Aligning the English language and Academic Literacies Curriculum with the CEFR

EAP in the North

Aligning EAP Assessments

University of Dundee EIS and University of St Andres ELT

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Head of English for Academic Purposes (EAP)

NCUK

Preliminary work

- Surveying stakeholders

- Literature review

- Engaging consultants

- CEFR alignment workshop

CEFR alignment workshop

- President of the International Language Testing Association (ILTA) and an Expert Member of the European Association for Language Testing and Assessment (EALTA)
- Author of *Exploring Language Assessment and Testing* (2013, Routledge), *Language Functions Revisited* (2011, CUP), and *IELTS Washback in Context* (2007, CUP)
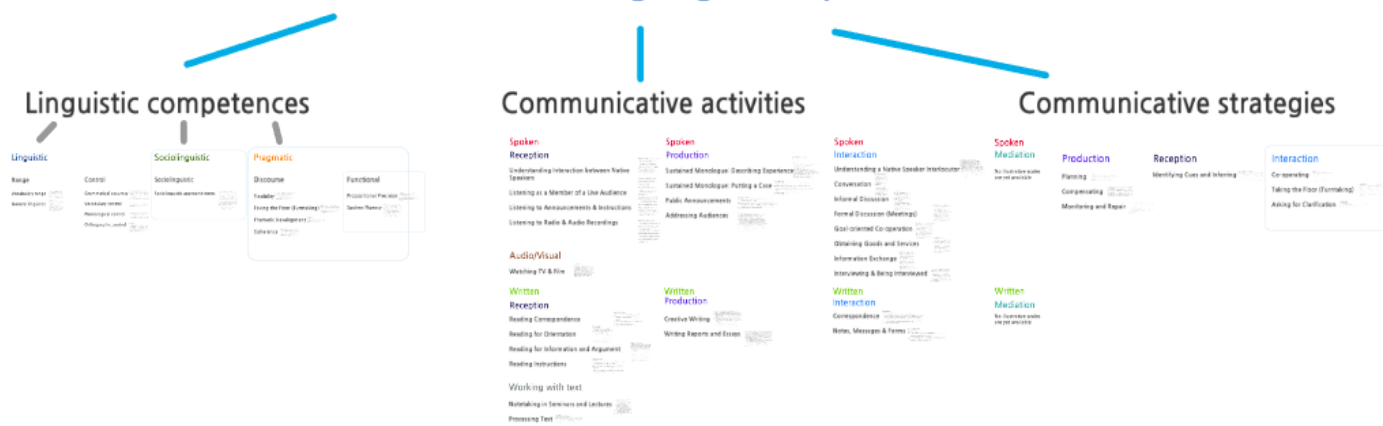
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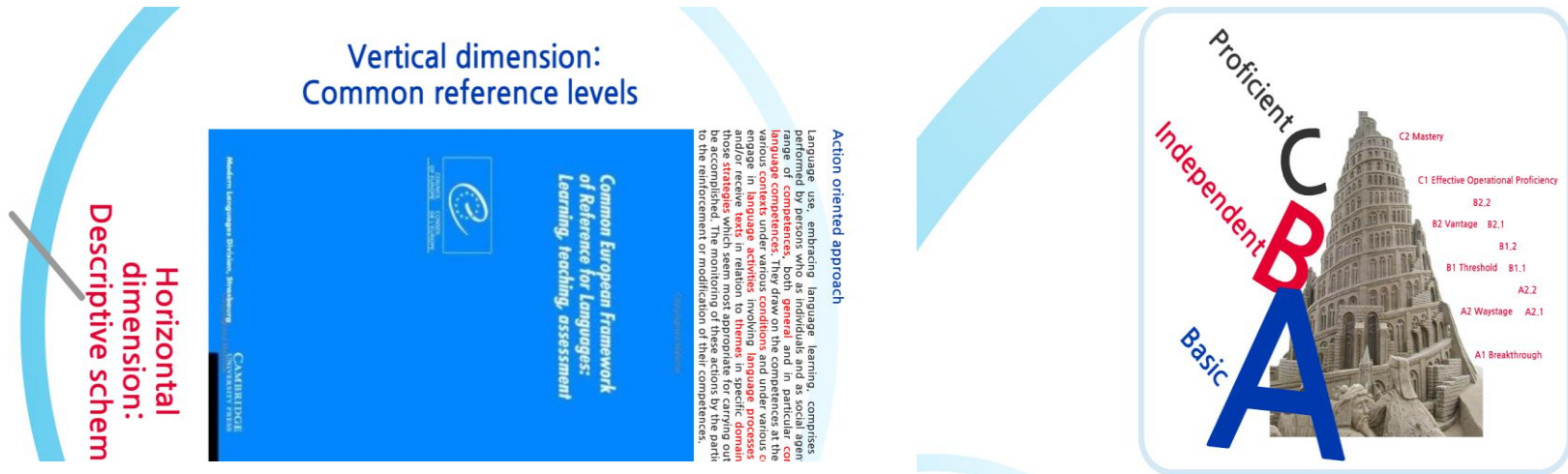
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Using the CEFR

- Curriculum, syllabus, materials, assessment design
- Language passport / dossier / biography
- The MANUAL for relating language examinations to the CEFR

CEFR
Common European Framework
of Reference for Languages
www.coe.int/lang-CEFR

Practice in using the CEFR

According to the CEFR (6.1.1 p.131) Statements of the aims and objectives of language learning and teaching should be based on

- an appreciation of the needs of learners and of society
- the tasks, activities and processes that the learners need to carry out in order to satisfy those needs, and
- the competences and strategies they need to develop/build up in order to do so.

Acts of communication with one or more interlocutors are generally undertaken by a language user in pursuance of his or her needs in a given situation (CEFR, 4.3.1 p.53)

In the **personal** domain, the intention may be to entertain a visitor by exchanging information on families, friends, likes and dislikes…

Example of personal communication relevant to NCUK students:

- In the **public** domain, it will usually be to transact business, say to buy clothes of good quality at a reasonable price.

Example of public communication relevant to NCUK students:

- In the **occupational** domain it may be to understand new regulations and their implications for a client.

Example of occupational communication relevant to NCUK students:

- In the **educational** domain it may be to contribute to a role-play or a seminar, or write a paper on a specialised topic for a conference or for publication, etc.

Example of educational communication relevant to NCUK students:

Contexts for language use

Can I predict the domains in which my learners will operate and the situations which they will have to deal with? If so, what roles will they have to play? (CEFR p.44)

What sort of people will they have to deal with?
persons

What will be their personal or professional relations in what institutional frameworks?
institutions

What objects will they need to refer to?
objects

What tasks will they have to accomplish?
operations

What themes will they need to handle?
themes

What sort of things will they be writing? What kinds of speaking will they do?
texts

What sort of things will they be listening to or reading?
texts

Under what conditions will they have to act?

What knowledge of the world or of another culture will they need to call on?

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
	Location: Persons:	1. 2. 3.		

CAN-DOS	

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Educational	Location: University / College Persons: Tutors/ Lecturers/ Researchers / Fellow students	Plan research Collect data Produce academic paper	Listening as a member of a live audience (lectures) Taking & making notes Reading for information and argument Writing an essay	Sustained monologue (Lectures) Articles, reports & other academic/ scientific texts Notes, outline, essay

LEVEL	
CAN-DOS	Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly. Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. Can understand in detail lengthy, complex texts likely to be encountered in academic life, identifying finer points of detail including attitudes and implied as well as stated opinion, provided he/she can reread difficult sections. Can summarise long, demanding texts. Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, integrating sub-themes, developing particular points expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

COMPETENCES	
SOCIO-CULTURAL	Knowledge of scientific contents
SOCIOLINGUISTIC	Conventions of format & style of academic genres Register
STRATEGIC	Inferencing: Use contextual, grammatical and lexical cues to infer attitude and intentions in other authors. Planning: Prepare an outline, integrating points from different sources. Relate own contribution skilfully to those of other authors. Editing: Drafting and redrafting
PRAGMATIC	Functional Defining & describing in detail Synthesizing, evaluating, glossing info Developing an argument systematically Exemplifying Speculating and hypothesising about causes, consequences, etc Discourse Paraphrasing & summarising Formal logical markers Complex sentences Addition, sequence & contrast (moreover, consequently...)
LINGUISTIC	Grammatical Mixed conditionals All passives Modals in the past

CRITERIA	
ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling is accurate, apart from occasional slips of the pen.
COHESION	Can produce clear, well-structured texts, showing controlled use of

COHESION		Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.
RANGE		Can select an appropriate formulation from a broad range of language to express herself / himself clearly, without having to restrict what she/he wants to say.
PRECISION		Can pass on detailed information reliably. Can qualify opinions and statements precisely.

COMPETENCES		
SOCIOCULTURAL	Knowledge of scientific contents	
SOCIOLINGUISTIC	Conventions of format & style of academic genres Register	
STRATEGIC	Inferencing: Use contextual, grammatical and lexical cues to infer attitude and intentions in other authors. Planning: Prepare an outline, integrating points from different sources. Relate own contribution skilfully to those of other authors. Editing: Drafting and redrafting	
PRAGMATIC	Functional	Defining & describing in detail Synthesising, evaluating, glossing info Developing an argument systematically Exemplifying Speculating and hypothesising about causes, consequences, etc.
	Discourse	Paraphrasing & summarising Formal logical markers Complex sentences Addition, sequence & contrast (moreover, consequently...)
LINGUISTIC	Grammatical	Mixed conditionals All passives Modals in the past
	Lexical	Topic-related collocations Greek/Latin derived technical words
	Orthographic	Greek/Latin derived technical words Abbreviations, acronyms & symbols

	REAL WORLD ACTIONS	LEARNING ACTIONS	LEARNING SPACE	RESOURCES
Plan research	Learn about Doing Research & Academic Writing (DRAW) conventions	▪ Awareness-raising activity: Brainstorm DRAW steps and features ▪ Listen to (10'-15') lecture by teacher on DRAW and take notes ▪ Compare notes and draw conclusions (pairs groups whole class) ▪ Brainstorm ideas for improving oral reception and note-taking ▪ Listening cues (nonverbal, prosodic, discourse markers, syntax), and practise	Classroom Pairs Groups Whole class	Manuals Reference books Listening exercises Note-taking exercises Notes templates

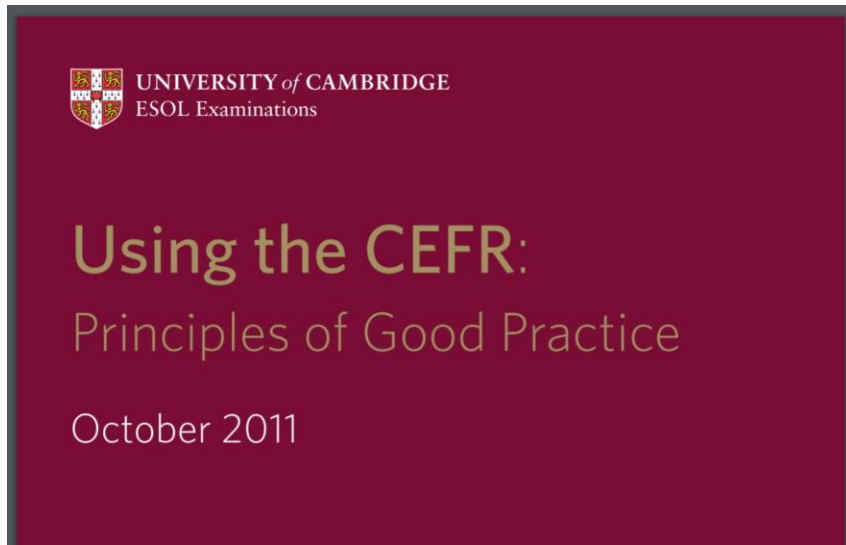| Plan research	Learn about Doing Research & Academic Writing (DRAW) conventions	▪ Awareness-raising activity: Brainstorm DRAW steps and features ▪ Listen to (10'-15') lecture by teacher on DRAW and take notes ▪ Compare notes and draw conclusions (pairs groups whole class) ▪ Brainstorm ideas for improving oral reception and note-taking ▪ Listening cues (nonverbal, prosodic, discourse markers, syntax), and practise ▪ Note-taking cues (Linear: layout, headings, numbering, indentation, underlining, abbreviations, symbols; Branching/Mind maps), and practise. Peer assess notes	Classroom Pairs Groups Whole class	Manuals Reference books Listening exercises Note-taking exercises Notes templates Sample outlines Data projector
	Organise process Choose and focus topic State thesis Write outline	▪ Discuss possible shared topic(s) and different points of view ▪ Choose common topic and individual viewpoint ▪ Plan order (sequence, comparison, contrast) ▪ Write topic/thesis sentence ▪ Study samples of general and other types of outline Write outline ▪ Review plagiarism and how to avoid it (paraphrasing, summarising, quoting, referencing)		
Collect data	Find sources	▪ Listen to (15'-20') lecture by teacher on evaluating sources and content, and take notes ▪ Web-quest for more info on sources and referencing formats (BSI, APA, MLA)	Classroom Pairs Groups Whole class Self-access centre Library Home	Browsers General & subject encyclopaedias Academic publications Online/live lectures Reading exercises Reference skills exercises Data projector
	Read about topic Listen to lectures on topic Take notes Make notes Copy quotes Take references	▪ Reading comprehension and efficiency cues ▪ Practise to improve reading efficiency (anticipation, reading speed, timed reading) ▪ Practise to improve reading comprehension (markers, increase vocabulary range) ▪ Read about topic (5 sources from books, journals, dissertations, other) and make notes, copy quotes, take references following formats. Practise quoting and referencing ▪ Listen to (45'- 60') lecture on topic by guest lecturer / online and take notes ▪ In pairs compare and improve notes ▪ Rewrite outline on feedback from sources, peers and teacher		
Produce paper	Write draft First editing Redraft Second editing Final version	▪ Analyse essays/papers for type text related format/discourse/syntax/lexis patterns ▪ Practise sentence-clause structure & paragraphing (divide into paragraphs; expand paragraphs from topic sentences), paraphrasing, summarising (samples and exercises) ▪ Write rough draft following outline (synthesize, cite and personal thesis). Topic sentences + supporting points for Intro-Body-Conclusion. Peer check for logical gaps and general errors. Improve organization, sentence-clause structure, sub-themes, examples ▪ Write second draft on peer feedback. Enrich description (modifiers, specific lexis); Provide transition (addition, sequence & contrast markers; formal logical markers); Adapt register (passives, modals, conditionals); Extend support (quotes,	Classroom Pairs Groups Whole class Self-access centre Library Home	E-mail communication Sample essays Revising checklists Correction codes Advanced grammars Dictionaries Subject dictionaries Style Manuals Word processor E-mail

ELAL curriculum

Designed by

- Dr Ian Bruce, Senior Lecturer, University of
  Waikato, New Zealand

  Author of *Theory and Concepts of English
  for Academic Purposes* (2011, Palgrave and
  Macmillan), *The English for Academic
  Purposes Practitioner Operating on the
  Edge of Academia* (with Alex Ding, 2017,
  Springer).

- Dr Victoria Odeniyi, Associate Lecturer,
  University of Leicester; Researcher and
  Associate Lecturer, Birkbeck, University of
  London; Senior Teaching Fellow, UCL Institute
  of Education

- Dr Katalin Egri Ku-Mesu, Head of EAP, NCUK;
  Associate Tutor, University of Leicester;
  External Examiner, York St John University

Design principles

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Using the CEFR:
Principles of Good Practice

October 2011

Four principles that embody the key messages of the CEFR:

1. Adapt the CEFR to fit your context.

2. Focus on the outcomes of learning.

3. Focus on purposeful communication.

4. Focus on the development of good language learning skills.

(Using the CEFR: Principles of Good Practice, p.12)

Context

Pathways to university at different levels, for students with different disciplinary orientation and from different language backgrounds:

- English Language and Academic Literacies for IFY (EFL)

- English Language and Academic Literacies for IFY (ESL)

- English Language and Academic Literacies for IYOne

- English Language and Academic Literacies for PMP

Programme aims

- Language development

- Academic literacies / academic practice
    - at foundation, undergraduate and pre-master's levels
    - used relevant descriptors form the Quality Assurance Agency's *UK Quality Code for Higher Education* (2014, QAA)

- Professional development
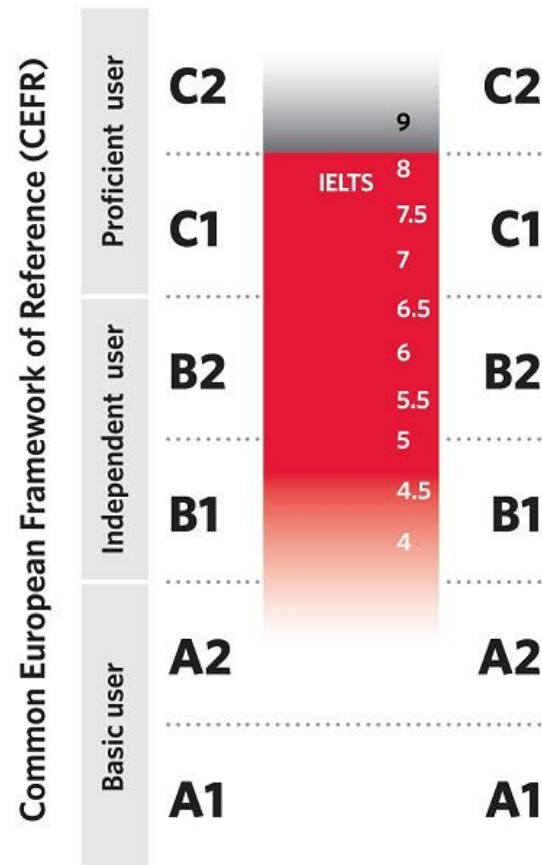
Academic literacies / academic practice

2.1.6   cultivate students' commitment to good practice in academic work;

2.1.7   cultivate the necessary skills and academically literate practices to enable students to become independent, autonomous language learners;

2.1.8   link students' written and oral communication development with their level of study at foundation, undergraduate and postgraduate level;

2.1.9   at foundation level (equivalent to higher education level 4): develop students' ability to 'communicate the results of their study/work accurately and reliably, and within structured and coherent arguments' (QAA, 2014, p.21)[1];

2.1.10   at undergraduate level (equivalent to higher education level 4/5): develop students' ability to 'identify and address their own major learning needs within defined contexts and to undertake guided further learning in new areas (QAA, 2014, p.24);

2.1.11   at undergraduate level (equivalent to higher education level 5): develop students' ability to 'effectively communicate information, arguments and analysis [of others] in variety of forms to specialists and non-specialist audiences and deploy key techniques of the discipline effectively' (QAA, 2014, p.23);

2.1.12   at pre-master's (equivalent to higher education level 6): develop students' ability to 'communicate information, ideas, problems and solutions to both specialist and non-specialist audiences' (QAA, 2014, p.26) and critically evaluate arguments, assumptions, abstract concepts and problems;

2.1.13   at pre-master's level (equivalent to higher education level 6): develop students' ability 'to manage their own learning, and to make use of scholarly reviews and primary sources' (QAA, 2014, p. 26);

Programme outcomes

On successful completion of the ELAL programme, students should be able to

3.1.1 use spoken language fluently, accurately and effectively on a wide range of general and academic topics, marking clearly the relationship between ideas and communicating spontaneously with good grammatical control and without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances (CEFR, p.74)[1];

3.1.2 give clear, systematically developed detailed oral descriptions and presentations on a wide range of subjects related to their field of study, with appropriate highlighting of significant points, expanding and supporting ideas with subsidiary points and relevant examples and supporting detail (CEFR, p.58);

3.1.3 keep up with an animated discussion in a formal academic context, identifying accurately arguments supporting and opposing points of view, expressing their ideas and opinions with precision, and presenting and responding to complex lines of argument convincingly (CEFR, p.78);

3.1.4 produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions, with reasonably accurate spelling and punctuation and good grammatical control, exhibiting only occasional 'slips' or non-systemic errors and minor flaws on sentence structure that can often be corrected on retrospect (CEFR, p.118 and p.114);

3.1.5 write clear, detailed texts on a variety of subjects related to their field of study, synthesising and evaluating information and arguments from a number of sources (CEFR, p.61);

3.1.6 write a clear, well-structured essay, report, proposal or exposition of research which develops an argument systematically with appropriate highlighting of significant points and relevant salient issues and relevant supporting detail (CEFR, p.62);

3.1.7 access, evaluate and incorporate information from appropriate sources in their work in ways that conform to the principles of academic referencing, such as through the appropriate use of direct quotation, paraphrase and generalisation, which are correctly attributed through the use of in-text citations and reference lists to avoid plagiarism;

Benchmarking

Next steps

- Back to the drawing board

- Study the CEFR Companion Volume with New Descriptors (2018)

- Introduce new descriptors that straddle the B2 – C1 bands