English Profile

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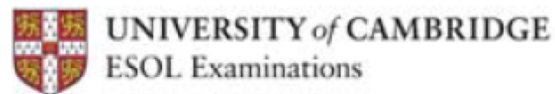# What is English Profile

https://youtu.be/L1-HREEDa70

English Profile

- English Profile helps teachers and educationalists understand what the Common European Framework of Reference (CEFR)means for English.

- It describes what aspects of English are typically learned at each CEFR level. This tells teachers, curriculum developers, course-book authors and test writers what is suitable for learning at each level.

- The outcomes of the research are referred to as Reference Level Descriptions (RLDs) for English.

English Profile: the project team

- This work has been carried out as part of a ground-breaking collaborative project – supported by the Council of Europe.
- The research was led by two departments of the University of Cambridge, UK:

  - Cambridge University Press
  - Cambridge English Language Assessment.

English Profile: Objectives

- To set up and manage a collaborative programme of interdisciplinary research to produce Reference Level Descriptions for English linked to the general principles and approaches of CEFR.

- To provide a core set of reference tools for practitioners working in English language education.

English Profile

| English Vocabulary Profile | English Grammar Profile | English Functions Profile |
| English Profile Glossary | English Profile Journal | The EP Studies series |

The word "profile"

"Profile" is a suitable name for the intended outputs of this programme of research. A profile is dictionary-defined as 'a vivid outline of the most outstanding characteristics of the subject' (Webster's). English Profile does indeed seek to specify the "outstanding characteristics" or, in our terms, the *criterial features* validated by empirical research that distinguish each proficiency level of learner English, from A1 to C2. Criterial features are linguistic properties that are distinctive and characteristic of each of the levels. They are not meant to capture all language features that a learner uses at a certain level but to distinguish a level from adjacent higher and lower levels. Criterial features describe changes from one level to the next, and hence are important for both practitioners and theoreticians to know about. This approach is dealt with comprehensively in Hawkins and Filipović (2011) and also in Hawkins and Buttery (2009, 2010) and Salamoura and Saville (2009, 2010).

Defining *criteriality:*

"Criteriality" means that the language features concerned serve as a basis for distinguishing one proficiency level from another.

'The units of currency for English Profile descriptions of the language levels will be grammatical, lexical and functional exponents derived empirically as criterial for the levels concerned'.
(Saville & Hawkey 2010: 4)

English Profile Glossary

The analysis of L2 learner corpora using the CLC

The Cambridge Learner Corpus (CLC) has been central to this work to date. The CLC consists of learners' written English from the Cambridge ESOL examinations covering the ability range from A2 to C2, together with meta-data (including gender, age and first language) and evidence of overall proficiency based on their scores for the other skills components (typically reading, listening and speaking) which currently contains around 45 million words. The table below shows the six CEFR levels A1-C2 and their link to the Cambridge English suite of exams testing General English which have been at the heart of EP research to date.[3]

- 45 million words
- 333,000 essays
- All CEFR levels
- 138 first languages
- 203 countries

(2011 時点)

The English Grammar Profile: criterial features

In what follows, we provide a description about what learners know in terms of grammar at A2, B1, B2, C1 and C2 levels on the basis of a list of linguistic features we have identified as being "criterial", i.e. indicative of these levels. We should note that criterial features are linguistic properties that are not meant to capture all language features that a learner uses at a certain level but distinguish a level from adjacent higher and lower levels. In the area of grammar, we focus on two types of criterial features (Hawkins & Buttery 2009, 2010; Hawkins & Filipović 2011):

(i) *correct linguistic properties* of English that have been acquired at a certain level and that generally persist at higher levels (see Tables 2-7)

(ii) *incorrect properties or errors*, that occur at a certain level or levels and with a characteristic frequency (see Tables 8-11).

Both the presence or absence of the errors, and especially their characteristic frequency, can be criterial for a level. It should also be emphasized, though, that no single feature can be criterial or distinctive for a whole level; only clusters of features have the potential to be criterial for a level.

Grammatical criterial features (A2)

Table 2: Key distinguishing features of learner English by CEFR level

Level	Some key features	Examples from the CLC at the appropriate level
A2	• Simple sentences • Sentences with clauses joined by *that* • Descriptive phrases introduced by a past participle • Simple direct *wh-* questions • Simple sentences using infinitives • Other infinitives • Some modals	• *We came back and went to bed* • *I know that you have a new house too* • *There are beautiful paintings painted by famous Iranian painters* • *What are you going to wear?* • *I want to buy a coat* • *... something to eat* • *We must be there at 7 o'clock in the morning.*

- That 節 ➔ 日本人は I think ... のような定型句を過剰使用するが、他の動詞はあまり使えない
- 過去分詞の後置修飾 ➔ 日本人は導入は A2 でするが、output ではなかなか出てこない
- To 不定詞の名詞用法・形容詞用法：I want to ...などは定型表現で導入、活用までいかない人も多い

Grammatical criterial features (B1)

B1		
	• *-ing* clauses	• *Maria saw him taking a taxi*
	• *Whose* relative clauses	• *... this famous painter whose pictures I like so much*
	• Indirect questions	• *Guess where it is?*
	• Clauses with *what* as subject/object	• *This is what I think*
	• Verb+object+infinitive	• *I ordered him to gather my men.*
	• *easy* + infinitive	• *The train station is easy to find.*
	• Some complex auxiliaries	• *would rather, had better*
	• Additional modal uses	• *I have invited all his friends, so we should be 28 people.*

- -ing clause の例が知覚動詞 see + 人 + doing なので、かなり難しい用法を例として出している
- 関係代名詞 whose よりも that や who などはより簡単な関係代名詞、A2でもう出てきているはず
- 間接疑問文、関係代名詞 what などは文の複雑さを要求する構文
- V+O+to do, It is 形容詞+ to do なども使いこなしたい構文

Grammatical criterial feature (B2)

B2	• -ing clause before the main clause • *It* + verb + infinitive phrase • *Wh*-clause as subject of main clause • Reported speech • Lexically-specific verbs/adjectives + infinitive	• *Talking about spare time, I think we could go to the Art Museum* • *It would be helpful to work in your group as well.* • *What came after was what really changed my summer!* • *I told him I loved his songs.* • *... proved to be wrong, turned out to be ..., expected to ...*

- 分詞構文
- It ＋動詞＋ to do ...
- Wh 節　（主格）
- 間接話法
- 特定の動詞・形容詞＋ to do ...

English Profile の主要な業績

- いろいろな booklet などの公開
  - English Profile:
    Introducing the CEFR for English
  - 是非ダウンロードして読むこと
- Profile 研究の成果の公開：
  - English Vocabulary Profile
  - English Grammar Profile
  - English Profile Series （単行本）
  - English Profile Journal （学術雑誌）
  - English Profile Seminar （年1回）
    - http://www.englishprofile.org/images/pdf/theenglishprofilebooklet.pdf
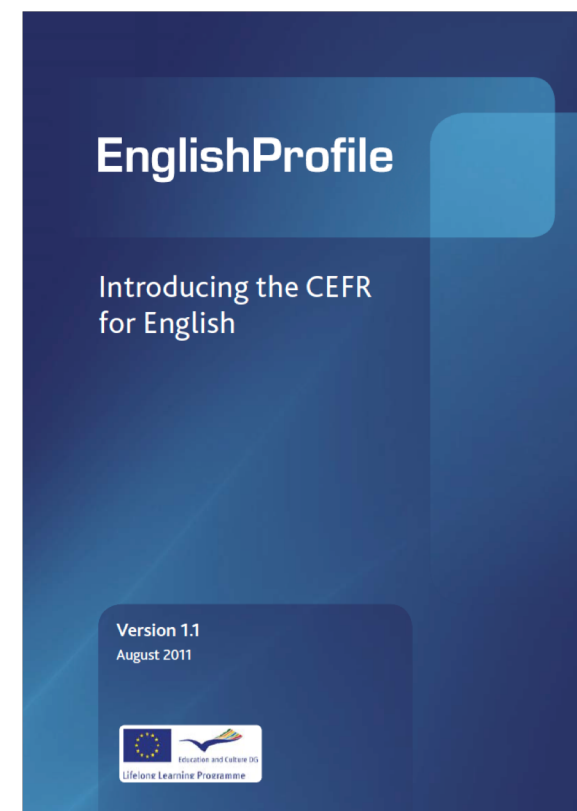
English Vocabulary Profile

- 実際に website に行って使ってみよう：

- http://vocabulary.englishprofile.org/staticfiles/about.html
  - Username: englishprofile
  - Password: vocabulary

- 課題：自分で A-level の基礎語彙と B-level の少し難しい単語を選んで、その単語に関する情報を EVP で調べてみよう。
  - EVP の長所は何か？
  - EVP の CEFRレベル表示で何か問題点や課題はあるか？
- 自分で調べながら短くレポートにまとめてみよう（メール提出）