

Practical Considerations in Integrating the CEFR into a syllabus

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Purpose:

To share our experience and give some practical advice in using the CEFR in determining the level of your materials in your syllabi

Contents:

- A. Theoretical Background
- B. Syllabus alignment to the CEFR
- C. The English Vocabulary Profile (EVP) and the English Grammar Profile (EGP)
- D. Food for thought

A. Theoretical Background

The Common European Framework of References for Languages (CEFR):

- Launched in 2001
- A common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. (<https://rm.coe.int/1680459f97>)

A. Theoretical Background

The Common European Framework of References for Languages (CEFR):

Stated aims:

- **Co-operation** among educational institutions in different countries;
- **Mutual recognition** of language qualifications;
- **Situation and co-ordination** of all stakeholders' efforts. (CEFR: Section 1.4) (p.25)

- **Action-oriented approach**
- **NOT a standardization tool** (CEFR: Notes to the User)

B. Syllabus alignment to the CEFR

- English for Specific Purposes (ESAP): Rehabilitation
- Semester 1 (B1 level) & Semester 2 (B1 to B2 level)
- Four thematic blocks each semester

- All activities are realized in terms of specific 'Can Do' descriptors

B. Syllabus alignment to the CEFR

STEP 1: Set out learning outcomes

- Listen to academic lectures in English and take notes, on topics related to rehabilitation;
- Synthesize their notes in order to write a summary of lectures related to their field of study;
- Work collaboratively

B. Syllabus alignment to the CEFR

STEP 2: Aligned our learning outcomes to CEFR “Can Do” criteria to accord with a B1 level (progressing to B2+)

Listening to lectures and note taking (B1)

- Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Note-taking (lectures, seminars)(B1)

- Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
- Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.

B. Syllabus alignment to the CEFR

STEP 2: Aligned our learning outcomes to CEFR “Can Do” criteria to accord with a B1 level (progressing to B2+)

Goal-oriented co-operation (B1)

- Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.
- Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
- Can give brief comments on the views of others.
- Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.
- Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
- Detailed information relating to global scales
- Specific reading, writing, speaking, listening and communication skills
- Performative in nature, *i.e.*, they indicate what a learner can do with the language at any given level

B. Syllabus alignment to the CEFR

STEP 3: Matched our activities and learning outcomes to CEFR “Can Do” criteria to accord with a B1 level (progressing to B2+).

Activity Description: *In each block, you will listen to a 40-45 minute lecture on one of the above topics (see heading of activity). You should take point notes while listening. Then in your groups (of 3 or 4) you will have 20 minutes to discuss your notes. Then discuss your notes and the content of each lecture. Finally, we will discuss the main points of the lecture as a whole group. Verifying Comprehension and clarifying any miscomprehension.*

Activity Description: *Based on your lecture notes and post-lecture discussion, you will write a summary of each lecture in your group. You will be given 1 week to complete this task. The summaries go into your e-portfolios. [= assessed work]*

B. Syllabus alignment to the CEFR

However, very general reference to:

- vocabulary, e.g. involving “familiar words” “high frequency, everyday job-related language”
- syntactic parameters, e.g. “very basic phrases”, “simple connected text”, etc.

C. The English Vocabulary Profile (EVP) and the English Grammar Profile (EGP)

English Profile (<https://www.englishprofile.org/>):

- freely accessible online searchable database of vocabulary (*The English Vocabulary Profile-EVP*) and grammatical forms (*The English Grammar Profile- EGP*)
- European Lifelong Learning consortium: Cambridge University Press and the Cambridge ESOL (English for Speakers of Other Languages) testing service
- CEFR level ratings to the vocabulary and grammatical constructions

[English Vocabulary Profile](#)

A SCI team of experts has the skill to provide a comprehensive, multidisciplinary, lifetime approach that is so essential to the care of the person who is newly injured.

British English | **American English**


Choose level:

| | |
|--|-------------------------------|
| <input type="radio"/> A1 | <input type="radio"/> A2 only |
| <input type="radio"/> A1-A2 | <input type="radio"/> B1 only |
| <input type="radio"/> A1-B1 | <input type="radio"/> B2 only |
| <input type="radio"/> A1-B2 | <input type="radio"/> C1 only |
| <input type="radio"/> A1-C1 | <input type="radio"/> C2 only |
| <input checked="" type="radio"/> A1-C2 | |

[Browse A-Z](#)

OR

Enter a word or phrase

ADVANCED SEARCH 

Hide culturally sensitive words

Search

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Search results for A1-C2 (52 matches)

1 2 > Page 1 of 2

Core results:

- now conjunction **B2**
- provided (that) conjunction **B2**
- that determiner CAN BE SEEN **A1**
- that determiner ALREADY MENTIONED **A1**
- that sort of thing **B1**
- that conjunction **A2**
- in that **C2**
- that pronoun CAN BE SEEN **A1**
- that pronoun ALREADY MENTIONED **A1**
- that pronoun REFERRING BACK **A2**
- that pronoun RELATIVE CLAUSE **B1**
- and all that **B1**
- that's it **B1**
- that's it **B2**
- that pronoun REACTION **B2**
- that pronoun PAST **B2**
- that's that **C1**
- that is (to say) **C1**
- this and that **C2**
- that adverb **B2**

English Vocabulary Profile

A SCI team of experts has the skill to provide a comprehensive, multidisciplinary, lifetime approach that is so essential to the care of the person who is newly injured.

| | |
|-------------------|----|
| a | A1 |
| SCI | X |
| team | B1 |
| of | A1 |
| expert | B1 |
| has | A1 |
| the | A1 |
| skill | B1 |
| to | A1 |
| provide | B1 |
| a | A1 |
| comprehensive | C1 |
| multidisciplinary | X |
| lifetime | B2 |

| | |
|-----------|----|
| that | B1 |
| be | A1 |
| so | A2 |
| essential | B1 |
| to | B1 |
| the | A1 |
| care | B2 |
| of | A1 |
| the | A1 |
| person | A1 |
| who | A2 |
| be | A1 |
| newly | B2 |
| injured | B2 |

English Grammar Profile

A SCI team of experts has the skill to provide a comprehensive, multidisciplinary, lifetime approach that is so essential to the care of the person who is newly injured.

| Grammatical features | CEFR Level |
|--|------------|
| Affirmative declarative present simple | A1 |
| Noun phrase subject | A1 |
| Determiner + attributive adjective + noun + preposition + noun phrase, no Determiner+ regular plural -s | B1 |
| Determiner + noun + TO infinitive | X |
| Complex noun phrase object with adjectives | B1 |
| Noun with relative clause as complement | A2 |
| Affirmative declarative present simple | A1 |
| Degree with adjectives + preposition + Complex noun phrase | B1 |
| Non-defining subject WH- | A2 |
| Affirmative declarative Present simple | A1 |
| BE + complement | A1 |
| Degree modifying adjective | A2 |

D. Food for thought

1. Think of your group
2. Identify your group's CEFR level
3. Set out the learning outcomes
4. Find/create activities which lead to the achievement of your learning outcomes
5. Check the level of the chosen activities, using EVP and EGP

References

- Council of Europe (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press, <https://rm.coe.int/1680459f97>.
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THANK YOU FOR YOUR ATTENTION

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