

# Proposed Minimum Standards for English Language Preparatory Schools

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# The Brief

- Outcome based
- Applicable to our context
- Ready within a short time frame



## GSE Teacher Toolkit

Let the Global Scale of English (GSE) save you time and improve the quality and relevance of your English classes. The GSE Teacher Toolkit gives you fast access to GSE learning objectives, grammar and vocabulary to help you plan lessons that are at the right level for your students.



### Choose category

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Vocabulary

Who are you teaching?

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Choose Skill

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# EnglishProfile

The CEFR for English

Home

The CEFR

English Vocabulary Profile

English Grammar Profile

- EGP Online
- EGP Demo
- Compiling the EGP
- Glossary
- Grammatical Categories
- Terms of Use
- Grammar Spotlight

Other Resources

## English Grammar Profile

The English Grammar Profile allows us to see how learners develop competence in grammatical form and meaning, as well as pragmatic appropriateness, as they move up the CEFR levels. This provides us with typical, world-wide grammar profiles for each level.

Like vocabulary, grammatical forms often have more than one meaning. For example, the modal verb 'may' can be used with various meanings at different levels. The EGP teases apart these meanings, and tells us at which level we see learners of English using them correctly and appropriately - here's a sample of the results for 'may':

- A2** Weak possibility: 'The weather may be hot.'
- B1** Formal permission: 'May I borrow your bike?'
- C1** 'May well': 'You may well find that this is not the case.'
- C2** 'May as well': 'We may as well go home.'

# NEW GENERAL SERVICE LIST

the most important words for second language learners of English

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*With approved use of the Cambridge English Corpus, Dr. Charles Phillips and Dr. Joseph Phillips have created a New General Service List (NGSL) of 10,000 words for students of English as a second language. First published in 2009, the NGSL has over 92% coverage for most general English texts (the highest of any word list to date). Use the pull-down menu to download the NGSL. A large and growing number of free online tools for learning, teaching and testing texts with the NGSL. Be sure to check out our other special purposes lists designed to work in a modular approach in conjunction with the New Academic Word List (NAWL), the TOEIC Service List (TSL), the New Academic Word List Spoken (NGSL-S). All of our corpus-derived lists are available to you for free as long as you properly cite our work (see the FAQ section). Enjoy!*



School of Linguistics and Applied Language Studies  
Te Kura Tātari Reo

Academic Word List

Academic Word List sublist families

- Sublist 1 families
- Sublist 2 families
- Sublist 3 families
- Sublist 4 families
- Sublist 5 families
- Sublist 6 families
- Sublist 7 families
- Sublist 8 families
- Sublist 9 families
- Sublist 10 families

School of Linguistics and Applied Language Studies > Resources and publications > Academic Word List > Academic Word List sublist families

## Academic Word List sublist families

Each word in italics is the most frequently occurring member of the word family in the Academic Corpus. For example, analysis is the most common form of the word family analyse. British and American spelling is included in the word families, so contextualise and contextualize are both included in the family context.

Sublist 1 contains the most common words in the AWL. Sublist 2 contains the next most common words, and so on. There are 60 families in each sublist, except for sublist 10 which has 30.

You can download the AWL Sublists document either as a text (.rtf) file or as an Acrobat (.pdf) document.

Click on the links below to download the preferred version.

All PDF documents require Acrobat Reader.

PDF 280KB [AWL Sublist Families](#)





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### EALTA Guidelines for Good Practice in Language Testing and Assessment

(Adopted 20th May 2006)

The Guidelines reflect the [aims and objectives of EALTA](#) and are addressed primarily to three different audiences, namely those involved in:

- the training of teachers in testing and assessment
- classroom testing and assessment
- the development of tests in national or institutional testing units or centres.

For all these groups, a number of general principles apply: respect for the students/examinees, responsibility, fairness, reliability, validity and collaboration among the parties involved.

EALTA is extremely grateful to all those colleagues and members of EALTA who offered their services free of charge to coordinate, translate and produce the EALTA Guidelines, including Section D on linkage to the CEFR.

[Acknowledgements 2007](#) PDF 52Kb  
[Acknowledgements 2014](#) PDF 124Kb

#### Guidelines (PDF)

Versions of the Guidelines in 35 different languages. To view please select a language and press the 'Go' button.

- select language-

#### Powerpoint (PPT)

A PowerPoint presentation about the Guidelines, in 35 different languages. To view please select a language and press the 'Go' button.

- select language-

#### Poster (PDF)

A poster about the Guidelines, in 35 different languages, with choice of blue or yellow background. To view please select a language and press the 'Go' button.

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#### Leaflet (PDF)

A leaflet, comprising the full Guidelines text, in 32 different languages. To view please select a language and press the 'Go' button.

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EALTA has been formed with financial support from the European Community



TeachingEnglish

## The state of English in higher education in Turkey

tepav



www.baleap.org.uk

# Competency Framework for Teachers of English for Academic Purposes



## ESG 2015



Standards and Guidelines for Quality Assurance in the European Higher Education Area



# Minimum Requirements Coverage

- ◆ Student Outcomes
- ◆ Curriculum Design and Delivery
- ◆ Student Assessment and Evaluation
- ◆ Teaching
- ◆ Governance



# Curriculum Design & Delivery

- Recent needs analysis
- Teaching principles
- Recent instructional technology
- Progression from one level in accordance with the CEFR



# Curriculum Design & Delivery

- ◆ appropriate, challenging, and motivating materials
- ◆ student autonomy
- ◆ systematic oral and written feedback
- ◆ curriculum development = systematic formative and summative evidence



# Student Assessment & Evaluation

- testing office/unit
- exams designed to meet learning outcomes
- validity and reliability systems for exams
- reliable marking measures for open-ended questions and productive skills
- equal difficulty levels across semesters/levels.



# Teaching

- ◆ instructors whose first language is not English = B2+ from 4 skills exams
- ◆ full & pt instructors whose first language is English = relevant graduate/post-graduate degree &/ teaching certificate/diploma
- ◆ pt Turkish instructors = relevant graduate/post-graduate degree
- ◆ professional development system



# Teaching

- ◆ Orientation program
- ◆ instructors in specialist positions = EAP training
- ◆ formal & informal professional opportunities
- ◆ clear transparent performance evaluation system



# Governance

- University language policy
- Prep program mission aligned w/university policy
- prep program mission & organisational structure in alignment
- clearly defined job descriptions
- suitable facilities & environment for teaching & learning



# Governance

- max teaching load = 25 hours
- max class size = 25 students
- systematic communication & collaboration btw prep, faculties & uni management
- recruitment processes
- communication & feedback systems: external & internal stakeholders
- follow up systems: student performance after graduation



## 1. → STUDENT LEARNING OUTCOMES ¶

### Learning Outcomes based on the Pearson Global Scale of English ¶

LISTENING LEARNING OUTCOMES ¶	CEFR Level ¶	General / Academic ¶
<b>LISTENING TO CONVERSATIONS ¶</b>		
Can get the gist of slowly and clearly explained unfamiliar cultural practices and customs ¶	B1 ¶	G ¶
Can follow most of an everyday conversation when/if free of very idiomatic language ¶	B1 ¶	G ¶
Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) ¶	B1 ¶	G ¶
Can recognise a speaker's feelings and attitudes ¶	B1 ¶	G ¶
Can follow an everyday conversation or informal interview on common topics ¶	B1+ ¶	G ¶
Can infer speaker's opinions in conversations on familiar everyday topics ¶	B1+ ¶	G ¶

# Student Outcomes



# Skills Outcomes

- Listening: Conversations, Audio-visual material, Academic Lectures, Presentations & Discussions;
- Speaking: Taking Part in Everyday Conversations, Using Sources Orally, Discussions; Participating in Lectures, Presentations & Interviews, Carrying out a Formal Oral Academic Task;



# Skills Outcomes

- Reading: Understanding ideas & their relationships, Recognising Author's Stance, Voice, Purpose & Use of Sources, Using Texts & their Elements;
- Writing: Note-taking & Outlining, Reviewing, Summarising & Paraphrasing, Types of Writing, Showing Relationships between Ideas & Developing Ideas



# Language Outcomes: Grammar

Language Learning Outcomes	CEFR Level	Example
<b>Can actively use the following Structures/Features</b>		
Verb+Object+Infinitive	B1	I called my assistant and <b>ordered him to gather</b> data for the
Verb+Object+Verb ending in -ing	B1	I <b>saw him writing</b> the letter
Noun+descriptive phrase introduced by present participle	B1	I put an item in the report <b>explaining</b> the reasons
It +Verb+subordinate clause with or without that	B1	<b>It is a pity (that) they are not here</b> today
Verb+Prepositional Phrase+subordinate clause with or without that	B1	He <b>admitted to the police (that) he had stolen</b> the ring
Relative clauses with whose	B1	I met the author <b>whose</b> books I read years ago
WH- words+ Noun phrase + Verb clauses used as subject or object	B1	<b>What they really cannot understand</b> is beyond my imagination / Writing short poems is what I like
Indirect WH- questions	B1	Guess <b>what I have found</b> / I don't know <b>how I can tell</b> the
Indirect WH- questions with infinitive	B1	I don't know <b>what to do</b> / Tell me <b>where to find</b> him
Complex auxiliaries WOULD RATHER and HAD BETTER	B1	You <b>had better tell</b> me the truth / I <b>would rather say</b> here and and wait for the result
Adverbial subordinate clauses with -ing that follow the clause to which they are attached	B1	<b>He was writing on the board, singing</b> his favorite song.
seem, supposed (adjective) + infinitive	B1	He <b>seems to be</b> a good professor / He <b>is supposed to be</b> a good professor / We <b>are supposed to go</b> the States tomorrow
expect, like, want + object +infinitive	B1	They do not <b>expect us to submit</b> papers this month / I <b>want you to start</b> the presentation with a smile
easy + infinitive	B1	The conclusion paragraph <b>is easy to write</b>
difficult, good, hard + infinitive	B2	The author's purpose is not very <b>difficult to identify</b> / It is <b>good to hear</b> the news
Double embedded genitive with (of...(-'s))	B1	He is a <b>graduate of the world's most prestigious</b> school
Modal MAY in the Permission (deontic) sense	B1	<b>May I</b> borrow your calculator for the exam?
Modal MUST in the Necessity (epistemic) sense	B1	He studied a lot for the exam. <b>He must</b> pass with good grades
Modal SHOULD in the Probability (epistemic) sense	B1	They enrolled a lot students. The class <b>should</b> be quite

N.B. The language structures and features that are associate with A1 and A2 levels are assumed knowledge.

\* Noun Clauses ¶



# Language Outcomes: Vocabulary

- ◆ New General Service List: first 2500 words
- ◆ Academic Word List: 570 words



thank you for  
listening

*Any questions?*

