

English Profile: The Common European Framework for English

Dr Anthony Green
CRELLA, University of Bedfordshire

English Profile is a collaborative project between:



The Common European Framework of Reference for Languages

A common framework scale should be *context-free* in order to accommodate generalisable results from different specific contexts. That is to say that a common scale should not be produced specifically for, let us say, the school context and then applied to adults, or vice-versa. Yet at the same time the descriptors in a common Framework scale need to be *context-relevant*, relatable to or translatable into each and every relevant context – and appropriate for the function they are used for in that context. (CEFR, p.21)

English Profile is a collaborative project between:

The CEFR *for* English

Reference level descriptions for national and regional languages

CEFR – “Context free, but context relevant”

English
Profile

Descriptions of the CEFR reference levels
for individual languages

CEFR-J

Teaching programmes:

- for a given language
- at a given level
- in a given situation
- for given user/ learner group(s)



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Reference level descriptions for English

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Reference level descriptions for English



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Reference level descriptions for English

Multi-disciplinary programme of research, consultation and publication, designed to enhance learning, teaching and assessment of English worldwide

Builds on the *Common European Framework of Reference for Languages*, and the *Breakthrough*, *Waystage*, *Threshold* and *Vantage* specifications

Is producing *Reference Level Descriptions* for English:

Detailed and objective analysis of what levels of achievement in language learning mean in terms of the grammar, vocabulary and discourse features that learners can do and so might be expected to have mastered at each level

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Reference level descriptions for English

The English Grammar Profile

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Past reference

Breakthrough (A1)

simple past

past continuous

yesterday

ago

last + week, month, year

night

spring, summer, autumn, winter

names of days of week

names of months of year

names of seasons

names of years

at + time

on + day

in + month, year

Vantage (B2)

simple past

past continuous

the day before yesterday

formerly

just

just now

recent(ly)

lately

of late

in the past

originally

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The English Grammar Profile

A1 Can use common regular and irregular verbs in the past simple, to talk about some everyday events or states in the past, most commonly:

was/were, did, came, went, had, saw, met, liked, finished, lived, got, said, wrote, took, learnt, gave

Learner examples

She was a teacher in Iraq.

The people were very polite.

English Profile is a collaborative project between:

Typical learner errors

Using the past simple instead of the present simple

- ✗ *He goes to college at 9 am and **finished** at 1 pm.*
- ✓ *He goes to college at 9 am and **finishes** at 1 pm.*

Using the present simple instead of the past simple

- ✗ *In the past, the park in my town **is** a cemetery.*
- ✓ *In the past, the park in my town **was** a cemetery.*

English Profile is a collaborative project between:

C1

Can use a wide range of regular and irregular verbs in past form

Can use past simple to talk about a wide range of single and habitual actions and states

Can use a wide range of subordinating conjunctions (e.g. *as, as soon as, before, if, once, since, so, until, when, while* and *whilst*)

Can use time adjuncts precisely and with a wide range of time expressions (e.g. *some days/months/years/decades ago, over X years ago, last season, etc.*).

Can use emphatic *did* in the context of defending points and refuting inaccuracies.

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Learner examples

Following advice from a friend, I purchased the English version of your product, only to find out its quality did not match the promises made in your advertisement.

As time went by, I was introduced to colourful pictures and objects.

You cannot imagine how furious I felt when I arrived there and saw several groups of tourists disturbing what should be the African way of living.

English Profile is a collaborative project between:

Typical learner errors

Confusing the past simple with the present perfect and vice versa

- ✗ ...during the last 2 years we've increased production numbers by 400%, while the workforce increased by only 25%.*
- ✓ ...during the last 2 years we've increased production numbers by 400%, while the workforce has increased by only 25%.*
- ✗ You have written that the cost of organising the day was so high that we did not reach our target figure and that the hospital lost out.*
- ✓ You wrote that the cost of organising the day was so high that we did not reach our target figure and that the hospital lost out.*

English Profile is a collaborative project between:

English Vocabulary Profile



British
English

American
English

Choose level:

- ☐ A1
- ☐ A1-A2
- ☐ A1-B1
- ☐ A1-B2
- ☐ A1-C1
- ☒ A1-C2
- ☐ A2 only
- ☐ B1 only
- ☐ B2 only
- ☐ C1 only
- ☐ C2 only

[Browse A-Z](#)

OR

Enter a word or phrase

profile

ADVANCED SEARCH

☐ Hide culturally sensitive words

Search

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[About English Vocabulary Profile](#)

[Word of the Week](#)

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About the English Vocabulary Profile

Welcome to the pilot version of the full six-level **English Vocabulary Profile**. This version covers levels A1-C2 of the Common European Framework of Reference (CEFR) for British English, and levels A1-B2 for American English, with some C1 and C2 American data. Please be aware that some of the data viewable for the C levels on the US version is currently the same as for UK English, and we will be updating this resource on a regular basis as we replace this with American data.

The full A1-B2 version is currently available for free on the English Profile website, and we aim to deliver the complete A1-C2 version of this resource to the public by May 2012.

If you have any comments, questions or requests, the EVP team would love to hear from you! **Get in touch** now.

- What is the English Vocabulary Profile (EVP)?
- Why is the EVP important to me?
- How has the EVP been created?
- What does an EVP entry include?
- How can I work with the EVP?

[What is the EVP?](#) [Why is the EVP important?](#) [How has it been created?](#) [What does an EVP entry include?](#) [How can I work with the EVP?](#)

What is the English Vocabulary Profile?

The EVP shows, in both British and American English, which words and phrases learners around the world know at each level - A1 to C2 - of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the EVP project verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the sense TEMPERATURE, B1 for QUALIFICATION, B2

English Vocabulary Profile



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 | |

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Enter a word or phrase

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profile  /'prəʊ.faɪl/

► NOUN [C]

DESCRIPTION

B2 a short description of a person, organization, etc., giving the main details about them

Dictionary examples:

He's updated his Facebook profile.

We include a photograph and short profile of all the candidates.

🔍 Learner example:

I hope [the] above information suits the profile of [the] person you are looking for [for] the job.

First Certificate in English

PUBLIC IMAGE

C1 the amount of public attention that someone or something receives

Dictionary examples:

*The firm has a **high** profile due to the recent media coverage.*

*The advertising campaign aims to **raise** the profile of the company.*

🔍 Learner example:

I believe that this is a great idea, as it will help raise the profile of our club in our college, and therefore increase interest in the club and possibly its membership.

Certificate in Advanced English

keep a low profile

C1 to try not to be noticed

Dictionary example:

She has kept a low profile since the divorce.

🔍 Learner example:

Finally, I believe that the best way to handle these issues is to try to keep a low profile at all times and be indifferent to gossip.

Certificate in Advanced English

The English Vocabulary Profile

just *adverb* RECENTLY **A2**

just *adverb* ALMOST NOW **A2**

just *adverb* ONLY **B1**

just *adverb* ALMOST NOT **B1**

just *adverb* EXACTLY **B1**

just *adverb* EMPHASIS **B1**

just *about* **B1**

be just about to do sth **B1**

**just as bad/good/tall/clever, etc.
(as sb/sth)** **B1**

just before/over/under, etc. **B1**

just as **B2**

it's just as well **C1**

**I/you/we, etc. will just have to do
sth** **C1**

just *adjective* **C1**

English Profile is a collaborative project between:

Just

Recently

A2

a very short time ago

Dictionary examples:

I've just been on a trip to France.

We've only just begun.

Learner example:

I've just had my birthday. It was [on] Friday.

English Profile is a collaborative project between:

Just

I/you/we, etc. will just have to do sth

C1

used to say that there is nothing else someone can do

Dictionary example:

You'll just have to wait.

Learner example:

We will just have to wait and see.....

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The Functional CEFR *for* English

Units of analysis

CL functions \approx speech acts

CL activities \approx speech events: *coherent sequences of functions*

texts: *domain specific sequences of discourse*

tasks: *purposeful action to achieve a given result*

English Profile is a collaborative project between:

Functions in EL materials

The British Council/ EAQUALS Core Inventory for General English

A1 functions

Directions

Describing habits and routines

Giving personal information

Greetings

Expressing time, numbers prices

A1 grammar

I'd like...

(But A2 for requests)

hate/like/love + verb *-ing*

(But B1 for *expressing
feelings*)

English Profile is a collaborative project between:

The CEFR A1 to B2

Building functionality

The point at which the learner can...

A1
Breakthrough

Interact in a simple way:

ask and answer simple questions about themselves
respond to statements in areas of immediate need

A2
Waystage

Perform social functions:

greet people, ask how they are and react to news
handle very short social exchanges
discuss what to do, where to go and make arrangements

B1
Threshold

Make points:

give or seek personal views and opinions
express the main point comprehensibly

B2
Vantage

Put forward an argument:

account for and sustain opinions in discussion by providing
relevant explanations and arguments

The C levels

Expanding on functionality

The point at which the learner can demonstrate...

C1

Fluent, well-structured language:

Effective

Operational

Proficiency

*good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions
express self fluently and spontaneously, almost effortlessly
produce clear, smoothly-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices*

C2

Precision and ease with the language:

Mastery

*convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices
show great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate and to eliminate ambiguity*

Functional progression

Progression of functions to parallel lexico-grammatical patterns found in EGP/ EVP?

Progression in realisation of functions?

- expanding repertoire of exponents
- growing sensitivity (e.g. to local cultural norms)
- from speech act (function) to speech event (activity)

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The Functional CEFR

Progression

The C levels project

Synthesis and calibration of C level Can Do descriptors from EL materials

Input texts (reading) project

Characteristics of texts targeting different CEFR levels

English Profile is a collaborative project between:

EnglishProfile

Reference level descriptions for English

English Functions Profile

Describing Functions at the C Levels

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Calibration of C level descriptors

- Synthesis of Can Do statements at higher levels from global English language education practice
- Drafting/ refinement of descriptors
- Survey of educators to calibrate and evaluate descriptors
- New C level descriptors integrated into CEFR levels

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Reference level descriptions for English

| <i>Performance</i> <i>(What?)</i> | <i>Criterion</i> <i>(How well?)</i> | <i>Condition</i> <i>(Under what circumstances?)</i> |
|---|---|---|
| understand | with ease | virtually everything heard or read |
| understand, recognise implicit meaning | | a wide range of demanding, longer texts |
| express him/herself | fluently and spontaneously without much obvious searching for expressions | |

English Profile is a collaborative project between:

English Profile Can Do Project

3. Introduction to the Questionnaire

3 / 8

Please think about a high level learner of English you know well.

This could be someone you teach or work with.

In the questionnaire, you will be given a series of items describing activities that a learner can do using English.

Using the following scale, you will be asked to judge how well you think the learner you have in mind about would perform each activity in English.

If you are not able to make a judgement, you may answer 'Don't know'.

1. This describes a level which is **definitely beyond his/her capabilities**. Could not be expected to perform this activity.
2. Could be expected to perform this activity **provided that circumstances are favourable**, for example if he/she has some time to think about it, is patient, tolerant and prepared to help out.
3. Could be expected to perform this activity **without support** in normal circumstances.
4. Could be expected to perform this activity **even in difficult circumstances**, for example when in a surprising situation or when talking to a native speaker.
5. This describes an activity which is clearly **below his/her level**. Could be expected to consistently perform more difficult activities than this.

Calibration of statements: WI

| <i>Logit</i> | <i>Infit</i> | <i>Lev</i> | <i>Descriptor</i> |
|--------------|--------------|------------|--|
| 3.45 | 0.92 | C1 | Can ask for explanation or clarification and negotiate understanding of complex, abstract ideas in a professional or academic online discussion held in real time. |
| 3.3 | 0.96 | C1 | Can write a persuasive application for academic or professional employment or study within his/her field of interest based on personal information. |
| 3.28 | 1.27 | C1 | Can write a letter of sympathy or condolence offering comfort on sensitive personal matters based news of a bereavement or divorce etc. |
| 3.27 | 0.90 | C1 | Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. |
| 3.10 | 1.10 | C1 | Can write a letter or email of reference in support of a candidate for a job or award based on his/her résumé. |

English Profile is a collaborative project between:

Calibration of statements: SI

| <i>Logit</i> | <i>Infit</i> | <i>Lev</i> | <i>Descriptor</i> |
|--------------|--------------|------------|---|
| 4.38 | 1.3 | C2 | Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. |
| 4.23 | 1.22 | C2 | Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity. |
| 3.72 | 1.15 | C1 | Can follow and contribute to complex interactions between third parties concerning abstract, complex and unfamiliar topics. |
| 3.76 | 1.32 | C1 | Can, where appropriate, use a range of idiomatic expressions and colloquialisms. |
| 3.37 | 1.22 | C1 | Can frame critical remarks or express strong disagreement in such a way as to minimize any offence. |

English Profile is a collaborative project between:

Comments from participants

These items depend more on the experience the learner has with doing these activities than on language matters.

Interesting to think about how the 'average' native speaker would be ranked on these.

I feel that some of the points in this section refer to a competent speaker (native or non-native) and not so much a competent language learner. They're more like soft interpersonal skills than purely language skills.

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Reference level descriptions for English

English Functions Profile

Functions in learner reception

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Input texts targeting CEFR levels

Progression in reading texts?

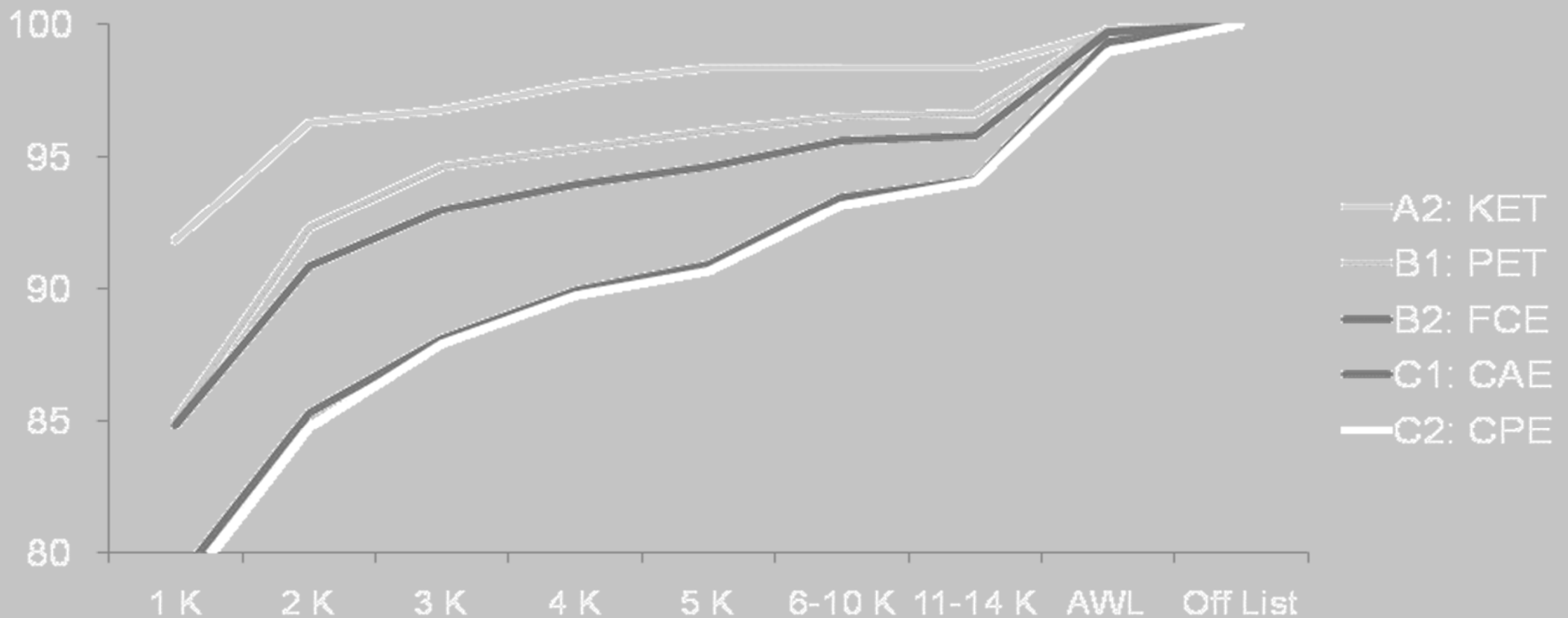
- Longer, more complex texts with less frequent vocabulary?
- Orientational – Instructive – Evaluative – Projective discourse?

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Reference level descriptions for English

Characteristics of input texts: EVP



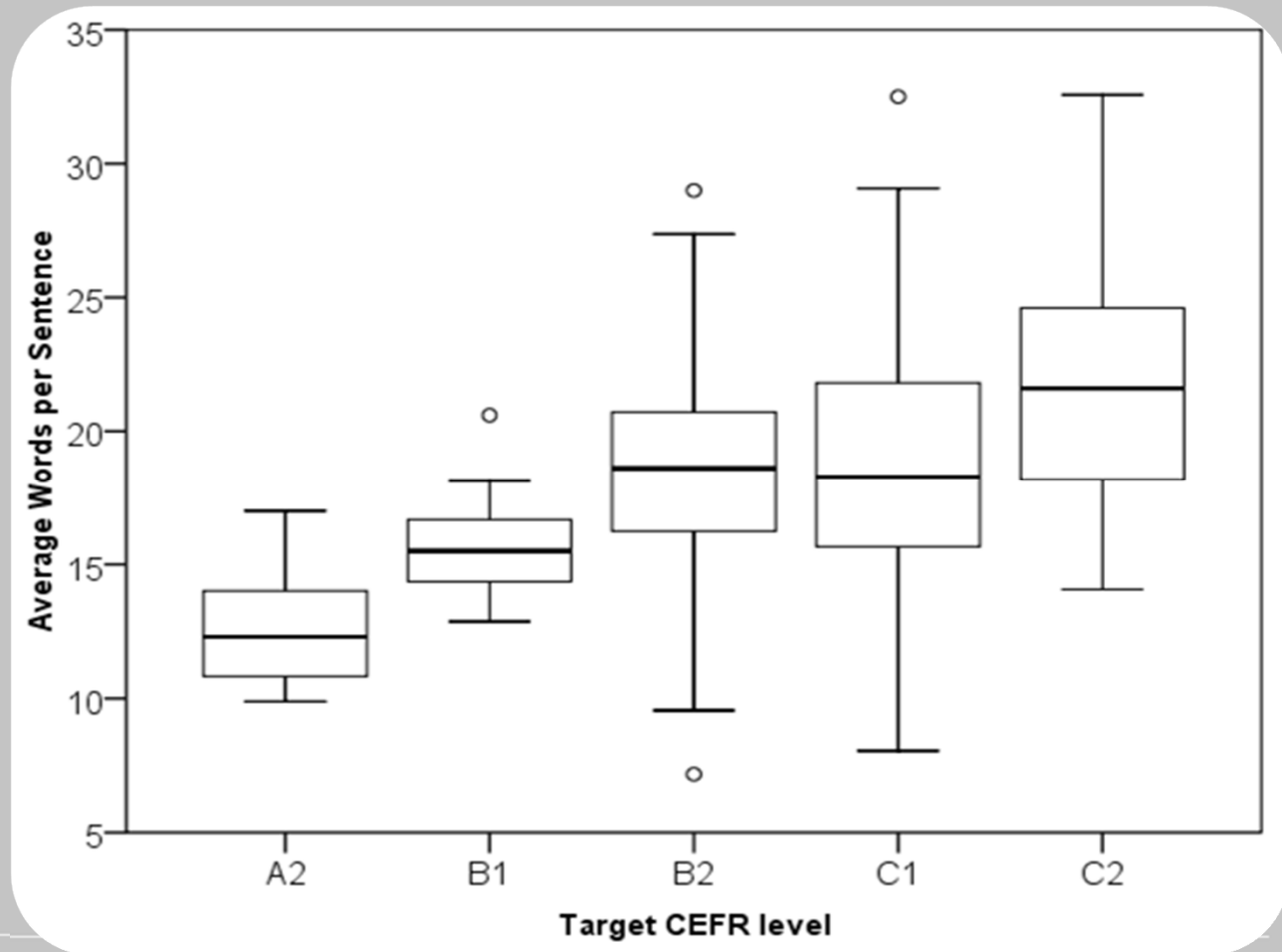
English Profile is a collaborative project between:



EnglishProfile

Reference level descriptions for English

Characteristics of input texts: EGP

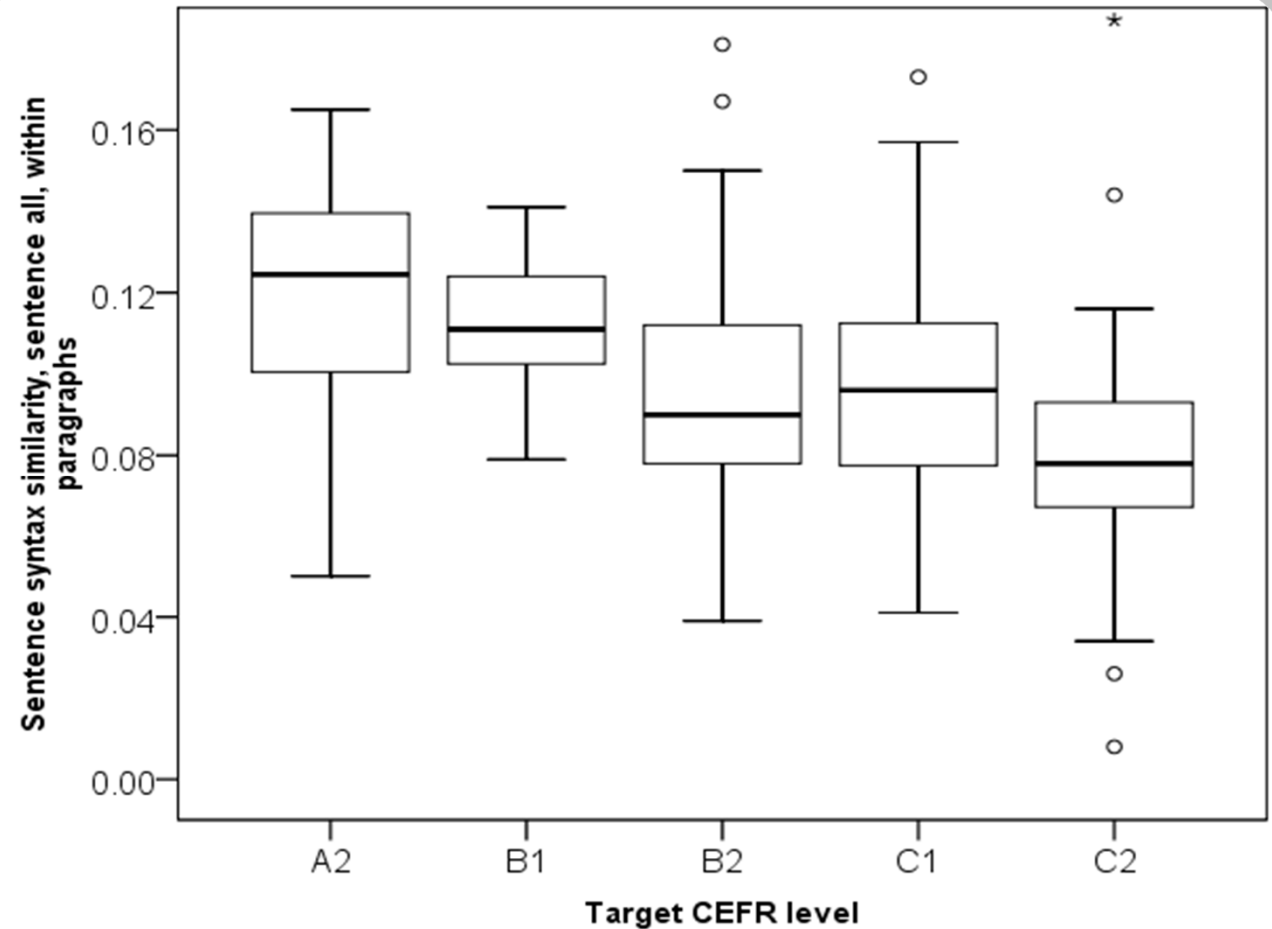


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Reference level descriptions for English

Characteristics of input texts: EGP

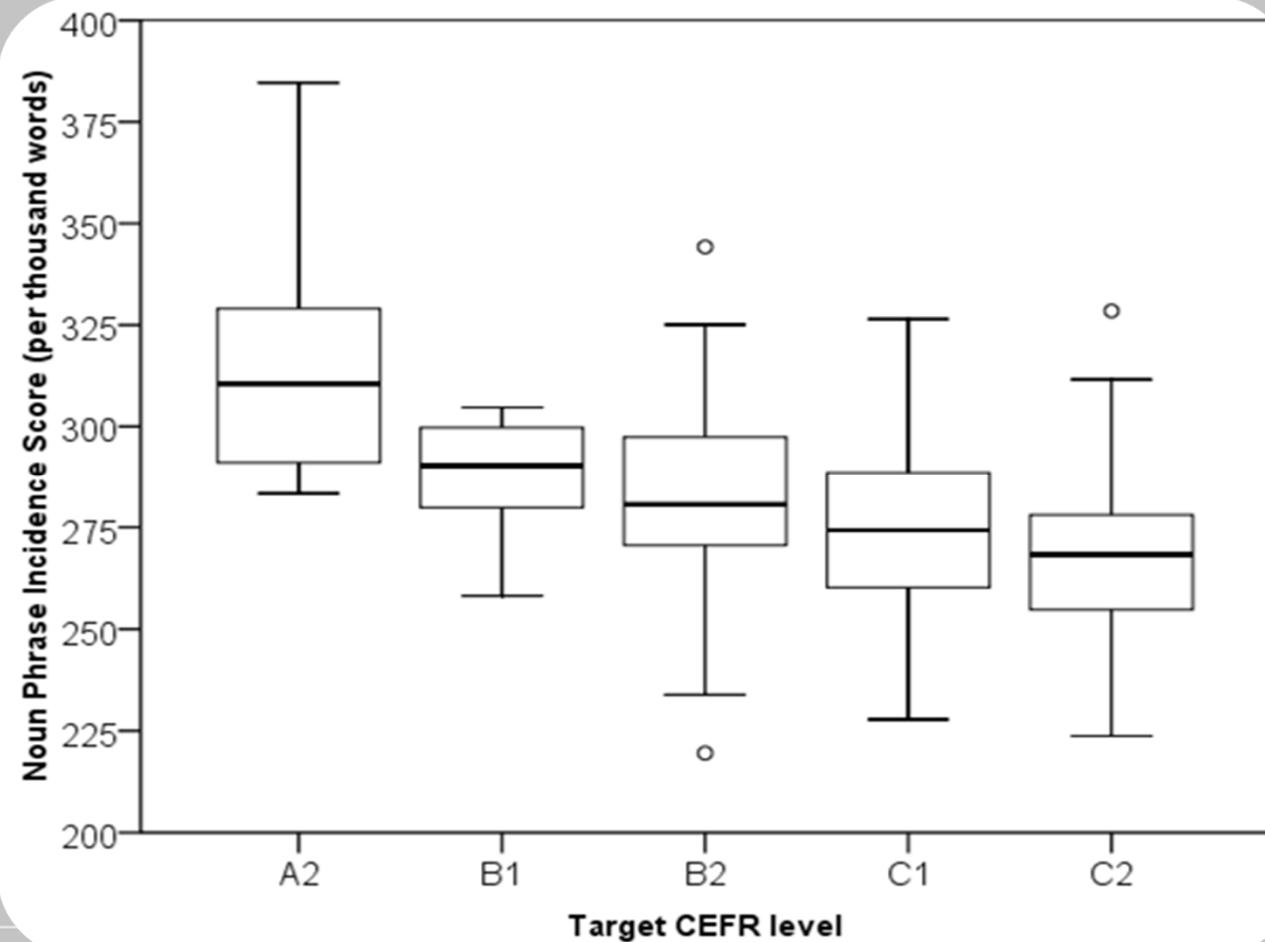


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Characteristics of input texts: EGP



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Functional progression in learner production?

Use of illocutionary force indicating devices?

(be) sorry: *I'm sorry (that) I'm so late*

excuse: *Excuse me for being late again*

apologize: *I apologize for coming late to the meeting*

forgive: *Forgive me for coming late*

Patterns in speech events – e.g. apologies?

(1) an explanation or account of the cause of offence

(2) an expression of the subject's responsibility for the offence

(3) an offer of repair

(4) a promise of forbearance.

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Reference level descriptions for English

English Functions Profile

Functions in learner production

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Exploring learner language

Functions in written output

Functions in spoken output

Investigation of how functions, activities and texts are realised at different CEFR levels

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Reference level descriptions for English

English Grammar Profile
English Vocabulary Profile
English Discourse Profile
English Functions Profile

Ways forward for English Profile

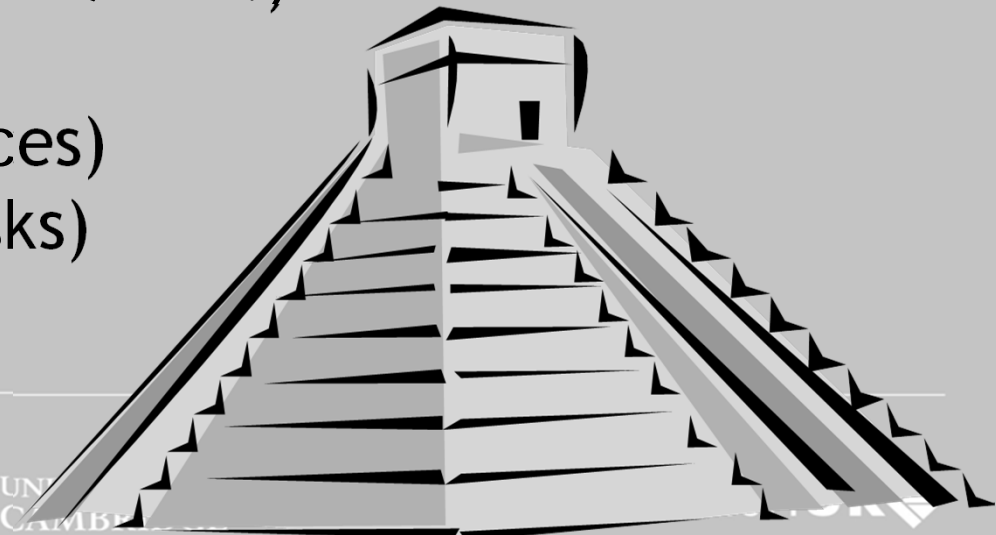
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Conveying the CEFR levels to users

The information pyramid

1. Illustrative Can Do statements (CEFR)
2. Generative Can Do statements (C levels project)
3. Grids of criterial features (*EGP/EVP/EDP?*)
4. Glosses (*definition, elaboration*)
5. Commentaries (on level differences)
6. Sample tasks (input texts and tasks)
7. *Sample performances*



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The English Functions Profile

Text type: review

Macbeth is the famous play by William Shakespeare and very exciting and dramatic. Someone like Macbeth who kills many people should be named bad but is this true?

Macbeth wants to become king and thinks he must kill the king to take his place. Furthermore his wife lady Macbeth is very strong and wants him to murder the king and is angry when she thinks he is so weak to do it. Macbeth is influenced by her almost and listens to her plan to kill the king. Later he murders the king and two guards but feels mad afterwards. ...

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Text type: review

I like Titanic becouse is interesting and nice.

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Text type: review

Contrary to one's expectation some of the hostages in "Bel Canto" are able to experience a kind of freedom they had never experienced in their lives before. This is true for more than one character (even some of the kidnappers could be put into this category), but for now we will mainly focus on two of them: Mr. Osakawa and Ruben Iglesias. Both characters used to lead a similarly dull life which was about to change when the kidnappers took over Mr Osakawa's birthday party.

...

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Vocabulary: Function

- Expressing moral attitudes
- Expressing doubt, uncertainty

Someone like Macbeth who kills many people should be named bad but is this true?

kill - verb - A2

name - noun - REPUTATION - B2

name - verb - SAY WHAT NAME IS - B1

true - adjective - NOT FALSE - A2

bad - adjective - UNPLEASANT - A1

English Profile is a collaborative project between:

Grammar: Function

- Expressing moral attitudes
- Expressing doubt, uncertainty

Someone like Macbeth who kills many people should be named bad but is this true?

Defining and non-defining relative clauses - B2

Modal should - B1

Passives - B2

English Profile is a collaborative project between:

Discourse: Function

- Expressing moral attitudes
- Expressing doubt, uncertainty

Someone like Macbeth who kills many people should be named bad but is this true?

Thesis statement (question of value) - states the controlling idea of the text

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Reference level descriptions for English

Coherent set of linked resources for language educators

CEFR elaborated for English language

Resources for connecting local practice to shared conceptions

Room for interaction and debate

English Profile

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