



English for University Studies Summer School 2019

CEFR levels at university

Discussion Questions

1. What form of assessment do you prefer (written test, oral exam, project)?
2. Are you able to self-assess your language skills?
3. How can listening skills be compared among various students?
4. What level of English language proficiency is sufficient for university studies?
5. Have you ever taken an international language test?

Vocabulary Exercise: Find as many connections among the words as possible.

<i>ability</i>	<i>advanced</i>	<i>assessment</i>	<i>descriptor</i>
<i>English</i>	<i>foreign</i>	<i>framework</i>	<i>language</i>
<i>level</i>	<i>proficiency</i>	<i>skill</i>	<i>test</i>

Listening: Find out information about the Common European Framework of Reference for Languages and note it down.

1. The Common European Framework of Reference for Languages is more commonly known as
2. It was developed
3. When using words such as Beginner, Intermediate and Advanced different people interpret these terms in
4. Within the CEFR, the levels are described
5. The CEFR describes what a person can do in a language as they
6. It consists of
7. For example, the speaking descriptions refer to.....
8. If you're a complete beginner you
9. At level A1, a person can understand and use basic phrases relating to

10. An A2 learner can talk about familiar and routine matters such as aspects of their background and immediate
11. By B1, a learner can understand the main points of most general situations and can describe experiences, events and
12. At level B2, learners should be able to understand the main ideas of
13. At C1 they can use the language effectively for
14. At C2 they can easily understand
15. Since the CEFR was published in 2001, it's been used for
16. All major international tests

Reading: Connect the following statements with appropriate CEFR levels.

A1		A2		B1		B2		C1		C2	
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- I. I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
- II. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- III. I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
- IV. I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
- V. I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
- VI. I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV

news and current affairs programmes. I can understand the majority of films in standard dialect.

Exercise: Check your listening notes, use the descriptors above and assess your and your colleague's listening skills.

Self-assessment Tip: SWOT Analysis is a useful technique for understanding your Strengths and Weaknesses, and for identifying both the Opportunities open to you and the Threats you face. In language learning context, it helps you to develop your skills in a way that takes best advantage of your talents, abilities and opportunities. To carry out your analysis, think of answers to these questions.

Strengths:

- What are you good at when you are learning a language?
- What do you like about languages (even your native one)?
- What is your greatest achievement in terms of learning languages? How did you achieve it? Did you enjoy the process?
- What personal strengths (characteristics) could you use for learning English?
- What general learning strategies you are good at could you use for English?

Weaknesses:

- What problems do you typically encounter when learning languages?
- What do you hate when learning a language?
- What do you find boring?
- What personal weakness could stop you from speaking better English? Can you turn it into a strength?

Opportunities:

- What is your inspiration/ motivation for learning English?
- Are there any people you can "use"?
- Where can you plunge more into English?
- What are your passions that you could follow in English?
- How can you increase the percentage of speaking English in your life?

Threads:

- What are the biggest obstacles on your way to better English?
- Are you sure you cannot do anything about them?
- When you were learning a language last time, what was most difficult?
- Do you lack anything in order to be successful in learning English?
- Look deep – who says you are not good at learning languages, speaking etc.?

- How do they know? Can you find one example when this was not true?

Exercise: Use the template and write down your answers to the questions above, include references to the CEFR.

Strenghts	Weaknesses
Opportunities	Threads