor reasons in support of / against points of view **TSD** (5d) Fails to highlight the personal significance of events / ideas **TSD** (5e) Little / no attempt to express news and views effectively **TSD** (6) Set word length (+/- 10 %) not observed	4	(1) Performance has inadequate overall structure at the text level (2) Seldom follows paragraphing conventions (3) Links only shorter, simple elements into a connected linear sequence (4) Only a few relationships between ideas marked (5) Only some simple linking devices used (6) Has difficulty in producing clearly intelligible continuous writing (7) Follows standard layout for required task type only some of the time (visual)
3		3	
2	(1) Requirements of set task type not observed (2) Title / subject line / section headings / salutation / closing not included (3) Only one content point addressed / hardly any content points developed / frequently makes up and develops irrelevant content points (4) Hardly any relevant supporting details provided / supporting details mostly irrelevant (5a) No attempts to evaluate different ideas / facts / graphs **TSD** (5b) No attempts to explain advantages / disadvantages **TSD** (5c) Gives no reasons in support of / against points of view **TSD** (5d) No attempt to highlight the personal significance of events / ideas **TSD** (5e) Unable to express news and views effectively **TSD** (6) Set word length (+/- 10 %) not observed	2	(1) Performance has little if any structure at the text level (2) Paragraphing conventions largely ignored (3) Ideas are presented in a random order without logical connections (4) Lack of linking devices (5) Lacks clearly intelligible continuous writing (6) Standard layout largely ignored (visual)
1		1	
0	(1) Performance fails to address the task* (2) Insufficient language for assessment (3) Communication fails due to illegible handwriting	0	(1) Performance shows no attempt at organisation
* If a test taker has written off topic, none of the other criteria will be assessed and a 0 should be awarded. ** TSD = Task specific descriptor means that this descriptor can only be applied to certain tasks.			

Assessment Scale B2

Lexical and Structural Range		Lexical and Structural Accuracy	
10	(1) Expresses him / herself very clearly without any sign of having to restrict what he / she wants to say (2) Uses a very good variety of structures (3) Uses a range of complex structures / sentence forms (4) Uses a very wide range of vocabulary for the set task (5) Varies formulation to avoid repetition* (6) Expresses him / herself very confidently, clearly and politely in a formal or informal register appropriate for the set task (7) Uses a very good range of language to give clear descriptions / express view-points / develop arguments as required in the set task	10	(1) Very good structural control (2) Hardly any slips or errors (3) Excellent control of spelling (4) Lexical accuracy is very high; hardly any incorrect word choice (5) Highly accurate use of linking devices (6) Meets all expected standard punctuation conventions (7) No re-reading necessary
9		9	
8	(1) Expresses him / herself clearly without much sign of having to restrict what he / she wants to say (2) Uses a good variety of structures (3) Uses a range of complex structures / sentence forms (4) Uses a wide range of vocabulary for the set task (5) Varies formulation to avoid repetition* (6) Expresses him / herself confidently, clearly and politely in a formal or informal register appropriate for the set task (7) Uses a good range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	8	(1) Good structural control (2) Occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare (3) Good control of spelling (4) Lexical accuracy is high; occasional incorrect word choice does not hinder communication (5) Accurate use of linking devices (6) Meets almost all expected standard punctuation conventions (7) No re-reading necessary
7		7	
6	(1) Expresses him / herself clearly though there may be some signs of restriction (2) Uses some variety of structures (3) Uses some complex structures / sentence forms (4) Uses a good range of vocabulary to cope with the set task (5) Varies formulation to avoid frequent repetition* (6) Occasional lifting of words from the prompt may occur (7) Expresses him / herself appropriately in the set task (8) Uses a sufficient range of language to give clear descriptions / express view-points / develop arguments as required in the set task	6	(1) Good control of frequent patterns and structures (2) Any structural mistakes do not cause misunderstanding (3) Mistakes in spelling occur but do not hinder communication (4) Lexical accuracy is reasonably high on the whole; any incorrect word choice does not usually hinder communication (5) Relatively accurate use of linking devices (6) Meets most of the expected standard punctuation conventions (7) Reader seldom has to stop to re-read
5		5	
4	(1) Occasionally unable to express him / herself clearly (2) Uses a limited variety of structures (3) Only occasionally uses complex structures / sentence forms (4) Uses a limited range of vocabulary to cope with the set task (5) Few attempts to vary formulation* (6) Some lexical limitations cause repetition and / or frequent lifting of words from the prompt (7) Sometimes fails to express him / herself appropriately in the set task (8) Uses a limited range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	4	(1) Limited control of frequent patterns and structures (2) Errors occur and structural mistakes sometimes cause misunderstanding (3) Noticeable lexical and structural influence from other languages (4) Spelling frequently inaccurate (5) Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts (6) Lexical inaccuracies sometimes impede communication (7) Some inaccurate use of linking devices (8) Meets only some of the expected standard punctuation conventions (9) Requires effort on the part of the reader
3		3	
2	(1) Frequently unable to express him / herself clearly (2) Uses little / no variety of structures (3) Uses hardly any complex structures / sentence forms (4) Uses only basic vocabulary (5) No attempts to vary formulation* (6) Lexical limitations frequently cause repetition and / or lifting of words from the prompt (7) Frequently fails to express him / herself appropriately in the set task (8) Fails to use a range of language to give clear descriptions / express viewpoints / develop arguments as required in the set task	2	(1) Hardly any structural control (2) Mistakes repeatedly cause misunderstanding (3) Accuracy limited to frequently used routines and patterns (4) Spelling frequently inaccurate (5) Lexical inaccuracies prevent communication (6) Inaccurate use of linking devices (7) Fails to meet the expected standard punctuation conventions (8) Reader frequently has to stop to re-read sections
1		1	
0	(1) Insufficient language to make an assessment	0	(1) Insufficient language to make an assessment

* at the phrase/expression level – e.g. however / nevertheless / then again etc.

Source: Bundesministerium Bildung, Wissenschaft und Forschung.

As evident, texts are assessed in four categories: Task Achievement, Organisation and Layout, Lexical and Structural Range, Lexical and Structural Accuracy. There is a maximum of 10 points a candidate can achieve in each category, amounting to 40 points in total. Thus, ranging from 0–10 for each criterion, there is a division into eleven bands, six of which contain descriptors. Band 6 has been defined as the pass mark. However, writing is only one of four competences that are assessed in the written exam. Thus, a total of 24 points in the four competences has been stipulated as pass mark, and fewer points in one (or more) of the four competences part can be compensated for by a higher rating in the remaining tasks (Holzknecht, Huhta, Lamprianou 2018, p. 60). As a result of the COVID-19 pandemic, the final grade of the last school year is also considered for the end result of the Matura exam.

Following professional training and experience with the CEFR on the part of the examiner, standardized assessment and objectivity can be guaranteed. According to F. Holzknecht, A. Huhta, and I. Lamprianou (2018), «the use of writing-related CEFR descriptors for rating purposes may

indeed yield comparable results among raters in different European countries, if those raters are trained and highly experienced in using thoroughly developed CEFR-based rating scales» (p. 66).

Within the CEFR framework, language sensitivity is implicit in the descriptions of communicative competence at each proficiency level. Language sensitivity involves being attuned to the nuances of language use, including tone, register, and non-verbal cues, within different cultural contexts. The CEFR recognizes that effective communication involves more than just linguistic accuracy, but also requires an understanding of cultural norms, values, and social conventions.

Therefore, the following twofold plan has the potential to foster language sensitivity in multilingual language classrooms: The first step involves incorporating the CEFR into Ukraine's educational curriculum. Secondly, integrating CEFR familiarization and assessment training into both ongoing and future language teacher training programs, including those in universities and higher educational institutions, is essential.

According to the OECD (2023), the Ukrainian government «plans to restart a reform process to further modernise and improve its education system despite russia's war of aggression» (p. 20). The OECD (2023) further outlines that the «New Ukrainian School (NUS) reform signalled a transition from a knowledge content focused curriculum to one which was competency-based» (p. 23) and that in these plans «teachers play a key role as they directly implement the changes in schools» (p. 26). Thus, these preconditions provide the perfect setting of starting to negotiate to reach a statutory anchoring of the CEFR in the Ukraine's multilingual classrooms and familiarizing teachers with the framework.

CONCLUSIONS

This paper has underscored the crucial role of standardized foreign language frameworks in multilingual classrooms to foster language sensitivity and combat stigmatization based on students' backgrounds. By advocating for the integration of language education into broader educational goals, the article emphasizes the necessity of foreign language proficiency as a fundamental competence in preparing students for a multicultural world. Moreover, it emphasizes the importance of Ukraine aligning its educational standards with international norms for effective participation in the global educational arena. While recognizing progress, the article also calls for further development of multilingual education models, teacher training, and public awareness initiatives in Ukraine.

Central to the paper's argument is the recommendation for implementing the Common European Framework of Reference for Languages (CEFR) to unify nations and enhance language assessment. Consequently, the authors advocate for a special emphasis within Ukraine's planned educational reform on foreign language didactics and language sensitivity, utilizing the CEFR as a guiding framework. Drawing on Austria's successful use of CEFR-based assessment scales in standardized exams, the article suggests that familiarizing language teachers with the CEFR not only enhances their didactical competencies on language proficiency but also has the potential to improve language sensitivity in their classrooms and beyond.

Finally, the authors highlight the importance of collaboration between Austrian and Ukrainian researchers and educators to promote language proficiency as well as language sensitivity amidst ongoing educational reforms. By embracing standardized language assessment frameworks and prioritizing language sensitivity, Ukraine can ensure that its education system effectively prepares students for the challenges of a globalized, multicultural world.

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ДИДАКТИЧНИЙ ПІДХІД ДО ВИХОВАННЯ МОВНОЇ ЧУТЛИВОСТІ У БАГАТОМОВНИХ КЛАСАХ: ЗАГАЛЬНОЄВРОПЕЙСЬКІ РЕКОМЕНДАЦІЇ З МОВНОЇ ОСВІТИ (CEFR) ЯК ІНСТРУМЕНТ ОБ'ЄДНАННЯ НАЦІЙ

Марина Бахер
https://orcid.org/0009-0004-0195-1761
доктор філософії, старший викладач кафедри
підготовки вчителів та шкільних досліджень,
Університет Інсбрука,
Інрейн, 52а, 6020 Інсбрук, Австрія,
marina.bacher@uibk.ac.at

Сабріна Бахер
https://orcid.org/0000-0003-4004-6989
доктор філософії, старший викладач
кафедри підготовки вчителів та шкільних досліджень,
Університет Інсбрука,
Інрейн, 52a, 6020 Інсбрук, Австрія,
sabrina.bacher@uibk.ac.at

Катерина Біницька
https://orcid.org/0000-0002-2111-5275
доктор педагогічних наук, професор, професор кафедри педагогіки,
Хмельницька гуманітарно-педагогічна академія,
вул. Проскурівського підпілля, 139, 29000 Хмельницький, Україна,
rfn.yz87@gmail.com

У статті наголошується на вирішальній ролі володіння мовою, а також мовної чутливості, особливо в багатомовних класах, підкреслюється важливість дотримання Загальноєвропейських рекомендацій з мовної освіти (CEFR) як засобу сприяння глобальній згуртованості. У документі підкреслюється важливість приведення освітніх стратегій України у відповідність до міжнародних стандартів, особливо наголошуючи на цінності іншомовної освіти. Крім того, у статті наголошується на необхідності набуття вчителями іноземних мов належних дидактичних і методичних компетентностей, усвідомлення мовної чутливості та міжкультурного розуміння. У статті описано успішне впровадження Загальноєвропейських рекомендацій з мовної освіти в Австрії, що ілюструє їхню ключову роль у стандартизованих іспитах та широке міжнародне визнання. Зокрема, окреслено структуру австрійського іспиту на атестат зрілості з іноземних мов, який оцінює читання, аудіювання, використання мови та письмо з обов'язковою вимогою досягти рівня B2 за шкалою Загальноєвропейських рекомендацій з мовної освіти. Припускається, що стандартизовані формати оцінювання, засновані на рівнях Загальноєвропейських рекомендацій з мовної освіти, пом'якшують стигматизацію та забезпечують справедливість оцінювання. Стаття рекомендує інтегрувати Загальноєвропейські рекомендації з мовної освіти в освітню систему України, щоб сприяти підвищенню рівня володіння мовою та посилити мовну чутливість у багатомовних класах. Вона підтримує навчальні програми для вчителів іноземних мов щодо впровадження та оцінювання Загальноєвропейських рекомендацій з мовної освіти з метою сприяння європейській єдності через мовну освіту. Пропонується включити принципи Загальноєвропейських рекомендацій з мовної освіти в освітню реформу в Україні «Нова українська школа»; підкреслюється важливість співпраці між австрійськими та українськими освітянами і дослідниками в досягненні цієї мети.

Ключові слова: *багатомовність, викладання мовної чутливості, дидактика, Загальноєвропейські рекомендації з мовної освіти (CEFR), клас, Організація Об'єднаних Націй.*