

CEF & the teaching of English

CEF = The Common European
Framework of Reference
for Languages

Not CEO or CFO

Intro

- An enormous elephant

elephant = CEF

Tấn: an one-eyed man



CEF

Intro

I CONTENTS

II Purpose

III BENEFITS

Recap

My aims

- Keep you informed about CEF
- Describe CEF as a practical tool that can empower us

Key words

- unit of measurement & description
framework of reference
proficiency levels
learner autonomy
- align / link exams with CEF
compare levels
measure achievement
- standardized resources in ELT

Height

metre



SPEED

time & distance



<http://go.to/funpic>

Can we compare these?



Cheese



Chalk

VS

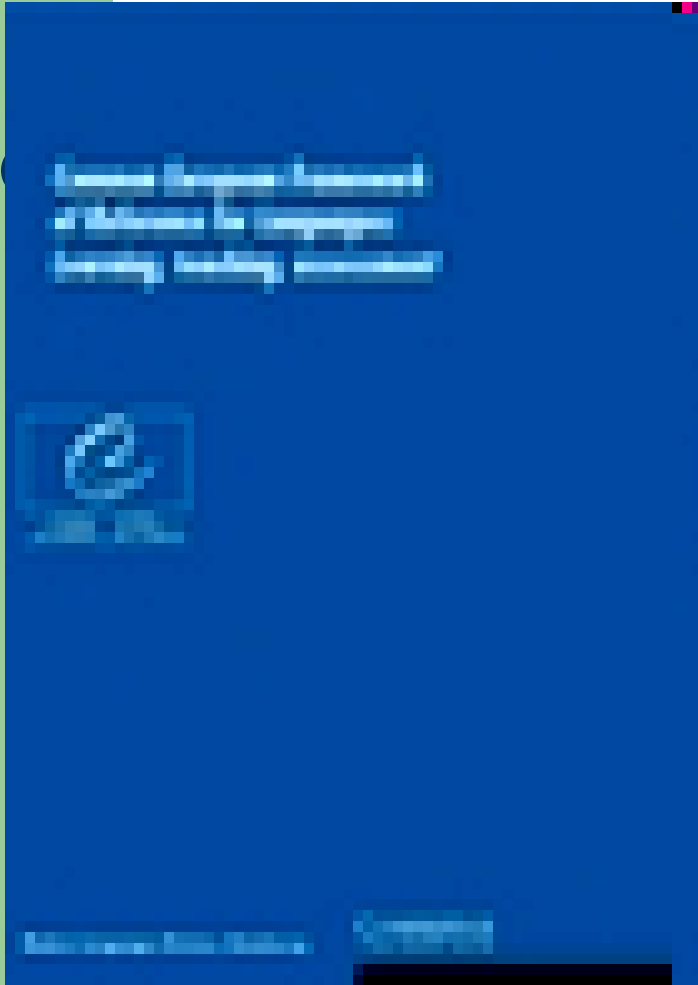
Comparability

- Two requirements:
 - 1 A unit of measurement
 - 2 A frame of reference
- We can't compare two things that are *totally unrelated*

A question ?

What unit of measurement
does CEF use ?

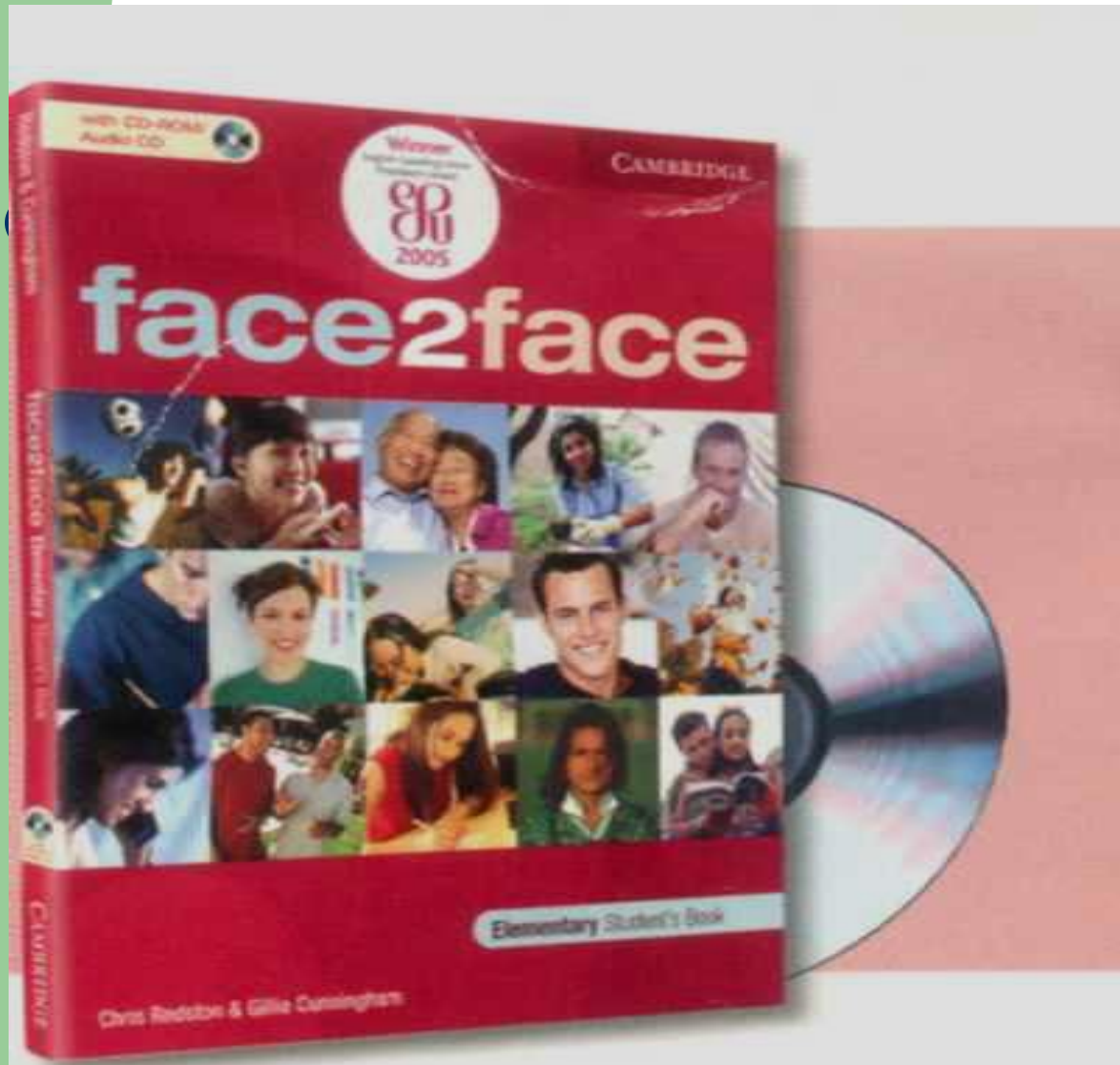
A difficult book !



Common European Framework of Reference For Languages

Council of Europe
CUP 2001

CEF leaps to our eyes !



A1 & A2

Elementary



Mapping the TOEIC® and TOEIC Bridge™ Tests on the Common European Framework of Reference for Languages

Executive Summary

Background

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) provides a common basis for describing the skills needed to reach different levels of language proficiency, and is used by language instructors, educators, curriculum designers and agencies working in the field of language development. The CEFR describes language proficiency in listening, reading, speaking and writing on a six-level scale:

- A1 – A2 (Basic User)
- B1 – B2 (Independent User)
- C1 – C2 (Proficient User)

The CEFR provides a descriptive context that may be used to interpret the meaning and practical significance of scores on language tests. If a test score can be one of the levels of the CEFR, what that score means and what candidates with at least that score are likely to be able to do becomes clear.

ETS's Goal

The purpose of this mapping study was to identify the minimum scores on the TOEIC® (*Test of English for International Communication*™) test corresponding to each level. Minimum scores were identified separately for listening, reading, speaking and writing. Minimum scores were also to be identified for the TOEIC Bridge™ test corresponding to CEFR levels A1, A2 and B1.

- The TOEIC® Listening and Reading test measures the receptive skills of people working in an international environment.
- The TOEIC® Speaking and Writing tests measure the productive skills of people working in an international environment.
- The TOEIC Bridge test measures the emerging receptive skills (listening and reading comprehension) of early learners in an international environment.

Standard-setting Study

Standard setting is the process by which a panel of informed experts makes score requirement recommendations that correspond with the level of knowledge, skill, proficiency, mastery or readiness candidates need in order to be placed in a certain category. The end result of standard setting is a recommended minimum score requirement, or cut score. The minimum scores for each CEFR level in this particular study are presented as lower limits of the level for each modality.

For this study, the panel consisted of 22 experts (English-language instructors, administrators or directors of language programs and language testing experts) from 10 different European countries.

www.ets.org/ell



Contents

6 Levels

Can-do statements

Learner autonomy:
European
Language
Portfolio
& DIALANG

CEF?

Action-based
approach

A model

- 1 6 levels of language proficiency**
- 2 a action-based frame of reference for languages (in Europe)**

Six levels

Basic User	A1 & A2
Independent User	B1 & B2
Proficient User	C1 & C2

- 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.

Six levels

- The core. 4 skills- LRSW
- context of lang use.
 - communicative competence in a particular context.
 - Domain-specific → 8 domains

Level description

- Performance-based = action-based
eg. I can express myself fluently
- Unit of measurement /description
a Can-do statement

An action-based frame of reference for languages

Lang : functional

Lang teaching: CLT / TBT

Learning: Ss autonomy

- CEF

refine aims of curricula

map out levels of proficiency

support learner autonomy

provide guidelines for assessment

(North 2008: 16)

Learning programs

1. Transparent
2. Specific
3. Coherent

(CEF 2001: 5 - 8)

Mismatches

1 John Trim in Cambridge Conference
2008

Japan ELT : Form-based

2 Streamline English & Our ABC

cheese vs chalk

European Language Portfolio

- 3 aims : (1) pedagogic
(2) recording learning progress
(3) self-assessment of progress

CEF levels

ELP → Learner autonomy

DIALANG

- <http://www.dialang.org>
- self-diagnostic tests
- 14 languages
- L,R, & W
- Based on CEF six levels
- Free; no certificates

II Purpose

T & L of many languages in Europe

- proficiency levels / certificates compared
- education, employment, travel

The CEF provides unity for diversity

“ Since 2001, the CEF has dominated discussion of L2 education in Europe.”

(David Little 2006:167)

CEF = a reliable standard

Benefits for our local practice in ELT?

CEF unit of description

The Sound of Music

The CEF

a note = 1 ?

a song = 2 ?

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BB FlashBack

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The Sound of Music

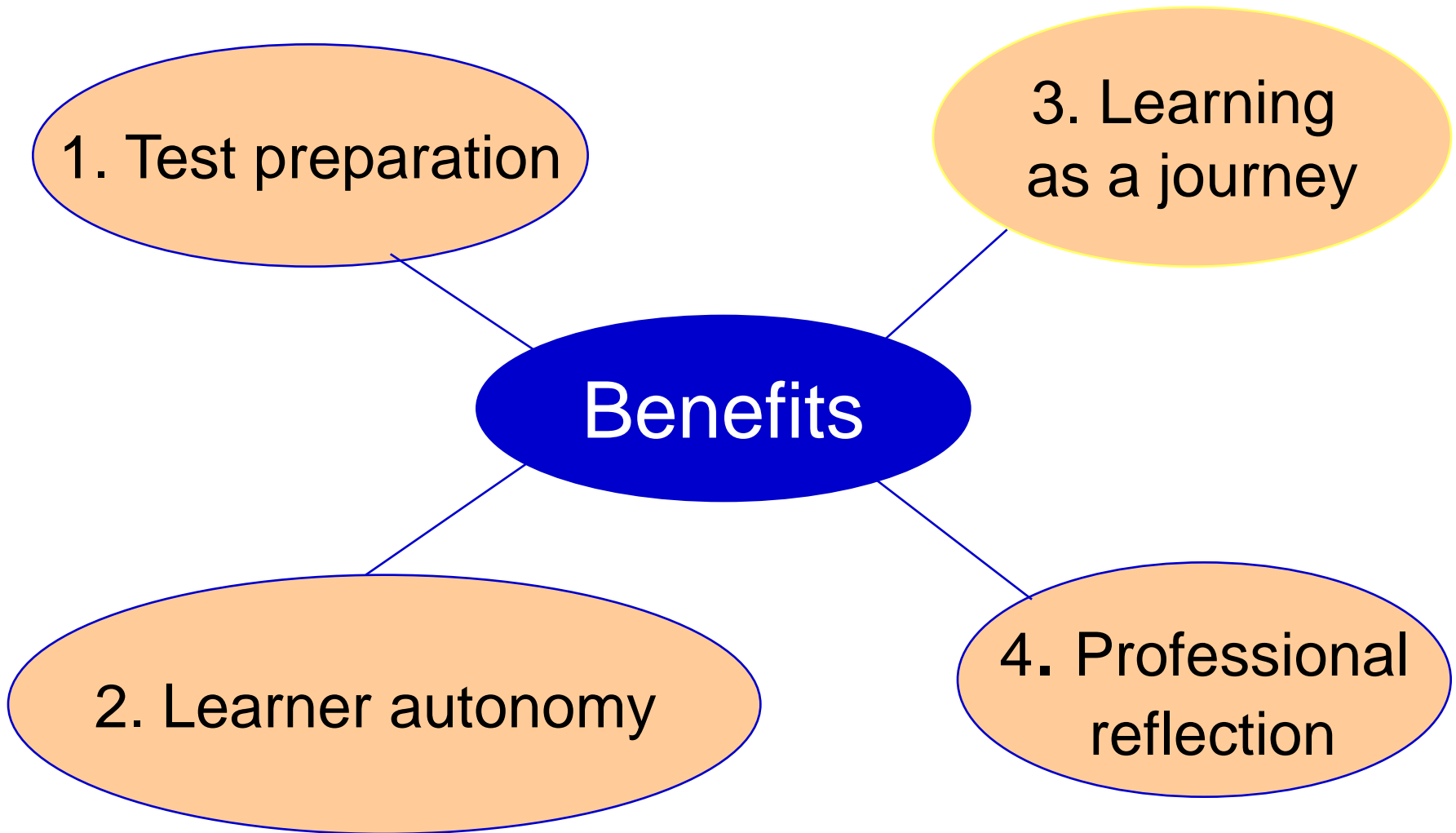
a note

a song

The CEF

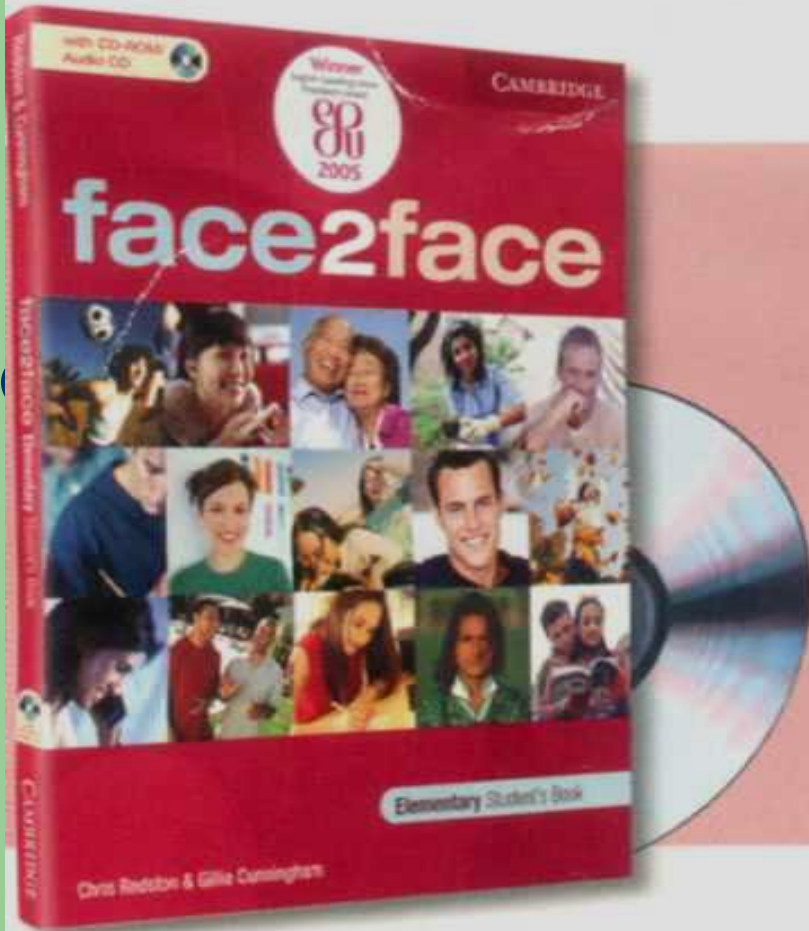
= 1 Can-do statement

= 2 a proficiency level

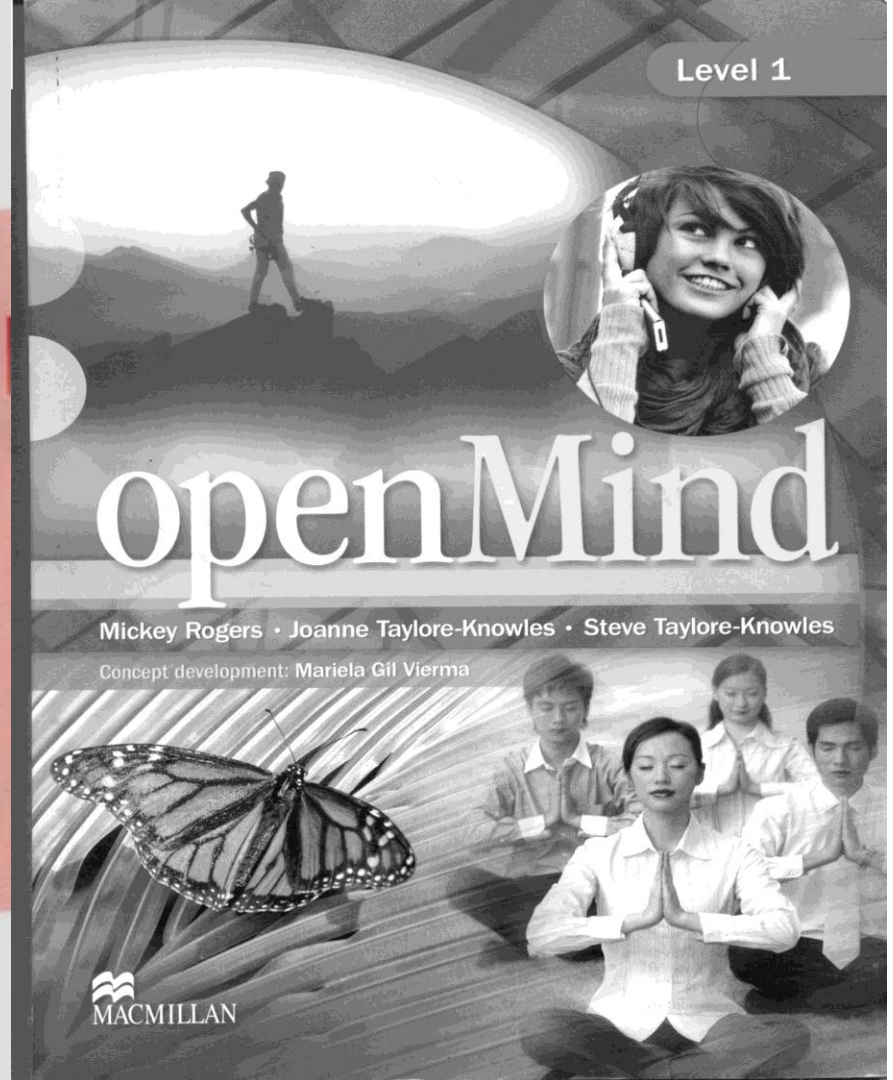


Test pre

CEF	Cambridge ESOL	TOEIC	TOEFL (Paper test only)
A2	KET	220-320	
B1	PET	320-430	0 - 400
B1	PET	430-550	400-450
B2	FCE	550-650	500-550
C1	CAE	650-780	550-600




A1 & A2
Elementary



**Common European
Framework**

A1	A2	B1	B2	C1
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face2face Student's Book	 level	Related examinations
Elementary	A1	
	A2	KET Key English Test
Pre-intermediate	B1	PET Preliminary English Test
Intermediate		
Upper Intermediate	B2	
		FCE First Certificate in English

McGraw-Hill	CEF
Beginner	A1
Elementary	A2
Intermediate	B1
Upper- intermediate	B2
Advanced	C1

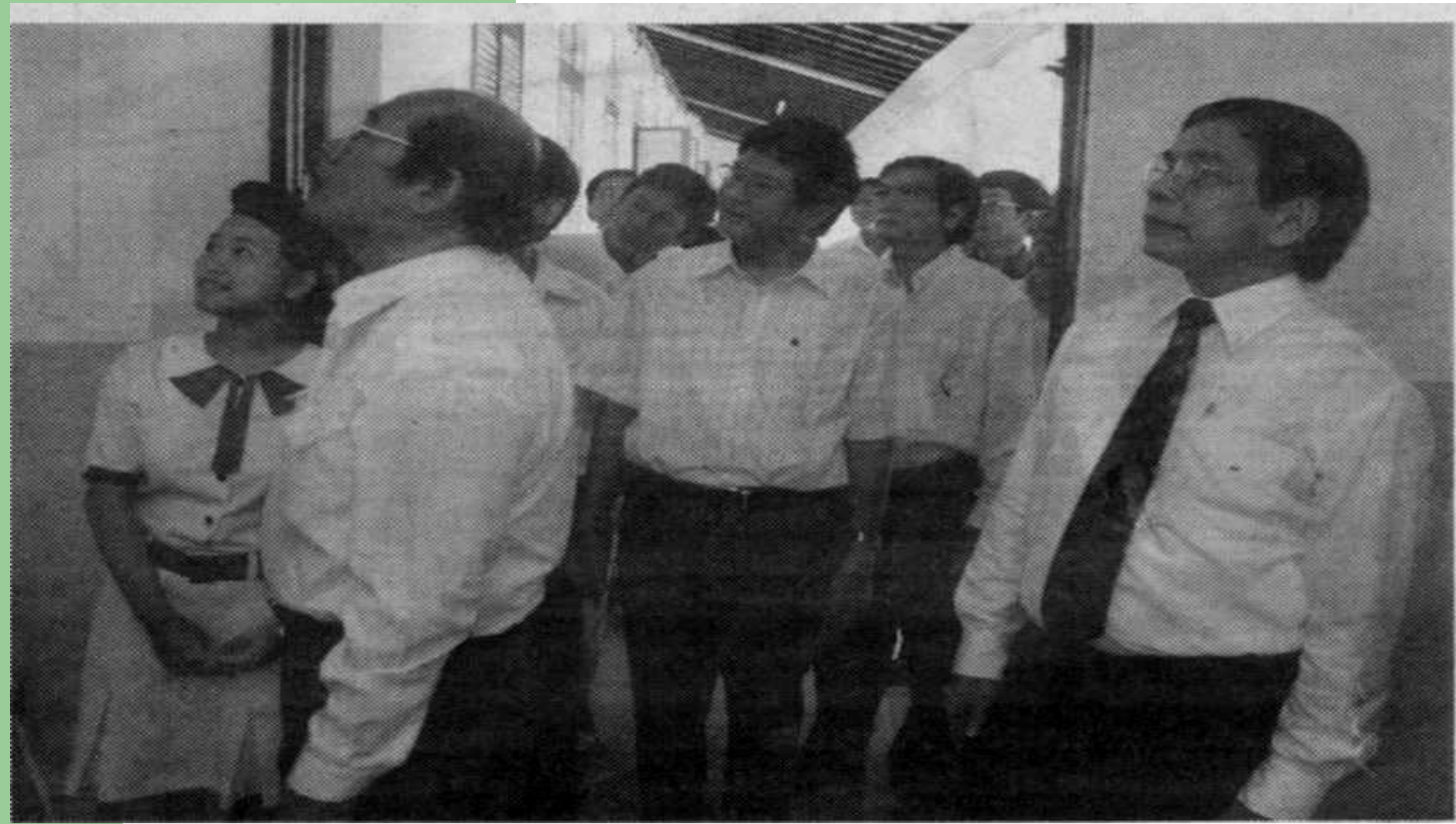
-Classical fiction

-A2 KET / TOEIC

Learner autonomy (1)

- Self-assessment as an essential skill
- Use of a checklist based on CEF levels

DIALang & ELP



*Giới thiệu mô hình Trường Lê Quý Đôn (Q3) cho các giám đốc sở
GD-ĐT các tỉnh phía Nam (Báo Giáo Dục 14.7.2010, trg 2)*

Learning – a journey (1)

The journey mapped out

- * Starting point
- * Destination
- * The route (measured with Can-do statements)

Transparent, Specific, & coherent

Grade 3 - 5	Starters – Flyers	A1
Grade 7	KET	A2
Grade 9	PET	B1
Grade 12	IELTS	B2

- Curriculum as a whole
 - Local practice
 - Textbook-based
 - Method-based
 - Test-based - washback effect
- **effectiveness minimized**

Professional reflection

CEF = thinking tool

Insights into own teaching practice

→ professional growth

Recap

CEF = useful map, powerful tool

Learning of English =
transparent, specific & coherent

CEF adapted to our context

What is your conclusion?

Poetry Contest.

Poetry contest

A pattern

A _____ is _____
It is _____
It _____
But / And it _____

Examples

The elephant

An elephant has a trunk.
It has big feet.
And it has a big body.

My Dad

My Dad is fat
He sometimes gets mad
But he is never sad.

Flowers

Flowers smell good.
Candy tastes sweet.
Lemons smell fresh.
But none smells
like feet!

Your group's poem

The CEF

The CEF

It

It

And / But it

Booklist

- 1 CEFR for Languages: Learning, teaching, assessment.
Council of Europe. CUP, 2001
- 2 Insights from the CEF Keith Morrow (ed.). OUP, 2008
- 3 Khung trình độ chung Châu Âu và việc nâng cao
Hiệu Quả Đào Tạo Tiếng Anh tại ĐHQG-HCM
Vũ Thị Phương Anh, NXB ĐHQG. TPHCM 2007
- 4 Studies in Language Testing – **15th Anniversary Edition**
Cambridge University ESOL. 2010
- 5 Task-based Language Teaching David Nunan CUP, 2009
- 6 The Social & Educational Impact of Language Assessment.
ALTE 3rd International Conference. Cambridge 10 -12 April 2008

GOOD

lunch!