| Teaching in English report | | | |
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| **Colleague: NN** | **Assessment team: NN & NN** | **Date and Time of Observation:** | **Outcome: C1** |
| **C1 Criteria** | | **C2 Criteria** | |
| **Fluency**<br><br>Speech is smooth, coherent and almost effortless. Unnatural pauses may occur but with no loss of coherence. Speech rate is generally appropriate. | | **Fluency**<br><br>Pauses or hesitations only occur when the speaker needs to select the words that best express the intended meaning or in a search for a suitable example or explanation. Speech rate is appropriate. | |
| **Variation**<br><br>Establishes a clear connection between topics; extended speech with clear signposting; variety of discourse markers, linking phrases and sentence connectors. Masters a variety of syntactical structures e.g. subordinate clauses. Syntactical mistakes occur rarely, if at all. Complex rather than simple language which tends to be precise. Complex topics that branch out into several subordinate fields are clearly and meticulously explained.<br><br>Able to adapt the linguistic level to a given situation and shift between various discursive modes e.g. presentation, lecture, the instruction of students in group work, domain-specific discussions with the students, or small talk at the beginning or end of a lecture. | Examples of sentence connectors and modifiers:<br>and, but, or, hence, namely, otherwise, however, if...then, either/or, as well as, so, somehow, due to, so forth<br><br>obviously, finally, exactly, completely, basically, actually, instantaneously, hopefully, essentially, differently, briefly, of course<br><br>Examples of linking phrases:<br>in this case...<br>put differently...<br>the point is...<br>that means...<br>let me define this...<br>what is important is...<br>this implies...<br>you might wonder why...<br>I'm confident that...<br>at the end of the day...<br>It follows that...<br><br>Slight overuse of structures beginning with<br>"Let's..."<br>"We/I have..."<br> "Try and..." ("Try and look/use/go/take/guess..." "Try and" is | **Variation**<br><br>Clear, fluent and well-structured speech helps recipient notice and remember crucial points; optimal use of discourse markers, signposting and sentence connectors.<br>Masters a great variety of syntactical structures and shifts uninhibitedly between appropriate modes.<br>Syntactical mistakes do not occur or are corrected.<br>Includes concise and often memorable descriptions in a fluent manner, drawing on metaphors, idiomatic expressions, humour and cultural references.<br><br>Seamlessly adapts the linguistic level to a given situation and shifts eloquently between various discursive modes e.g. presentation or lecture, the instruction of students in group work, domain-specific discussions with students, or small talk at the beginning or end of a lecture. | |

| | colloquial. Formal language use would be "try **to**...") | | |
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| **Pronunciation**<br><br>Some L1 features but this very rarely compromises intelligibility; pronounces most isolated sounds with fairly good accuracy; generally places stress correctly and uses intonation to convey intended meaning; mainly accurate prosody.<br>To an extent, <mark>the speaker is able to vary intonation and place sentence stress correctly</mark>, adding greater nuance to meaning, as for example in the use of humour and irony. | L1 (Danish) is somewhat perceptible in prosody (language 'melody'). | **Pronunciation**<br><br><mark>L1 features may be perceptible but cause no strain to the listener and do not compromise intelligibility. Pronounces almost all isolated sounds accurately.</mark><br>The speaker places stress correctly and fully masters the variation of intonation, prosody and sentence stress. | Speech is characterized by American pronunciation, especially regarding post-vocalic 'r' ("impo<u>r</u>tant", "fo<u>r</u>m", "he<u>r</u>e", "squa<u>r</u>e"). Few cases of hypercorrective intrusive 'r' (*'idea<u>r</u>s', *'becau<u>r</u>se'.)<br><br>Mainly masters phonological contrasts, sentence and word stress. Some problems with voiced "z" ("zero" pronounced *"sero"). Generally self-corrects mispronounced "th" ("worse" corrected to "worth", *"hyposesis" corrected to "hypothesis") and "v" (mispronounced as "w", e.g. *"howewer"). |
| **Vocabulary**<br><br><mark>Sufficient range of vocabulary as required for effective communication; expresses nuance and precision.<br>Gaps in vocabulary are successfully overcome with circumlocution; accurate choice of vocabulary</mark>, mistakes are rare. | Examples of accurate use of verbs:<br>obtain, omit, cancel out, imply, supposed to, asserting, rely on, must, might, may, should, can, occur, need to, have to, insist on, require. | **Vocabulary**<br><br>There are no indications of a limited vocabulary. Mastery of vocabulary is evidenced by precision; amplification of central points, differentiation between meanings and elimination of ambiguities. | |
| **Grammar**<br><br><mark>Grammatical mistakes may occur but rarely lead to misunderstandings; mainly correct simple and complex constructions.</mark> | Overall correct application of concord and syntax. Few errors in adverb placement, e.g. *"I need somehow a fancy way...", *"remember that I in the slide earlier said" | **Grammar**<br><br>Consistently maintains grammatical correctness including complex linguistic constructions. Grammatical proficiency maintained when shifting between modes e.g. spontaneous interaction. Errors rarely or never occur; if they do, the speaker self-corrects. | |
| **Interaction**<br><br><mark>Uses language appropriately to initiate, stimulate, participate in and finalise spontaneous dialogue; finds alternative ways to explain ideas/concepts when lacking specific vocabulary; responses to questions/comments are mainly appropriate and effective</mark> although some hesitation may occur.<br><mark>Negotiates meaning through comprehension and/or</mark> | Initiating dialogue:<br>So how's it going?<br>Any fancy ideas?<br>So how far are you...?<br><br>Comprehension checks and clarification | **Interaction**<br><br>Consistently responds appropriately and effectively to questions/comments without language-related hesitation.<br>Confidently and fluently: negotiates meaning through comprehension checks, clarification requests or confirmation checks; deals with unclear questions or misunderstandings as | |

requests:

Do you have any problems...?

Are you sure...?

Why is that?

Have you seen this sort of result before?

...right?

You agree that...?

What happens if...?

Comments – flow – rephrasing - organisation:

Try and take two minutes together and discuss...

Time is up.

So what do we do...?

That's true.

Exactly!

Sure!

Oh no....pressure!

Don't whisper, then you will be asked.

necessary.

**Strengths (feedback):** Language is intelligible, functional and generally precise, and language level is evaluated as a strong C1. The colleague has a wide vocabulary and a good fluency and flow. Pronunciation is largely unaffected by L1, although prosody (language 'melody') is somewhat marked by Danish. There are very few grammatical mistakes, none of which compromise comprehensibility. Interaction was functional despite a certain lack of student participation. Discussions were not characterized by linguistic complexity, meaning that there is no base for evaluating the participation in complex discussions.

**Areas for development (feed forward):** Some work could be done regarding voiced "z" (as in "zero") and hypercorrective intrusive "r" as well as the distinction between colloquial "try and" and more formal "try to". The slight overuse of main clauses beginning with "Let's" and "I/We have" could profitably be replaced by some of the more complex structures which are already evident in the colleague's language.

## Support resources for spoken English

**BBC - Your guide to English learning resources and online courses** http://www.bbc.co.uk/learning/subjects/english.shtml

This resource includes a wide range of resources such as guidance on pronunciation and grammar however the resources mainly focus on writing and reading rather than speaking.

**Developing spoken English at C1 level**

The C1 category includes the need for nuance and precision, drawing on a wide vocabulary will help with this as will the elements listed in the transition and flow criterion. The links below provide lists of conjunctions, sentence connectors or linking words and other ways to develop transition and flow in spoken English.

Conjunctions http://www.smart-words.org/linking-words/conjunctions.html

Discourse markers, sentence connectors, linking words: http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/grammar/discourse/#Q1

Grammar http://www.edufind.com/english/grammar/

**Online English dictionaries and thesaurus**

**Online English Dictionaries**

http://dictionary.cambridge.org/dictionary/british/

http://www.collinsdictionary.com/dictionary/english/pronunciation

**Thesaurus**

http://www.collinsdictionary.com/english-thesaurus

http://www.collinsdictionary.com/english-thesaurus**Likely pronunciation errors categorized by first language**

http://www.cambridge.org/be/elt/catalogue/subject/project/custom/item2273131/?site_locale=nl_BE

**Radio:**

American Radio NPR: http://www.npr.org/

British Radio 4: http://www.bbc.co.uk/radio4