

East Asia Assessment Solutions Team

Linking Writing test tasks to the CEFR

Presenter: William Bayliss

A Few Webinar 'rules'



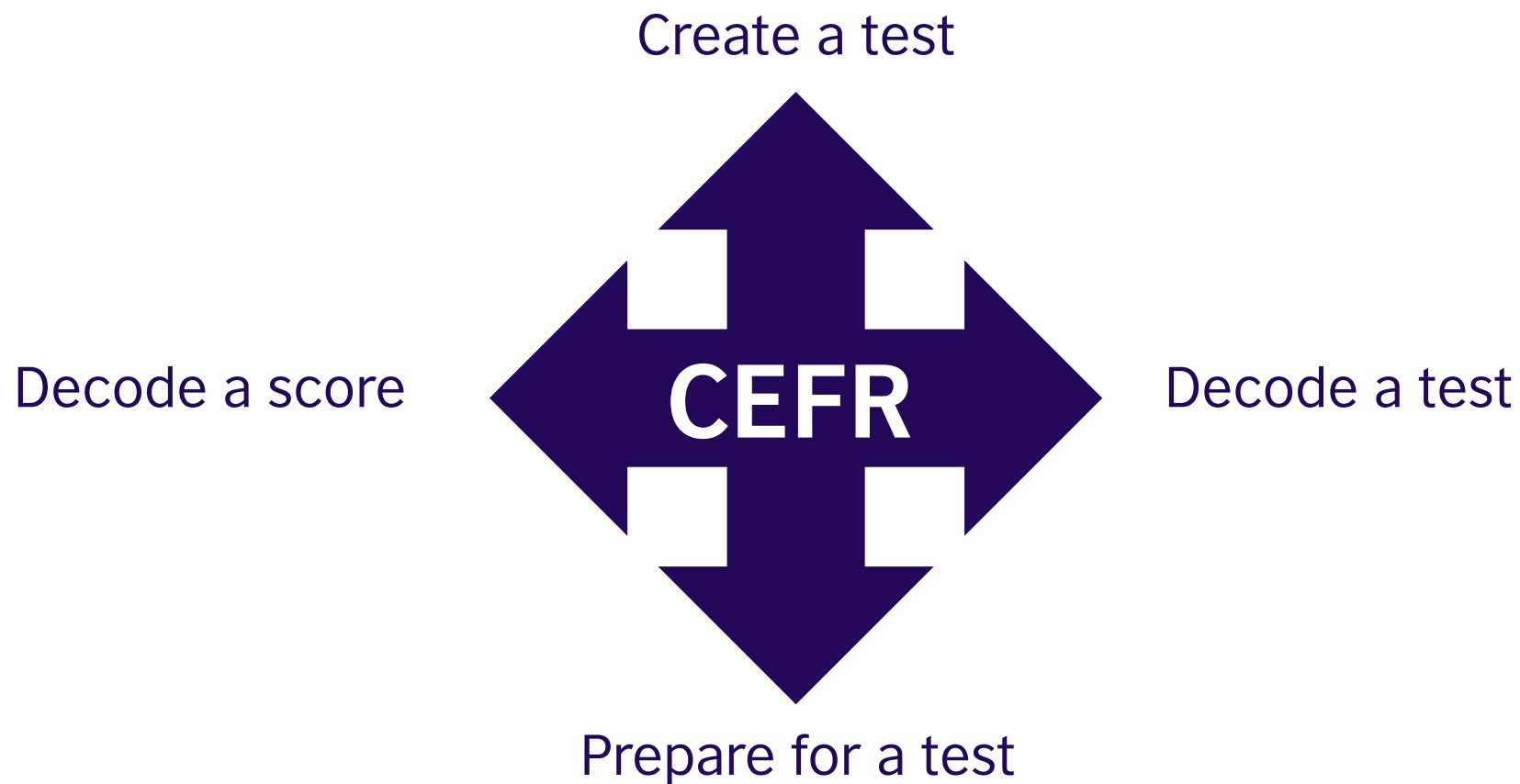
Workshop Aims

In this workshop, we will...

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

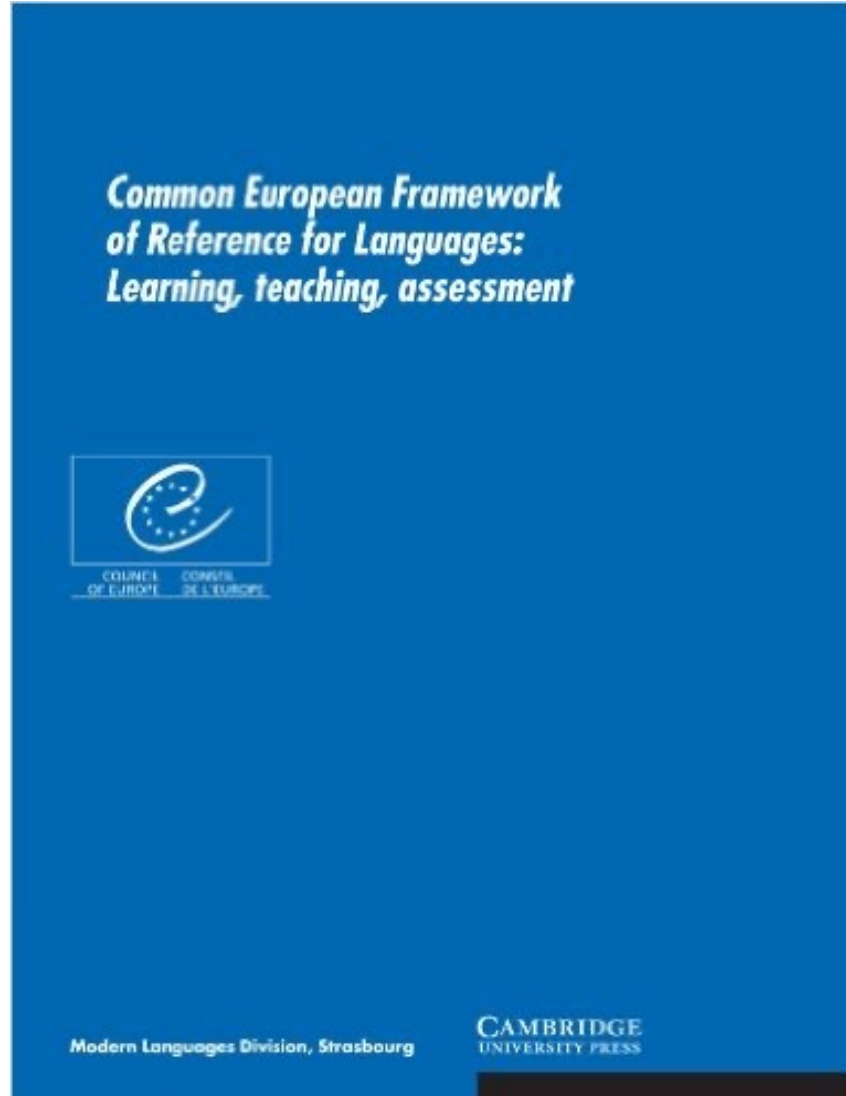


Why is this useful for teachers?



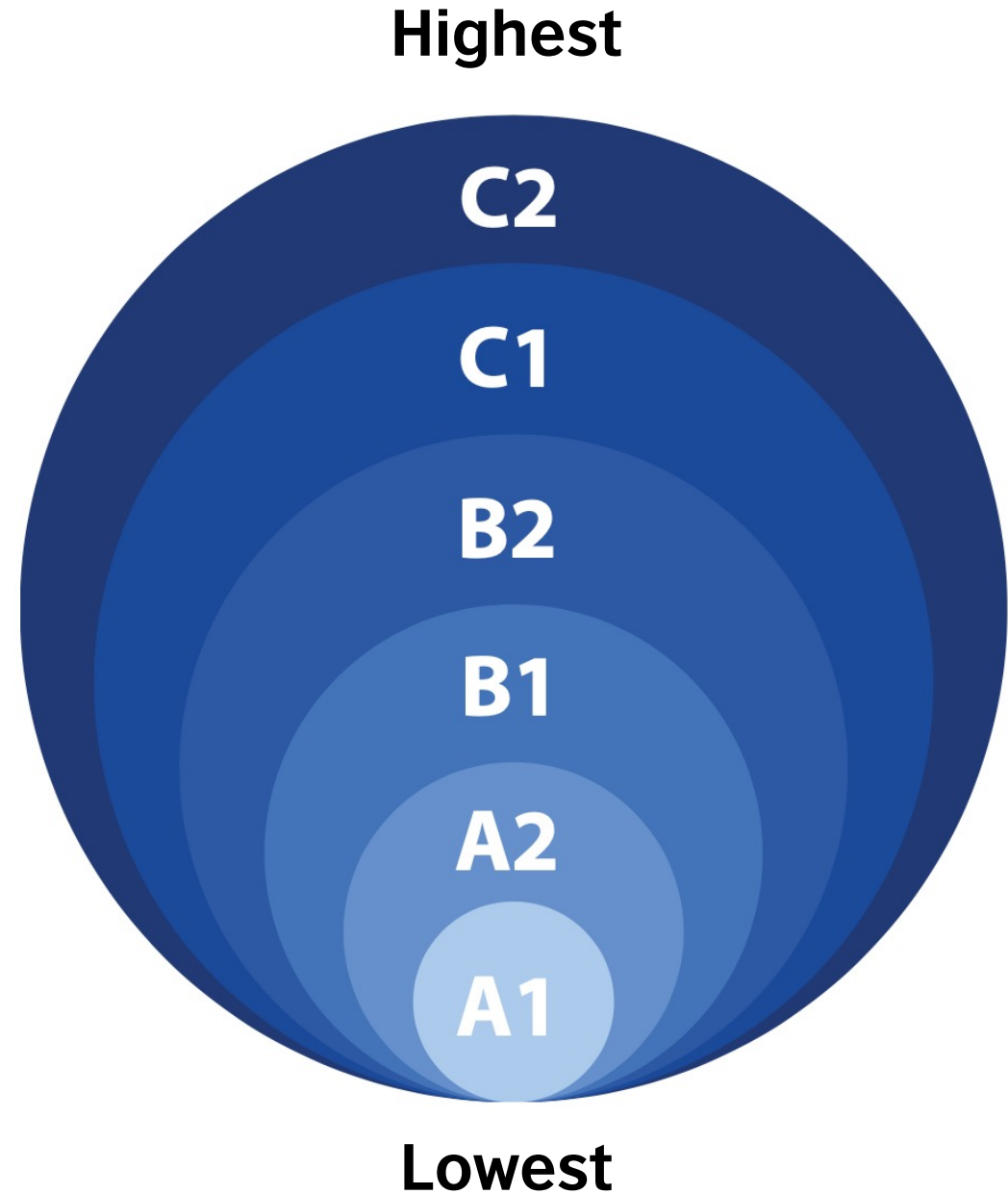
The CEFR

History of the CEFR

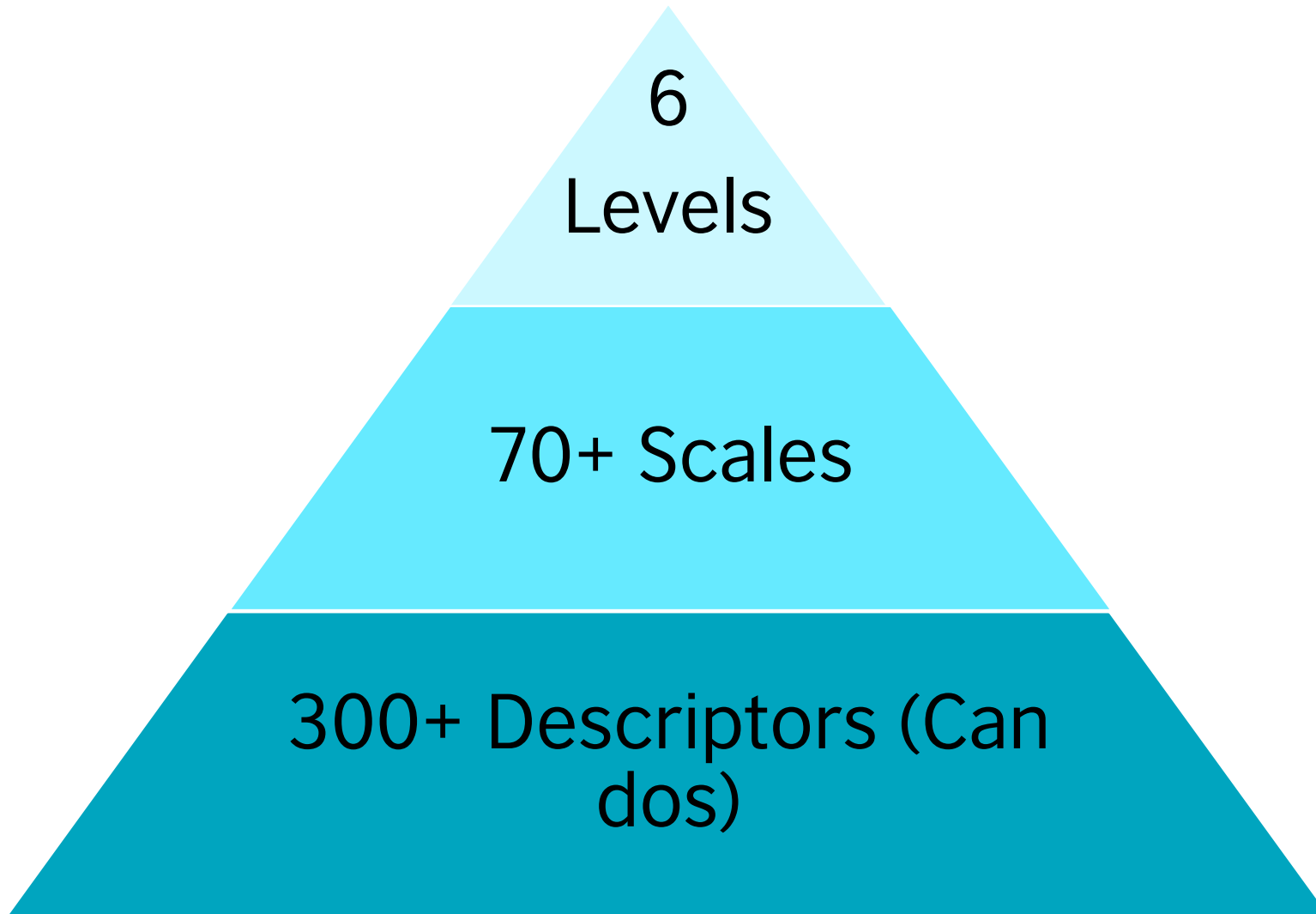


- Published by the Council of Europe in 2001
- Dates back to 1991
- 40 years of research
- 9 chapters and over 270 pages

The CEFR and its Levels



Levels, Scales, Descriptors



Writing 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 Productive skills

B1	B2	C1
Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	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.	Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.



Production

B1	B2	C1
Can produce simple connected text on topics, which are familiar, or of personal interest.	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.	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.



Object of description

B1	B2	C1
Can produce simple connected text on topics, which are familiar, or of personal interest.	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.	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.

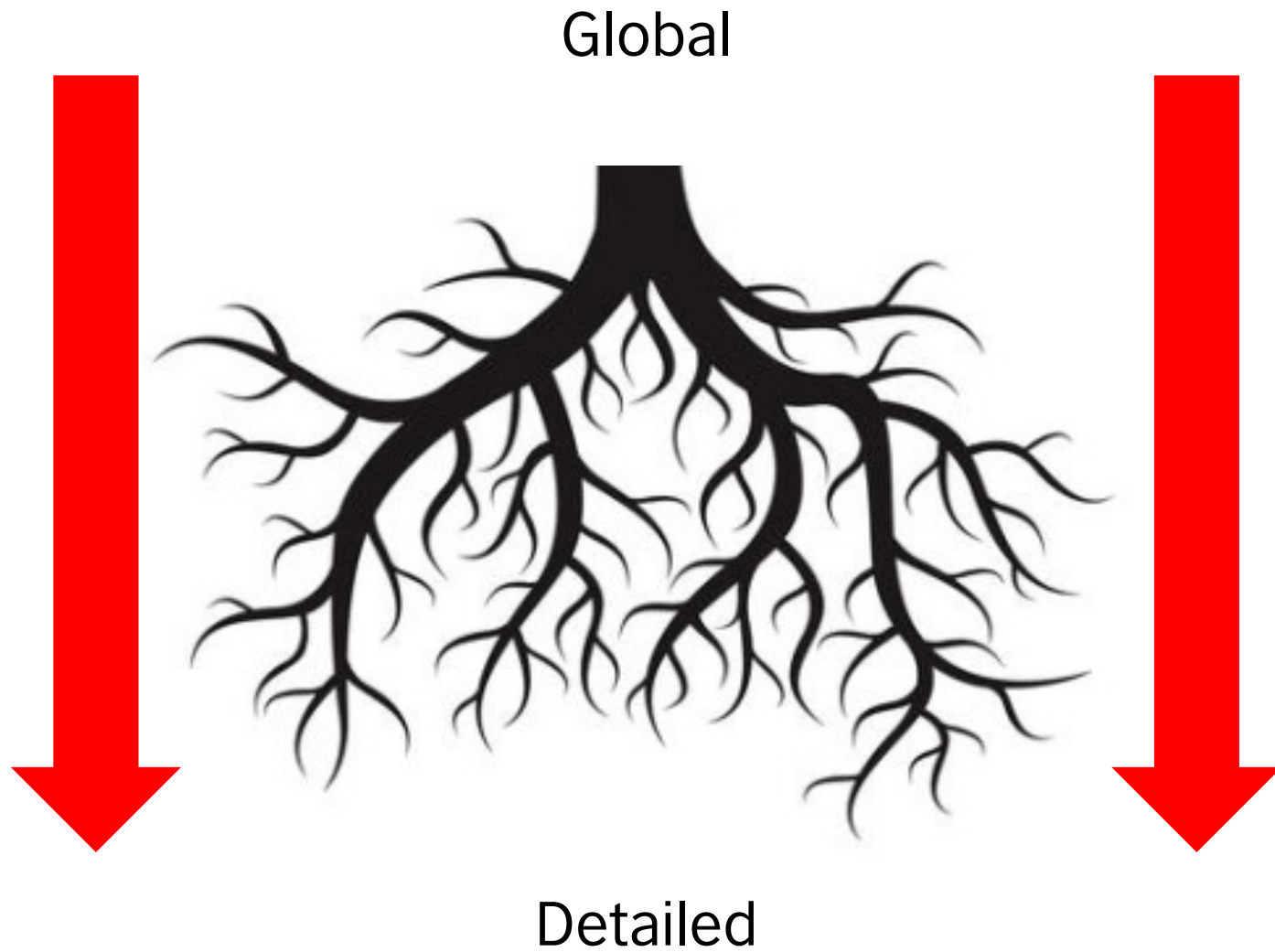


Reasoning

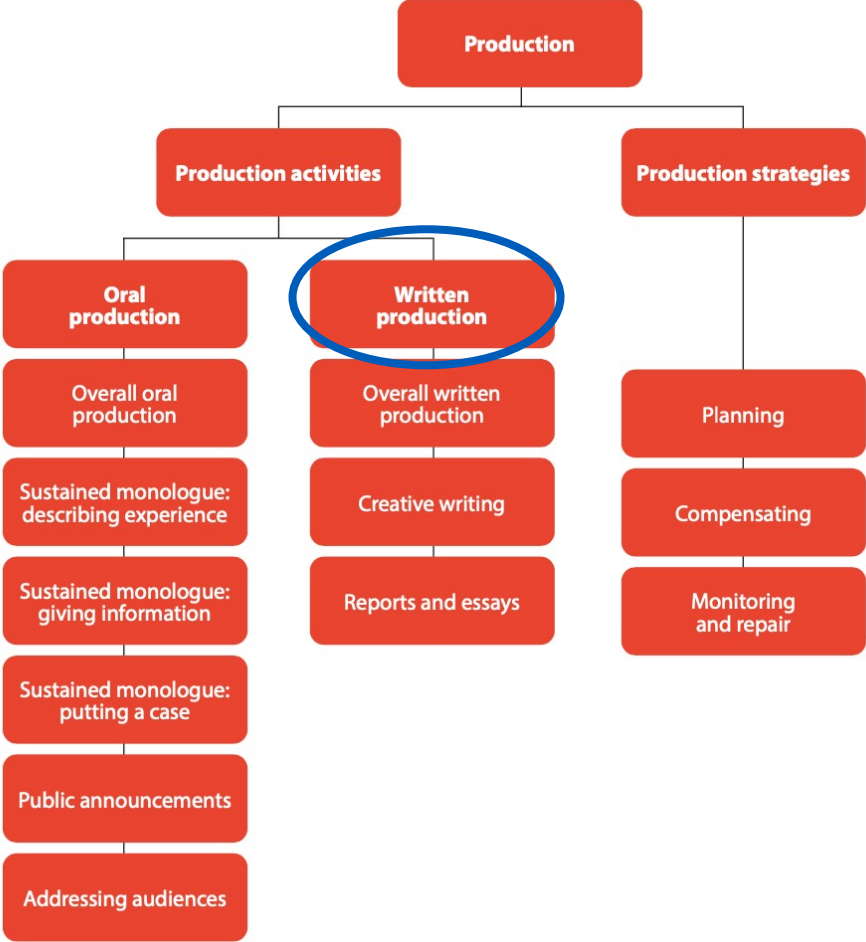
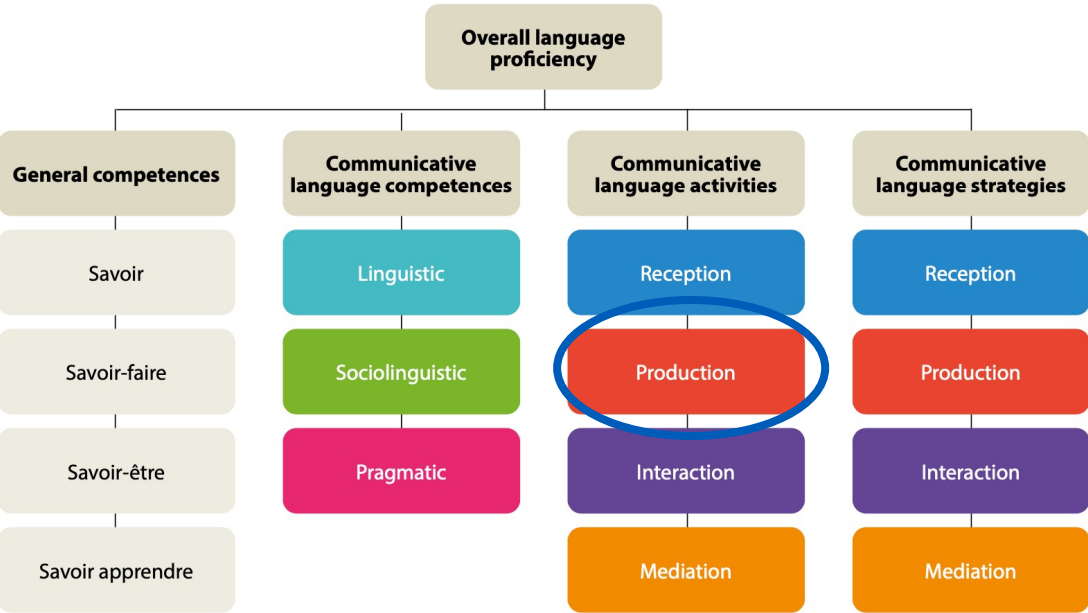
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Global vs Detailed Scales

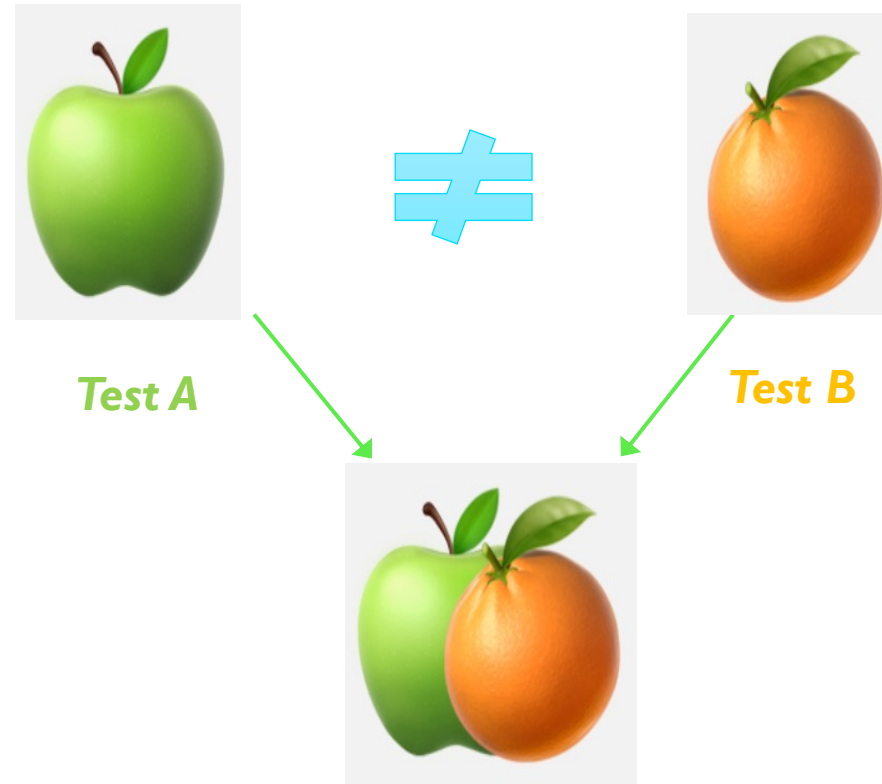


Listening Comprehension



The CEFR and Writing Assessment

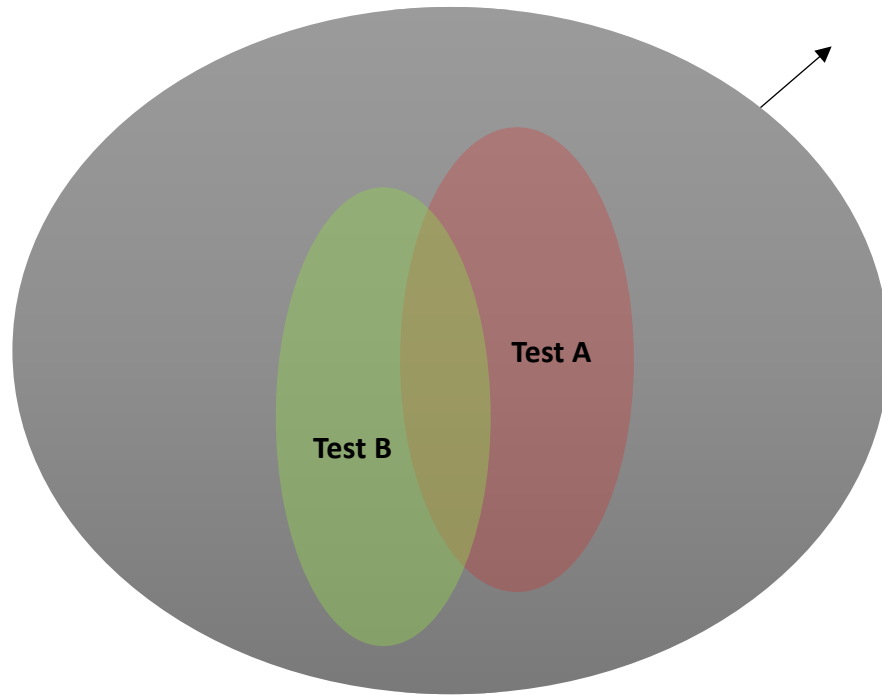
Why do we need frameworks?



Linking Tests to Standards

CEFR

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

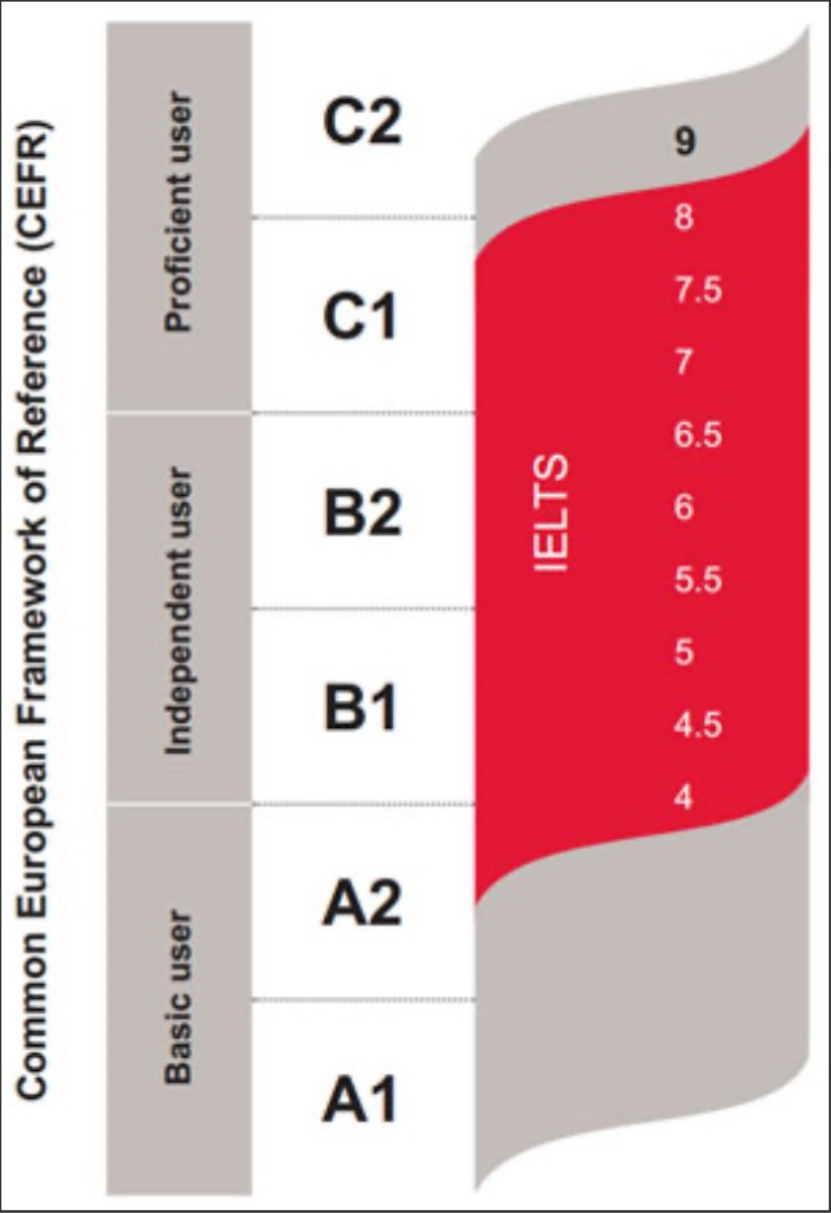


Tests at the British Council

IELTSTM

2 writing tasks

Linking IELTS and the CEFR



Implications for teachers

Using Example texts to Help Candidates Prepare



Writing task 2 Example 1

Some people believe that it is good to share as much information as possible in scientific research, business and the academic world. Others believe that some information is too important or valuable to be shared freely.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Written production detailed scales



Reports and Essays

B1	B2	C1
<p>Can produce short, simple essays on topics of interest.</p> <p>Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.</p> <p>Can summarise, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p>	<p>Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>	<p>Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can produce a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic.</p>



In recent years, there has been an on-and-off debate on the controversial topic that whether perfect information should be shared scientifically, academically and in business. I personally feel that both have their rationalities.

Some believe that information in these areas should be completely out in the air. This is because perfectly known knowledge can further enhance development and induce innovative ideas that hurries new break-throughs. For example, knowledge on a specific cancer that can be shared across countries could be beneficial for coming up with a medical solution. Moreover, in market-relating fields, consumer ignorance can lead to a misallocation of resources that breeds inefficiency. Therefore, if everyone is provided with the same information, they would make wiser decisions and hence prompt and efficient economy.

On the contrary, others argue that some information cannot be shared completely since they are too precious. In sciences and marketing, this is significantly related with patents, proprietaries and other trade barriers. Some knowledge should be kept secret so that the proprietors are the only ones earning the profits. This pattern is supposed to raise incentives and hence increase competition that also lead back to more investment on research and development. What's more in the academic world, is that professionals are always concerned with their reputations. On one hand, they don't want to receive many critics once the research is exposed. On the other hand, they want to keep the knowledge confidential so that they are the sole ones getting the fame once their works are complete.

In my opinion, although I understand that there lies truths in both arguments, still, I incline more to the argument that clearer information is for the better. I believe in this way, we are able to make great leaps that contributes to the development of the entire human race rather than solely concentrating on self-interested profits.

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Summary and Q&A

Workshop Summary

In this workshop, we have:

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

More information

The CEFR Companion 2020:

bit.ly/3krDdxi

The full Aptis Technical Manual:

bit.ly/3D8ZMhC

The British Council Language Assessment MOOC:

bit.ly/3mXYLDi

Thank you!

My Email:

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East Asia Assessment Solutions Team:



4th National Symposium on English Language Assessment

“Stronger, More Relevant, More Connected: The Future of English Language Assessment in Indonesia”

16, 17 & 18 November 2021

New Directions East Asia 2021

Theme: Fairer, Greener, Stronger:
The Future of Language Assessment.

The key speakers include:

- Professor Sir Nigel Shadbolt
- Professor Barry O’Sullivan OBE
- Professor Helen Basturkmen
- Professor Kensaku Yoshida
- Professor Heath Rose
- Professor Low Ee Ling



Register for a Standard or Complimentary pass today!
<https://bit.ly/NewDirectionsEA21>

4th National Symposium on English Language Assessment

“Stronger, More Relevant, More Connected: The Future
of English Language Assessment in Indonesia”

16, 17 & 18 November 2021

Hybrid & Joint Conference – The 20th Asia TEFL, the 68th TEFLIN & the 5th iNELTAL International Conference

Theme: Hindsight, Insight, and
Foresight in ELT in Multilingual Asia

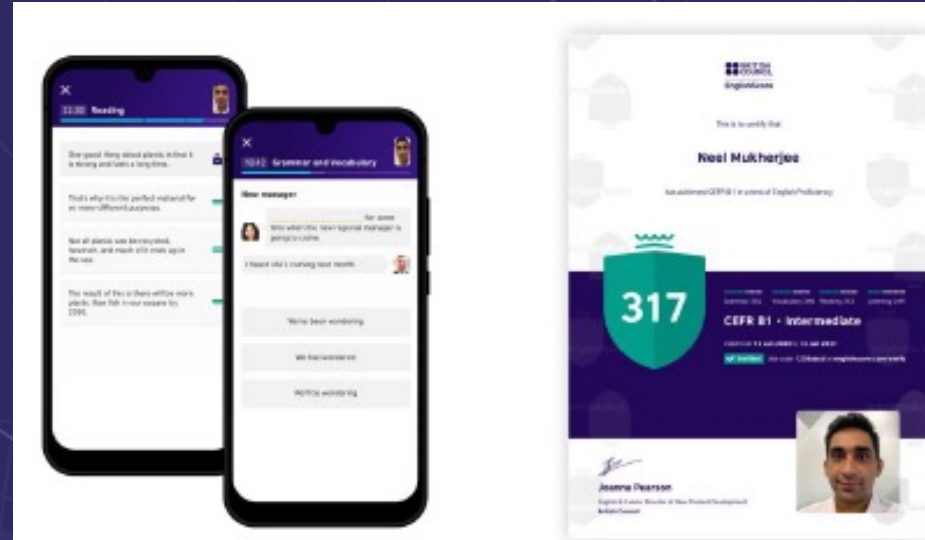
Dates: 5, 6 & 7 August 2022



For more information: <https://www.teflin.org>

ENGLISHSCORE

- British Council’s mobile English test; easily accessible to any student with a smartphone (either Android or iPhone).
- EnglishScore certificate can be used as a standardised final test of English to complete a degree in Indonesian universities through the Approved Partner Programme.
- The world’s only mobile proctored English test, with front-facing camera used to check for cheating
- Assess proficiency in under 40 minutes in 4 parts grammar, vocabulary, reading and listening.
- The assessment uses adaptive technology to deliver questions tailored to the test taker’s level, ensuring a fast and accurate result.
- A single overall score with a breakdown for reading, listening, grammar and vocabulary. Scores are correlated to CEFR.





Saturday Tech-Talk

with Joe Dale and iTELL

SESSION 3

Maintaining classroom interaction

20 November 2021 16:00-17:00 WIB

Register now: bit.ly/bc-itell-20nov

● Vincent Everett

*Structured Activities
to Kickstart Spoken
Interaction in the
Classroom and how to
take it online too using
Qwiqr conversations*



● Yustinus Calvin

*Run! Zombies are
coming:
Riddle-based speaking
activities for language
learners*



ASEAN TEACHER WEBINAR SERIES

Episode 3 – How to Teach Listening

Join teachers from Indonesia, Thailand and Vietnam sharing best practice in designing listening tasks and improving the active and effective listening skills of students. Also, learn about the latest free online professional development course for teachers from the British Council.

Tuesday, 23 November 2021
16:00 – 17:00 GMT+7

Register now:
bit.ly/register-ATWS3



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Dinh Thi Mai Anh, M.A.
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Thank you