What to teach and assess from A1 to C1

Susan Sheehan
Outline

British Council/ EAQUALS core inventory

Sources

Classroom

Assessment
British Council – EAQUALS core inventory

Core inventory represents the core of English taught at CEFR levels A1 to C1

Includes:

Grammar

Lexis

Discourse markers

Functions and notions
British Council – EAQUALS core inventory

Book – Brian North, Angeles Ortega, Susan Sheehan

3 main aims

To make the CEFR tangible and provide support and guidance for teachers and syllabus designers

To make the teaching/planning process more transparent

To provide support for self-directed study
British Council – EAQUALS core inventory

Not intended to guide course developers or examination bodies

Waystage (A2)

Threshold Level (B1)

Vantage Level (B2)

English Profile project
British Council – EAQUALS core inventory

Iterative and collaborative process

Mila Angelova, Rachel Bowden, Peter Brown, Lucy Chambers, Alistair Fortune, Tim Goodier, Clare Grundy, Roxane Harrison, Andrew Hart, Neil Hatfield, Sam Hawes, Nicky Johnson, Nareene Kaloyan, Hanan Khalifa, Maja Kukoya, Martin Lowder, Brian North, Niamh O’Leary, Barry O’Sullivan, Angeles Ortega, Susan Sheehan, Jana Pirkova, Caroline Preston, Richard Simpson, Howard Smith, Liz Tuck, Marieta Tusheva.
British Council – EAQUALS core inventory

5 stages
Stage 1 Data Collection and Analysis
Stage 2 Creation of Inventory
Stage 3 Writing the exponents
Stage 4 Identifying text types
Stage 5 Writing CEFR-based scenarios
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Sources

Analysis of language implied by CEFR descriptors
Analysis of content common to CEFR-based language school syllabi
Analysis of content of popular coursebooks
Teacher surveys
Core inventory has been created with teachers and learners in mind.

Each language point appears at the level(s) at which it is considered of most relevance to the learner in the classroom.

Decisions on recycling left to teachers/syllabus writers

Does not replace needs analysis or listening to students
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Scenarios – frames which integrate

“Can-Do” descriptors – objectives

Quality criteria – evaluation

Aspects of competence – from strategic, through pragmatic to linguistic

Scenarios - tool for defining, teaching and/or assessing the competences needed to perform real world tasks
Ortega Calvo, Ángeles (2010), "¿Qué son en realidad los niveles C? Desarrollo de sus descriptores en el MCER y el PEL", en Ortega Calvo (ed.)

_Niveles C: Currículos, programación, enseñanza y certificación_,

Madrid: IFIIE - Ministerio de Educación, pp. 21-85
### SCENARIO: BUSINESS MEETING

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>CONTEXT</th>
<th>TASKS</th>
<th>ACTIVITIES</th>
<th>TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational</td>
<td>Organisation: Multinational corporation</td>
<td>Attending meeting</td>
<td>Listening as member of live audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Office</td>
<td>Contributing opinion on other proposal</td>
<td>Spoken Production</td>
<td>Sustained monologue</td>
</tr>
<tr>
<td></td>
<td>Persons: Colleagues</td>
<td>Making own proposal</td>
<td>Spoken Interaction</td>
<td>PowerPoint presentation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Formal discussion</td>
</tr>
</tbody>
</table>

**LEVEL** B2

**CAN-DOS***
- Follow the discussion on matters related to his/her field, and understand in detail the points given prominence by the speaker.
- Contribute, account for and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses.
- Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest.
- Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

**CRITERIA***

**APPROPRIATENESS**
- Can express himself / herself appropriately in situations and avoid crass errors of formulation.

**COHERENCE**
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.

**FLUENCY**
- Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.

**RANGE**
- Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

### COMPETENCES

**STRATEGIC**
- *Intervene appropriately*, using a variety of expressions to do so.
- *Follow up* what people say, relating contribution to those of others.
- *Overcome gaps in vocabulary* with paraphrases and alternative expressions.
- *Monitor speech* to correct slips and mistakes.

**PRAGMATIC**
- *Functional Discourse*
  - Expressing abstract ideas
  - Giving precise information
  - Speculating
  - Developing an argument
  - Justification
  - Formal Speech Markers
  - Complex sentences
  - Addition, sequence and contrast (although; in spite of; despite; on the one hand…)
  - Summarising

**LINGUISTIC**
- *GrammaticalLexical Phonological*
  - Modals of deduction in the past
  - All passive forms
  - All conditionals
  - Collocation of intensifiers
  - Wide range of (complex) NPs
  - Work-related collocations
  - Extended phrasal verbs
  - Intonation patterns
<table>
<thead>
<tr>
<th>COMPETENCE(S)</th>
<th>LEARNING CONTEXT</th>
<th>ACTIVITY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal speech markers. Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others.</strong></td>
<td>Classroom – whole class / group discussion</td>
<td>Watch TV business reality show discussion – discuss which contestant they find more persuasive – analyse language to identify features marking formal discussion, relating contribution and persuasion.</td>
<td>Recorded/online episode of reality show.</td>
</tr>
<tr>
<td><strong>Grammar: conditionals Speculating Developing an argument Justifying</strong></td>
<td>Classroom – group/whole class</td>
<td>Play online ‘Tycoon’-style game collaboratively either groups with individual PCs or projected onto board – discussing strategy between ‘turns’.</td>
<td>Online/downloaded “Tycoon” game. (Data-projector/IWB)</td>
</tr>
<tr>
<td><strong>Lexis: work/business related collocations Phonology: Intonation Discourse: Intervention/reaction language</strong></td>
<td>Home/self-study</td>
<td>Web-quest – Note lexis and collocation; listen to business news/transcribe and learn a short stretch of speech</td>
<td>Webquest directing learners to sites including business training sites and business news radio.</td>
</tr>
<tr>
<td><strong>Discourse markers</strong></td>
<td>Classroom - groups</td>
<td>‘Just a minute’ style discussion/game – learners assigned discourse markers and try to include them unobtrusively into rapid discussion on a variety of topics.</td>
<td>Discourse markers on cards.</td>
</tr>
<tr>
<td><strong>Passive forms</strong></td>
<td>Home</td>
<td>Grammar activity – practise form and function of passive</td>
<td>Grammar activity</td>
</tr>
<tr>
<td><strong>Passive forms Business/work related lexis</strong></td>
<td>Classroom - pairs</td>
<td>Business news article, rewritten with all passives made active – learners reconstruct original text. Discuss reasons for opting for passive over active form.</td>
<td>Article (rewritten)</td>
</tr>
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<td><strong>If clauses/conditionals Speculating Justifying</strong></td>
<td>Classroom</td>
<td>Language analysis followed by micro-discussions of possible consequences of various business decisions</td>
<td>Situation&gt;decision cards – invented or based on real business scenarios.</td>
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<td><strong>Extended phrasal verbs</strong></td>
<td>Home/Self study</td>
<td>Exercise introducing and practising phrasal verbs in a business context</td>
<td>Exercise/dictionary</td>
</tr>
<tr>
<td><strong>Discourse markers Formal speech markers</strong></td>
<td>Home → Classroom</td>
<td>Listen to business news and note language features in context – peer teach</td>
<td>Radio/internet connection</td>
</tr>
<tr>
<td><strong>Intonation Giving opinion persuasively</strong></td>
<td>Classroom</td>
<td>Text from business press – mark ideas for opinion and fact. Guided discovery – tonality/tonicity Mark up text with tone units/tonic stresses and practise reading aloud.</td>
<td>Text (opinion piece) from business press.</td>
</tr>
<tr>
<td><strong>Intonation Giving precise information Being persuasive Developing an argument Responding to contributions</strong></td>
<td>Home → Classroom</td>
<td>Devil’s advocacy: Mini-presentations – learners write mini-presentation at home advocating an point of view Deliver presentation using PowerPoint and answer questions.</td>
<td>Laptop/desktop computer and data-projector Presentation software</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td>Groups (classroom)</td>
<td>Meeting simulation, either completely imaginary or ‘pseudo-real’ (e.g. meeting to make suggestions re: college’s social programme or canteen)</td>
<td>Role cards (if appropriate) Agenda Computer/projector</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td>Real world</td>
<td>Participate in a real meeting (either in learners’ own working environment or e.g. a ‘college council’ and report back. Report could take the form of a further presentation or a formal written report.</td>
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</tr>
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</table>
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Documentation of best practice

Not what to teach but what is being taught
Not prescriptive

Don’t teach everything in the inventory or only teach what is in the inventory
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Book
Essential Guide
Classroom Posters

http://www.teachingenglish.org.uk/
www.eaquals.org