

East Asia Assessment Solutions Team

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# Linking Listening test tasks to the CEFR

Presenter: William Bayliss

## A Few Webinar 'rules'



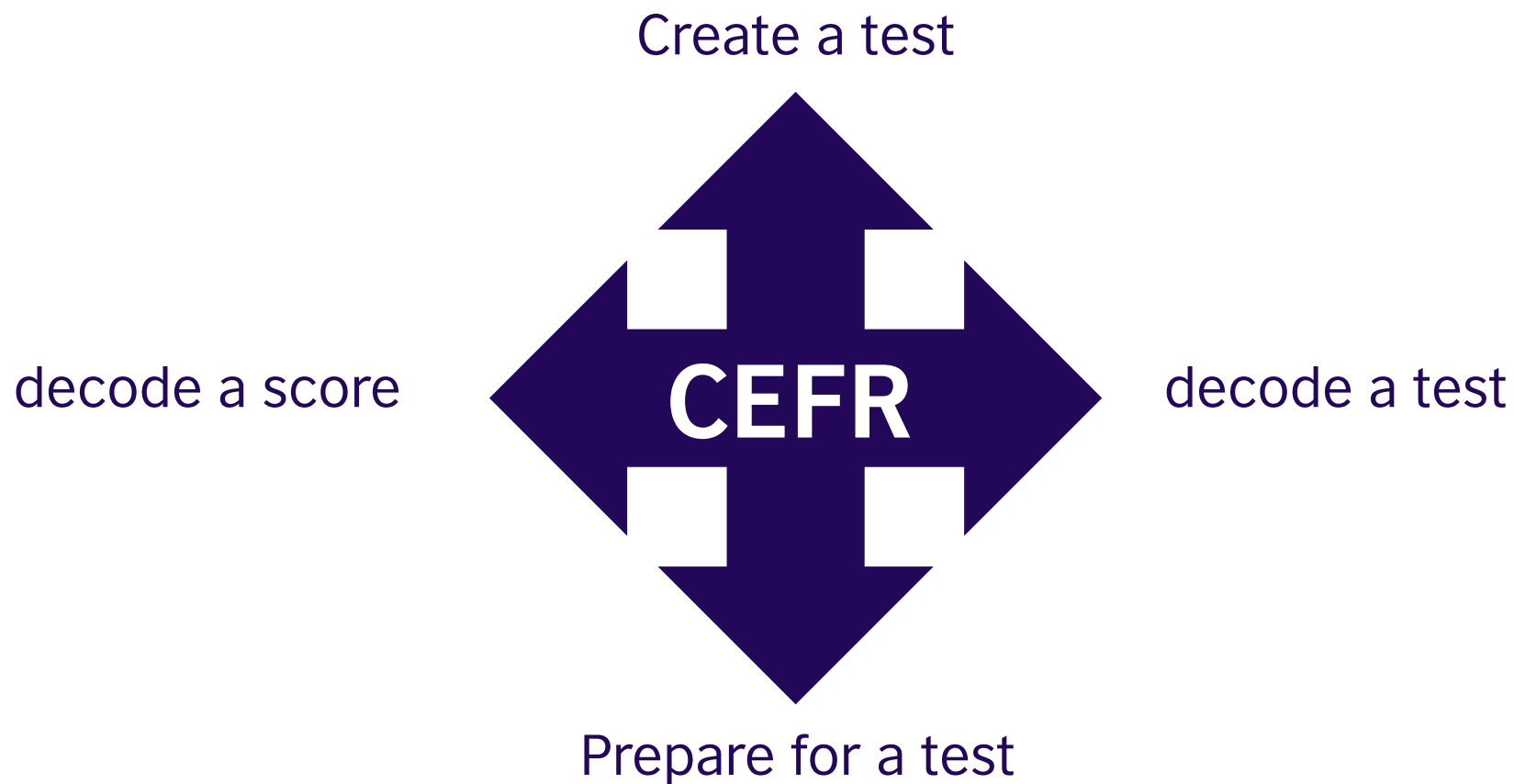
## Workshop Aims

***In this workshop, we will...***

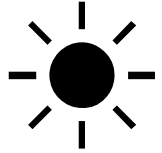
- *Overview the CEFR*
- *Explore how listening is covered in the CEFR*
- *Discuss the CEFR and Listening Assessment*
- *Implications for teachers*



## Why is this useful for teachers?



## Warmer



Control of simple grammatical structures.  
Errors occur when attempting complex structures.



Grammatical structure is limited to words and phrases.  
Errors in basic patterns and simple grammar structures impede understanding.

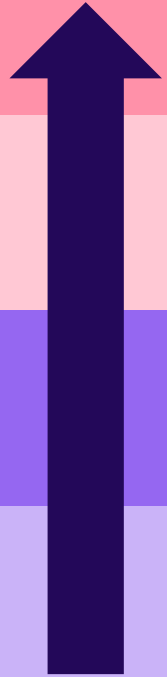


Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.



Uses some grammatical structures correctly  
but systematically makes basic mistakes.

## Grammatical range and accuracy rating scale



Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

Control of simple grammatical structures.  
Errors occur when attempting complex structures.

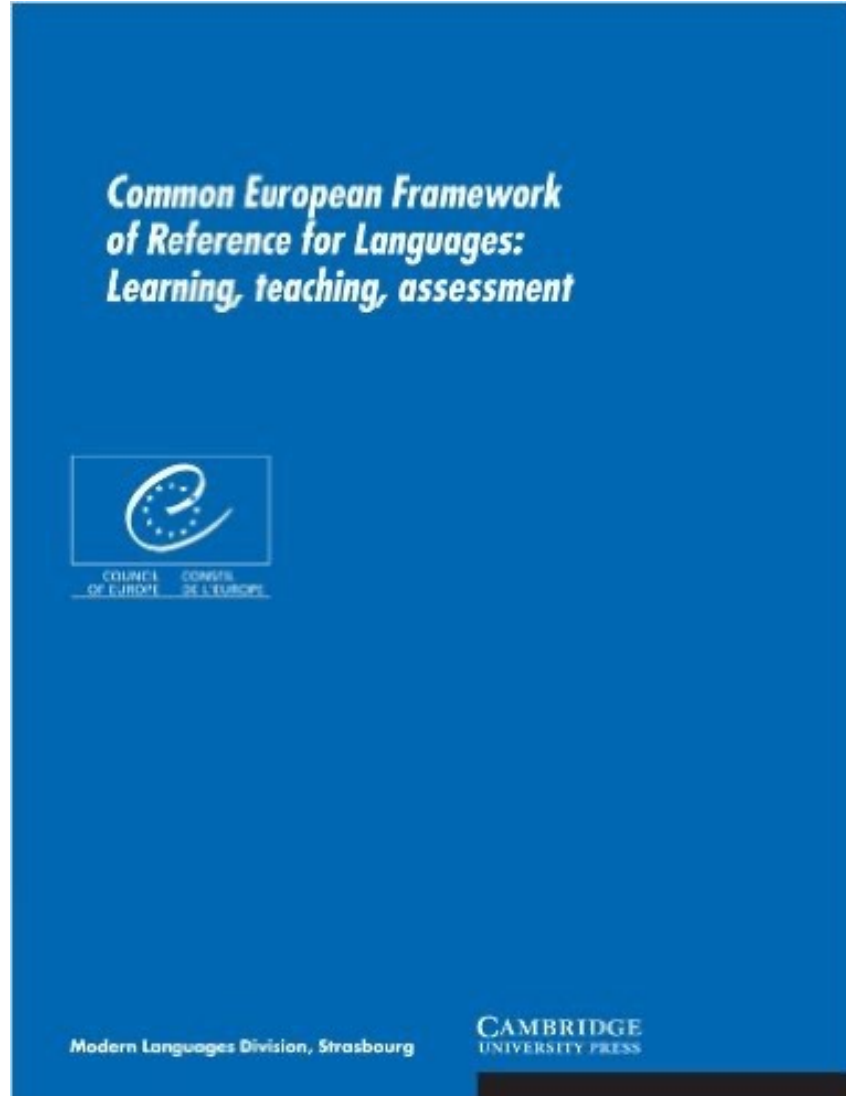
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# The CEFR

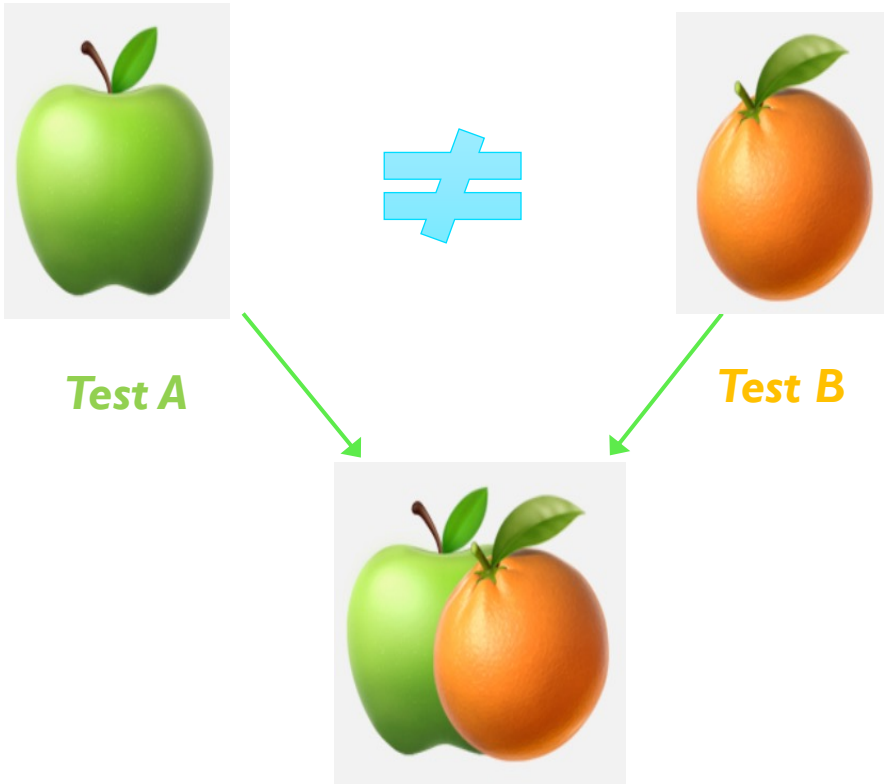
## History of the CEFR



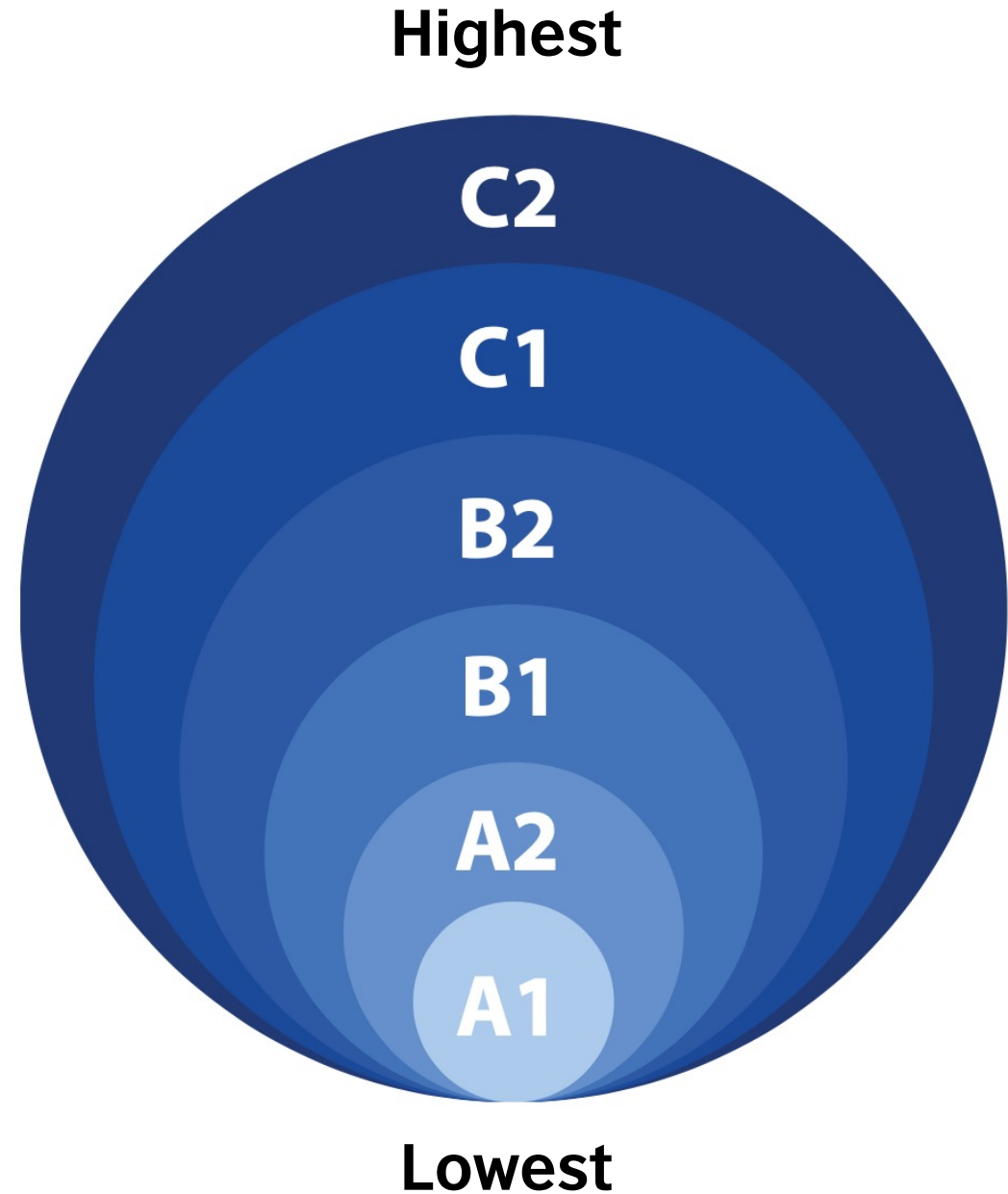
- Published by the Council of Europe in 2001
- Dates back to 1991
- 40 years of research
- 9 chapters and over 270 pages



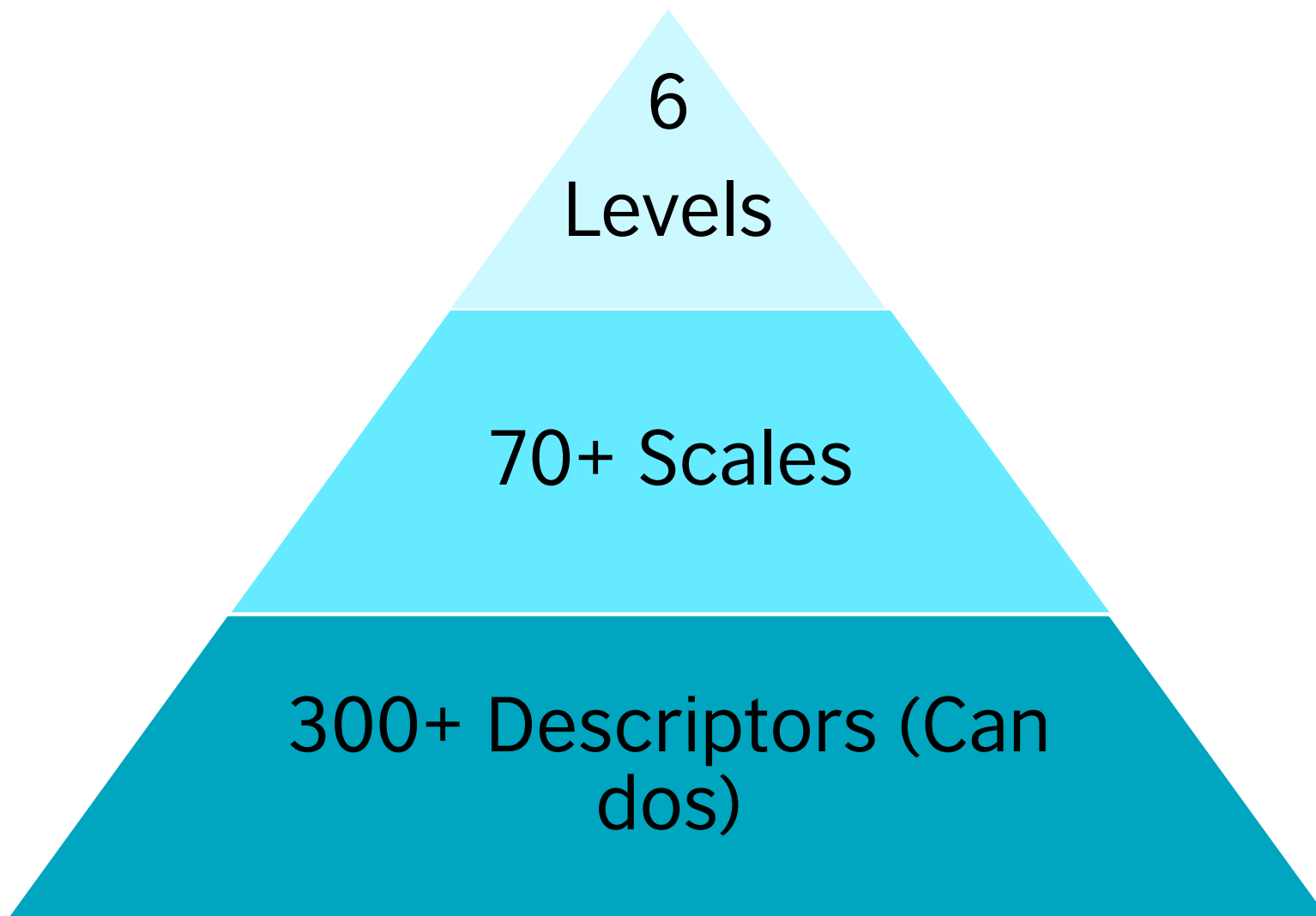
# Why do we need frameworks?



# The CEFR and its Levels



## Levels, Scales, Descriptors



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# Listening and The CEFR

# Global (General) scale



## 1 Common Reference Levels

### 1.1 Global scale

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.



## The Global Scale and receptive skills

B1	B2	C1
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.



## Level of understanding

B1	B2	C1
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.



## Types of text.....

B1	B2	C1
Can understand the main points of <b>clear standard input</b> on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of <b>complex text</b> on both concrete and abstract topics, including technical discussions in his/her field of specialization.	Can understand <b>a wide range of demanding, longer texts</b> , and recognise implicit meaning.



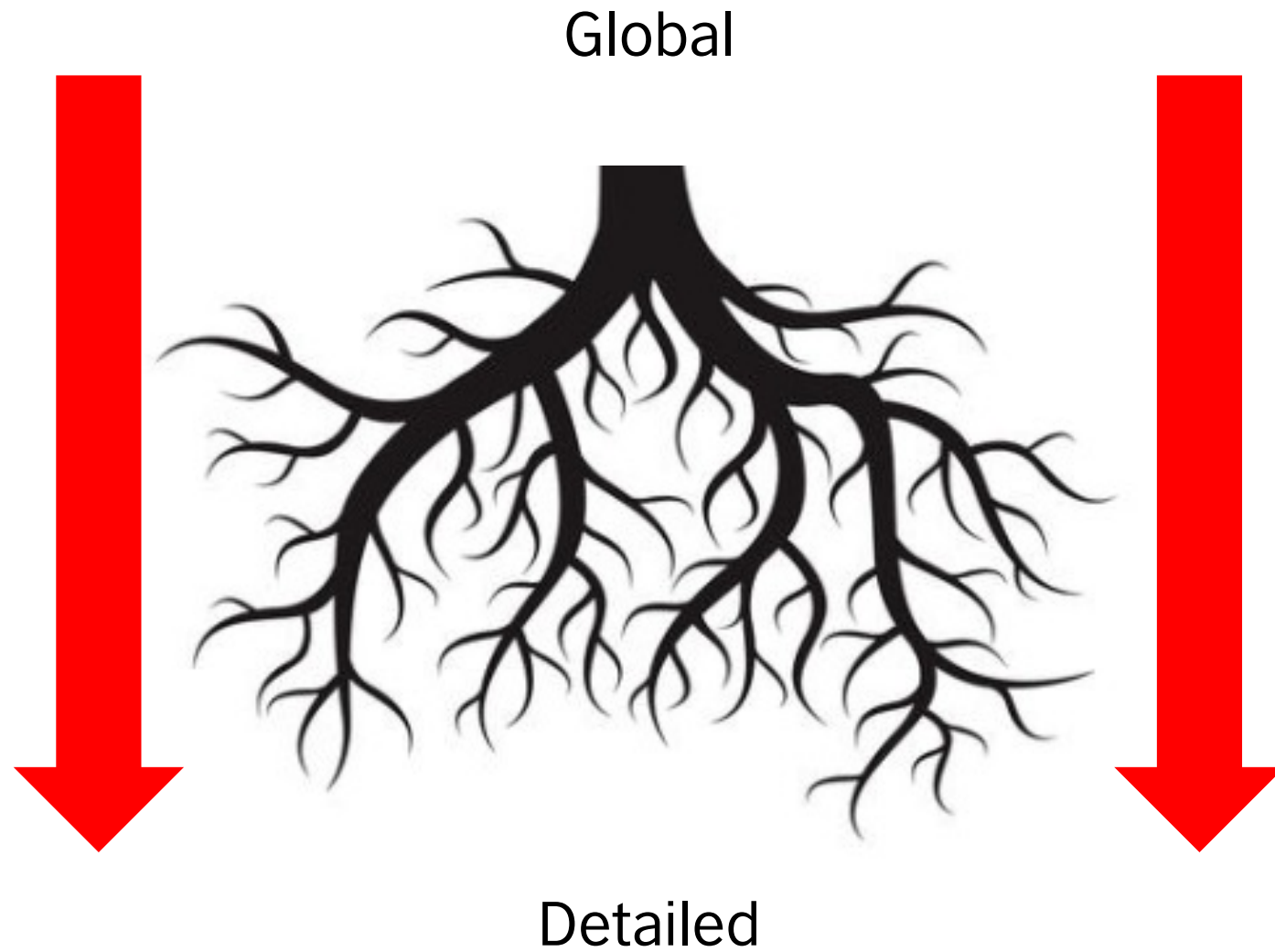


## Familiarity/complexity

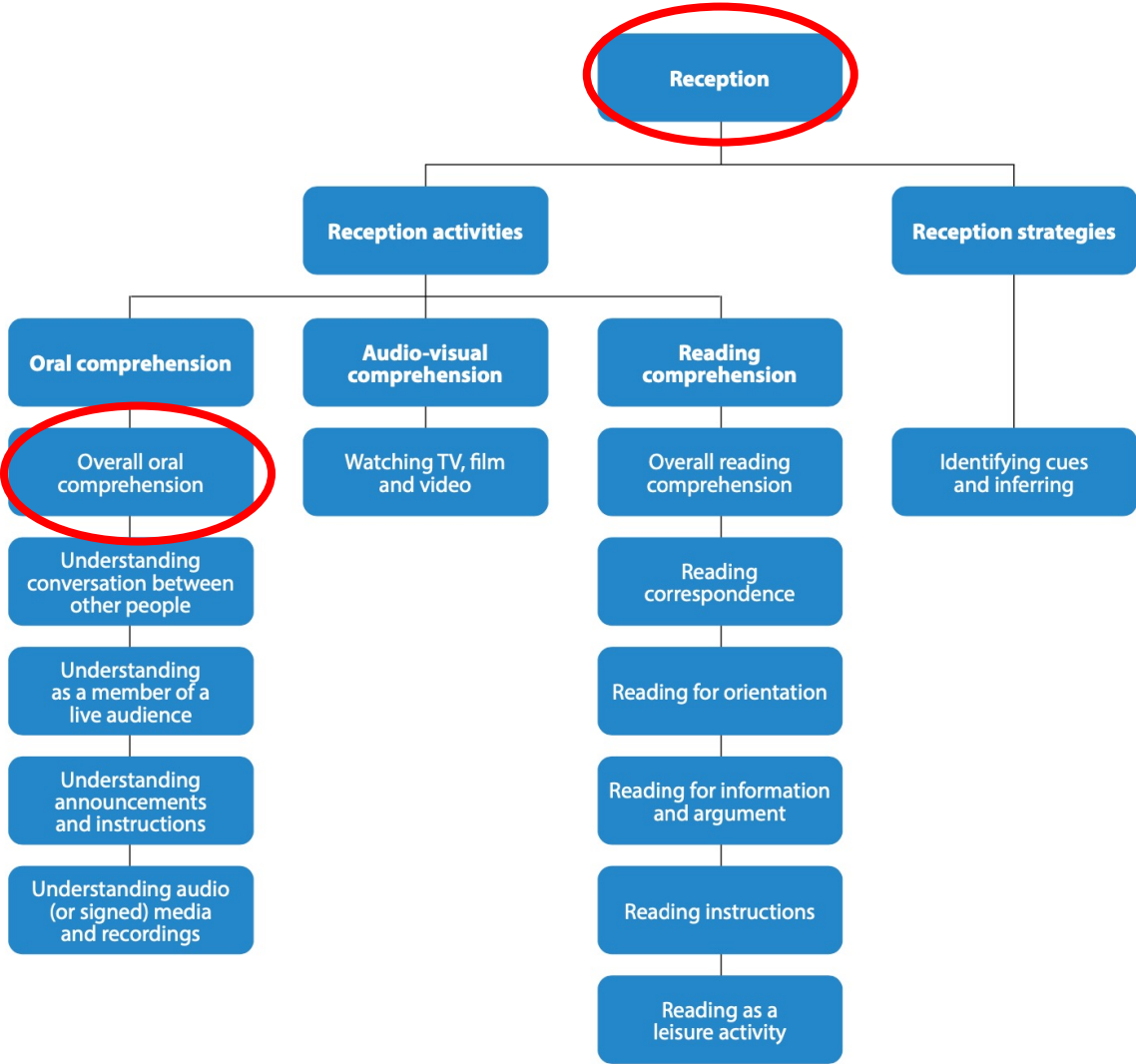
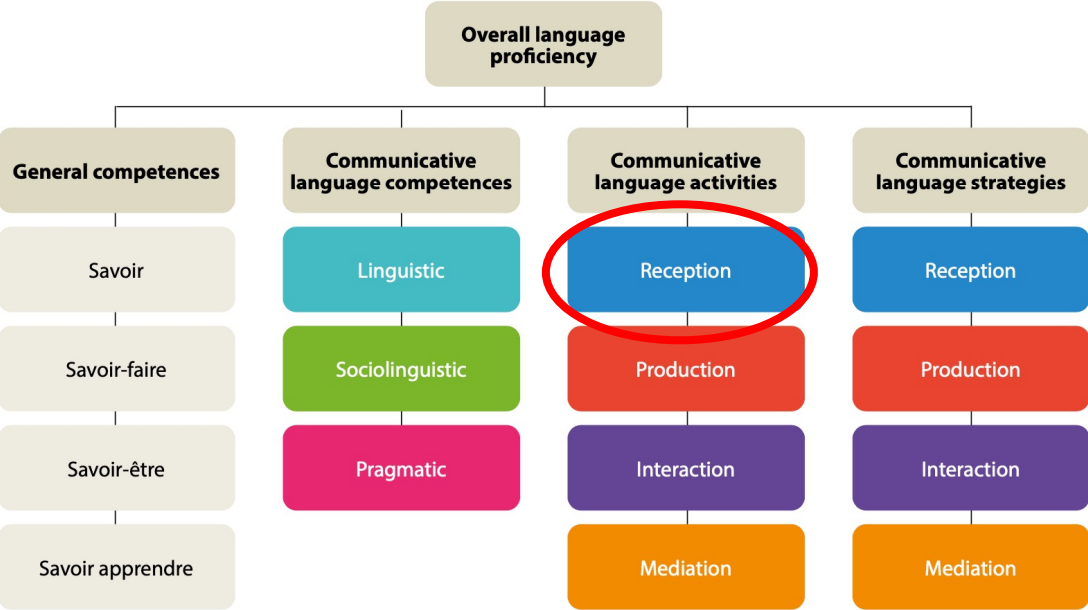
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Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.



## Global vs Detailed Scales



# Listening Comprehension



## Overall Oral Comprehension

B1	B2	C1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.



## Level of understanding

B1	B2	C1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.



## Complexity of speech

B1	B2	C1
Can understand the main points of <b>clear standard speech</b> on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand the main ideas of <b>propositionally and linguistically complex speech</b> on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	Can understand enough to follow <b>extended speech</b> on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.



## Familiarity/complexity

B1	B2	C1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.



## Accent

B1	B2	C1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.





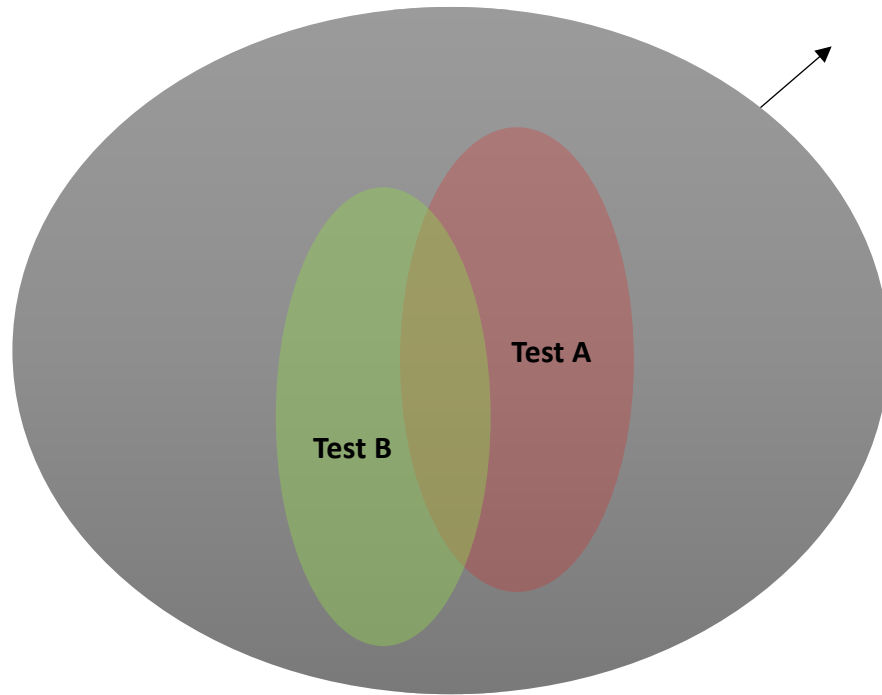
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# **The CEFR and Listening Assessment**

## Linking Tests to Standards

### CEFR

*broad, wide-ranging  
descriptions of possible  
language use ability*



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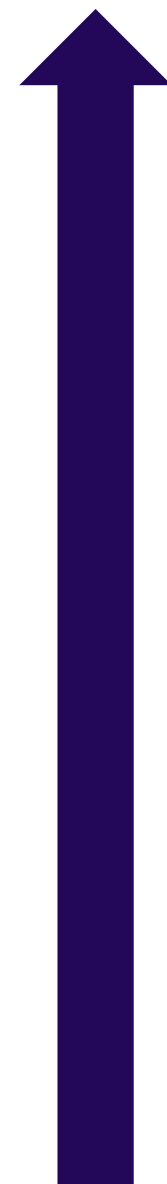
## Tests at the British Council



**6 possible listening  
tasks**

## Aptis Listening Task specifications

Target level	Skill Focus	Task Description
B2	Discourse construction, meaning representation and inference in abstract texts.	6) The candidate listens to a dialogue between two speakers and identifies whose opinion matches the statement. The information targeted will require the integration of abstract ideas and propositions across an extended stretch of interaction. 5) The candidate listens to a monologue to identify two opinions/attitudes which are expressed by the speaker. The information targeted will require the integration of abstract ideas and propositions across an extended stretch of interaction.
B1	Identifying factual information	4) Q&A about listening text. Listen to short monologues and conversations to identify factual information. 3) Identifying aspects of a topic and matching each aspect to a speaker. Listen to a short description to identify factual information.
A2	Identifying specific, factual information	2) Q&A about listening text. Listen to short monologues and conversations to identify short, specific pieces of information
A1	Lexical recognition	1) Listen to a short monologue and choose the best option to answer a question.



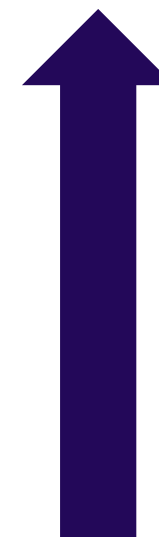
## Aptis Listening Component

Target level	Skill Focus
B2	<b>Discourse construction</b> , meaning representation and <b>inference</b> in abstract texts.
B1	Identifying <b>factual information</b>
A2	Identifying <b>specific, factual information</b>
A1	<b>Lexical recognition</b>



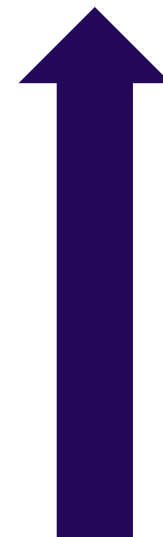
## Aptis Listening Component

Target level	Task Description
B2	—The candidate listens to a <b>dialogue</b> between two speakers —The candidate listens to a <b>monologue</b>
B1	—Listen to <b>short monologues and conversations</b> —Listen to a <b>short description</b>
A2	—Listen to <b>short monologues and conversations</b>
A1	—Listen to a <b>short monologue</b>

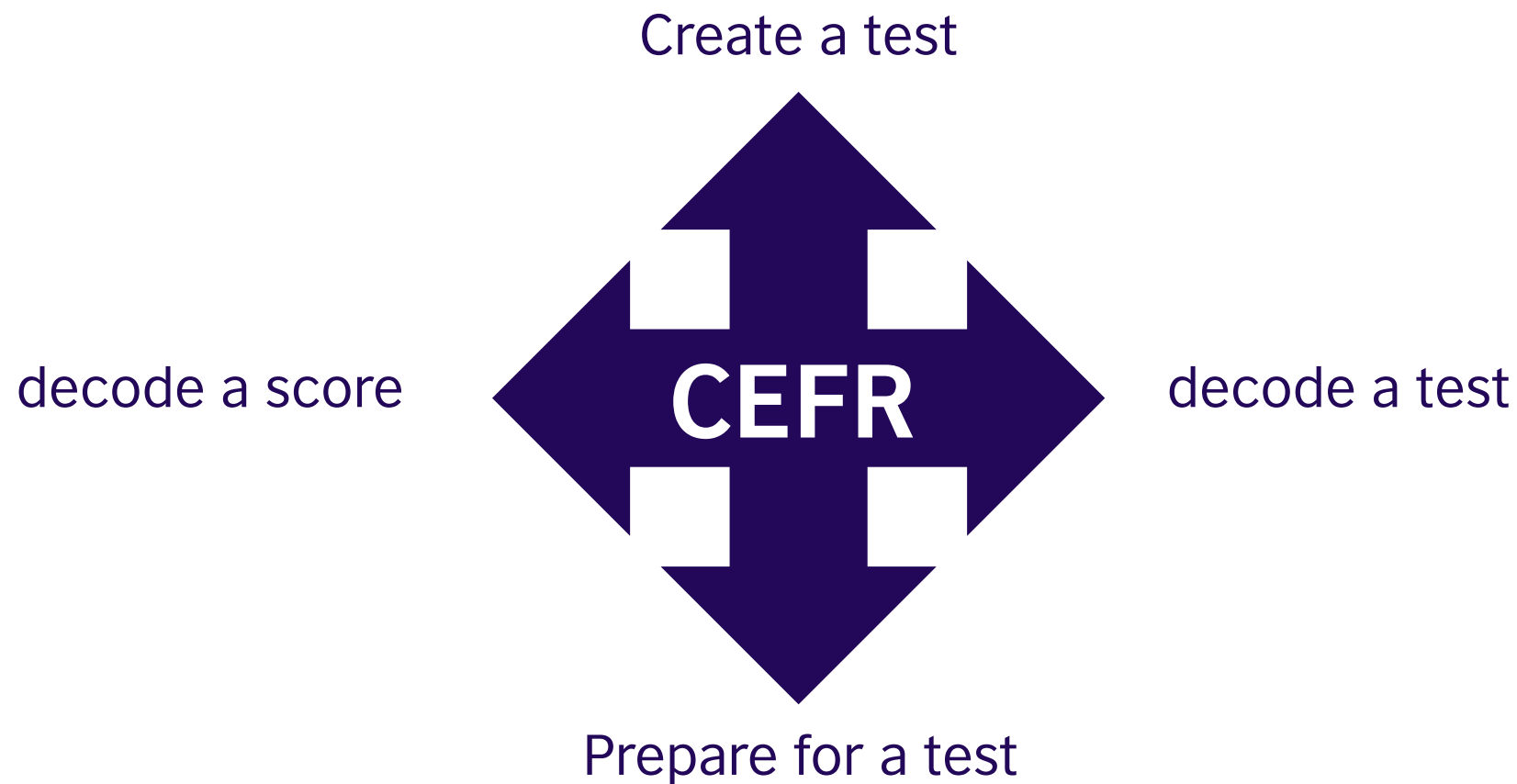


## Aptis Listening Component

Target level	Task Description
B2	—match <b>opinions</b> —identify <b>opinions/attitudes</b>
B1	—identify <b>factual information</b> .
A2	—identify short, <b>specific pieces of information</b>
A1	—choose the <b>best option</b> to answer a question



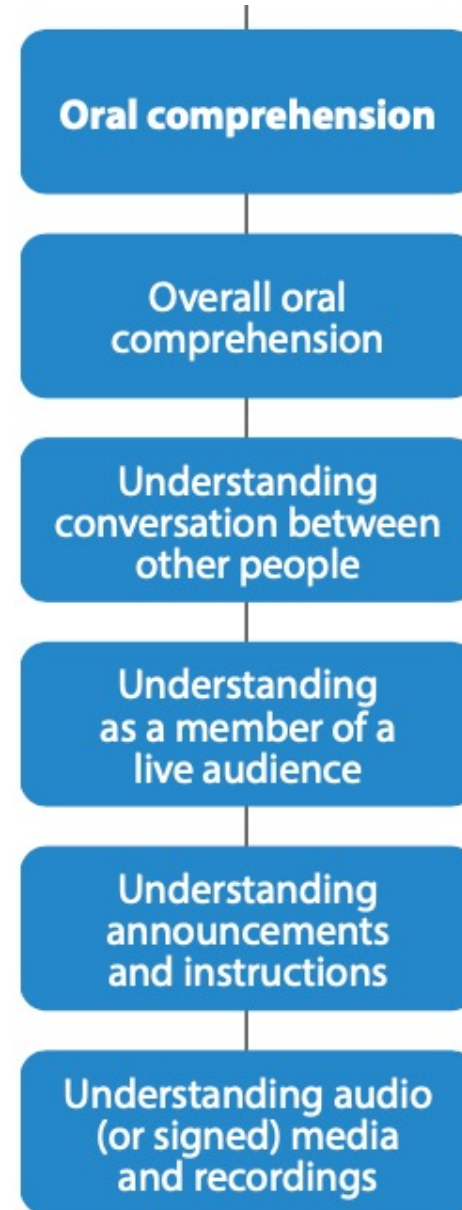
## Why is this useful for teachers?





## Decoding a score

- Areas for improvement
- Ideas for lesson and curriculum reconfiguration
- Guidance for selecting materials
- Structuring assessment for learning
- Goal setting



## Decoding process



## Workshop Summary

### ***In this workshop, we have:***

- *Overviewed the CEFR*
- *Unpacked how listening is managed in the CEFR*
- *Discussed the CEFR and Listening Assessment*
- *Explored the implications for teachers*

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## **More information**

**The CEFR Companion 2020:**

**[bit.ly/3krDdxi](https://bit.ly/3krDdxi)**

**The full Aptis Technical Manual:**

**[bit.ly/3D8ZMhC](https://bit.ly/3D8ZMhC)**

**The British Council Language Assessment MOOC:**

**[bit.ly/3mXYLDi](https://bit.ly/3mXYLDi)**

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**Thank you!**

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East Asia Assessment Solutions Team:



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**Thank you**