

The CEFR and its influence on the communicative approach in language testing

Certificate in English

Certificate in English

telc English B1

Certificate in English

telc English B1

Certificate in English for Business Purposes – adVantage

Certificate in English

telc English B1

Certificate in English for Business Purposes – adVantage

telc English B2 Business

Program

1. The CEFR and its skills and sub-skills

*all relevant for all learners? * all testable?

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*linguistic, sociolinguistic and pragmatic competences

*Grammatical Accuracy (CEFR) (telc)

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4. The task-based approach

*an interesting, authentic reason for speaking/writing that is relevant to the learners/test candidates

1. The CEFR and its skills and sub-skills

Which six skills does the CEFR define?

1. Overall Written Production

5. Overall Oral Production

2. Overall Written Interaction

3. Overall Reading Comprehension

6. Overall Oral Interaction



4. Overall Listening Comprehension

How does the CEFR further define those skills?

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Via sub-skills.

1. Overall Written Production

- Creative Writing
- Reports and Essays

2. Overall Written Interaction

- Notes, Messages and Forms
- Correspondence

3. Overall Reading Comprehension

- Reading for Orientation
- Reading for Information
- Reading Instructions
- Reading Correspondence



4. Overall Listening Comprehension

- Listening to Audio Media
- Listening to Announcements
- Listening as a live audience
- Understanding native speakers
- Watching TV / Films

5. Overall Oral Production

- Sustained monologue: putting a case
- Sustained monologue: describing experiences
- Public announcements
- Addressing audiences

6. Overall Oral Interaction

- Understanding a native speaker interlocutor
- Interviewing and being interviewed
- Information Exchange
- Conversation
- Informal discussion with friends
- Formal discussion and meetings
- Transactions
- Goal-oriented cooperation

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Are all of these sub-skills relevant for all learners?

Are all of these sub-skills testable?

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Are all of these skills and sub-skills relevant for all learners and are they testable?

Most of them are, apart from just a few exceptions. This means that tests claiming to be in line with the CEFR should cover as many of the skills and sub-skills as possible where they are relevant and testable.

2. The quality of language production

How does the CEFR define the quality of language that should be produced (both written and orally) at the six competence levels A1 – C2?

By defining the quality of language in terms of the communicative language competences, i.e. the linguistic, sociolinguistic and pragmatic competences.

Linguistic Competences

- General Linguistic Range
- Vocabulary Range
- Vocabulary Control
- Grammatical Accuracy
- Phonological Control
- Orthographic Control



Sociolinguistic Competence

- Sociolinguistic Appropriateness

Pragmatic Competences

- Flexibility
- Turntaking
- Thematic Development
- Coherence/Cohesion
- Spoken Fluency
- Propositional Precision

What does this mean in terms of test development?

It means that the assessment criteria for evaluating the candidates' performance in terms of writing and speaking should correspond to those linguistic, sociolinguistic and pragmatic, competences defined for the respective levels.

“Grammatical accuracy” (CEFR)

“Criterion 3: Language Assessment is based on syntax and morphology” (telc)

B1

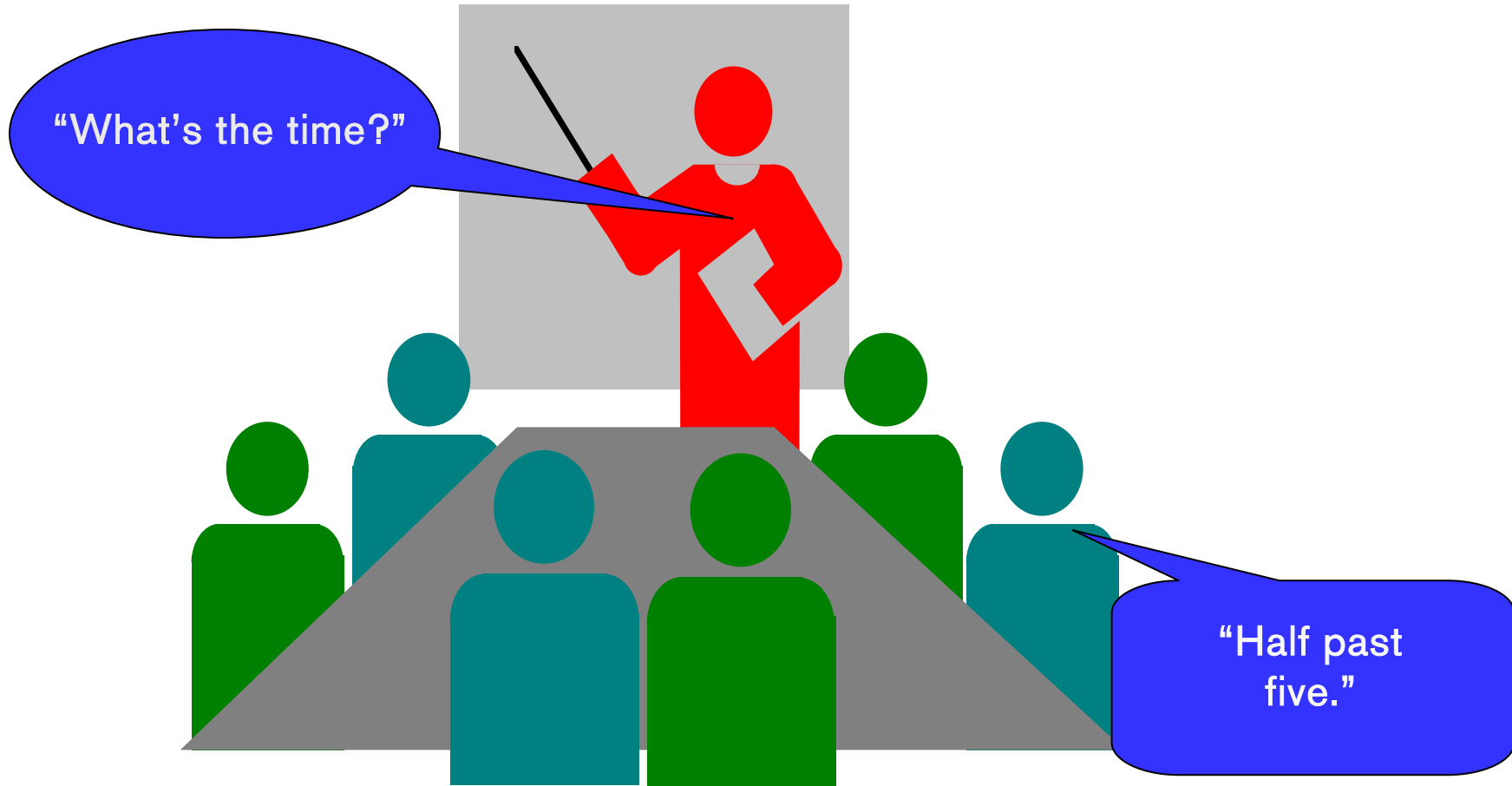
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.

A	no or only occasional errors.
B	a number of errors without impeding communication.
C	errors that considerably impede communication.
D	so many errors that communication is (almost) impossible.

3. The priority of authentic communication

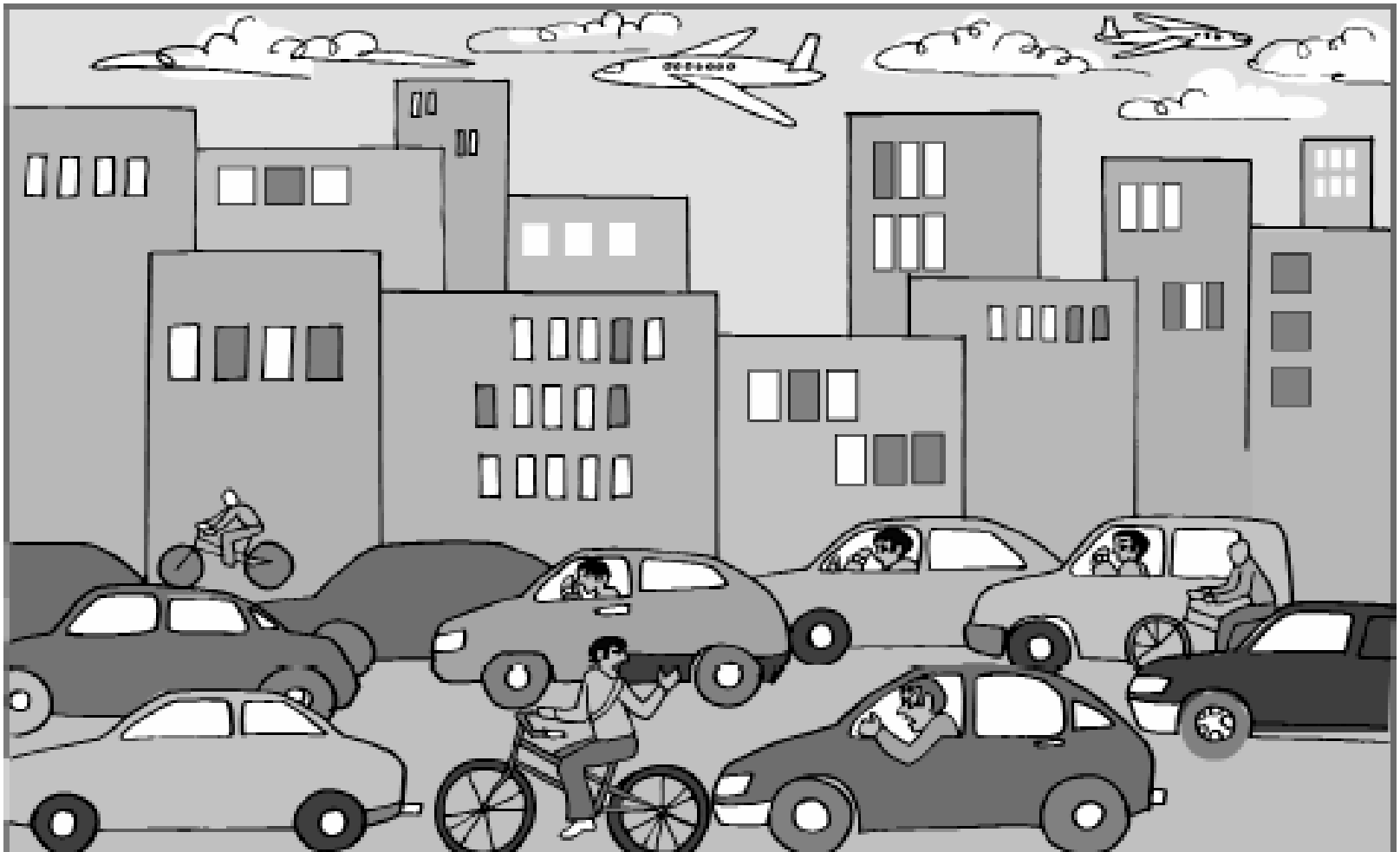
What is authentic communication?

It means utilizing language not simply for the purpose of using words and structures but using language to achieve an end that matters to the speaker.



Which of these three teacher reactions can be described as authentic everyday communication and which are simply classroom conventions?

- a.) „Answer in a complete sentence, please.“
- b.) „Very good, you´ve been practising!“
- c.) „Oh! In that case I´ll have to get a move on!“



Describe what is happening in this picture.

How long do you think the people have been there?

What might happen if this situation continues?

What other problems do you think this city could have?

Utilizing language not simply for the purpose of using words and structures but using language to achieve an end that matters to the speaker?

4. The task-based approach

What is a task-based approach ?

A task-based approach

means using language in the way language is used outside the classroom or test room with the speaker not playing a different role but being herself/himself using her/his own ideas, own views and opinions, etc.

The Common European Framework and Communication- Tasks to be Accomplished

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and testing activities should:

- ☒ have an aim that is interesting and relevant for the learners

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- ⊗ have an aim that is interesting and relevant for the learners

- ⊗ allow the learners to bring in their own ideas, experience,
opinions, etc.

- ⊗ have an information or opinion gap

The Task-Based Approach- **an example from telc** **Oral Examination: Part 3- task- taken from telc English B1, mock examination 1**

Situation: You and your partner are thinking of spending a holiday together. You have to decide:

- * Where you want to go, [which country, what kind of area, etc.]
- * Where you would like to live [hotel/guest house, bed and breakfast, camping].
- * How long
- * Method of transport
- * Time of year
- * With a travel agent or private

First decide what you would like and why.

Then prepare to tell your partner your ideas and give reasons. Then listen to your partner's ideas and reasons.

Try to agree on a holiday that both of you would like.

Summary

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