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**Linking textbooks to the CEFR: a collaborative  
approach**



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# Brief Overview

- **Motivation**
- **Context**
- **Linking procedure**
- **Results**
- **Further research**



# Linking textbooks to the CEFR?

**The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe**

**(Council Europe, 2001:1)**



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## **Linking textbooks to the CEFR?**

**... examination providers, textbook publishers, and curriculum developers make claims about the relationship between their products and the CEFR. There is no doubt that claims of links to the CEFR sell books, exams, and curricula, and provide teachers and teacher trainers with reassurance. The problem is that there is little empirical evidence to back up these claims ....**

**(Alderson, 2007:661)**

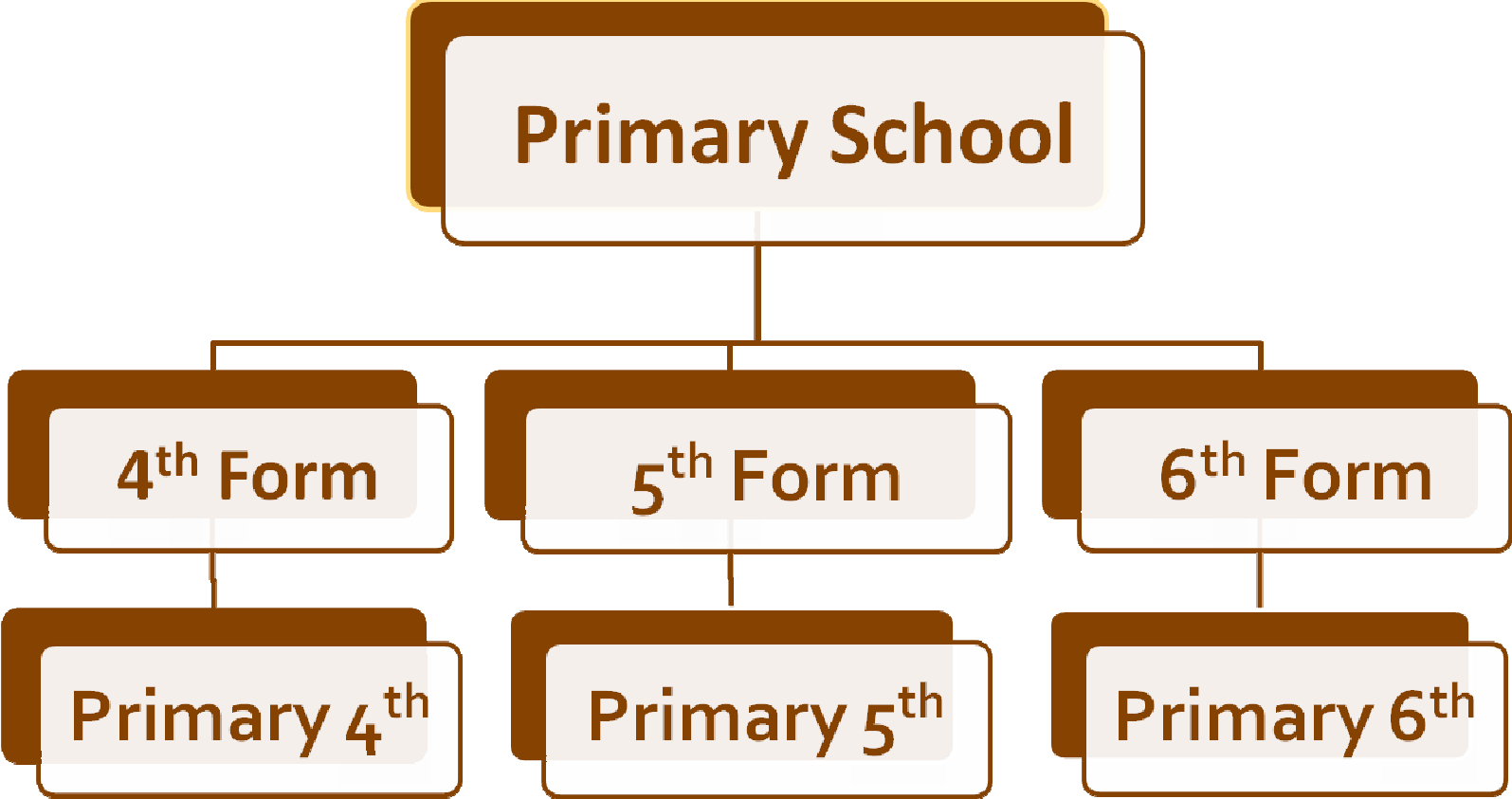
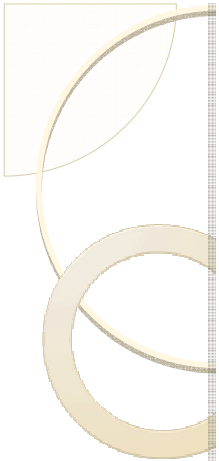


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# Primary School

4<sup>th</sup> Form

5<sup>th</sup> Form

6<sup>th</sup> Form

Primary 4<sup>th</sup>

Primary 5<sup>th</sup>

Primary 6<sup>th</sup>

A1-

A1

A2

# Junior High School

```
graph TD; JHS[Junior High School] --> F1[1st Form]; JHS --> F2[2nd Form]; JHS --> F3[3rd Form]; F1 --> TA[Teen A-A]; F1 --> TAP[Teen A-P]; F2 --> TBA[Teen B-A]; F2 --> TBP[Teen B-P]; F3 --> TC[Teen C];
```

1<sup>st</sup> Form

2<sup>nd</sup> Form

3<sup>rd</sup> Form

Teen A-A

Teen A-P

Teen B-A

Teen B-P

Teen C

# Junior High School

1<sup>st</sup> Form

2<sup>nd</sup> Form

3<sup>rd</sup> Form

Teen A-A

Teen A-P

Teen B-A

Teen B-P

Teen C

**A1**

**A2+**

**A2**

**B1-**

**B1**



# Textbook 'packages'

- Student's book (+ CD's) : 8-10 Units
- Teacher's book (+ progress/achievement tests)
- Workbook



# Approach to evaluation

- **Pre-use evaluation**
- **Post-use evaluation**

**Ian McGrath (2002) Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press**



# Approach to analysis/evaluation

## Pre-use evaluation

Checklists

(Dutch CEFR Grid & CEFR)



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists (Dutch CEFR Grid & CEFR)

- Preliminary info
- Reading (texts/tasks)
- Writing (tasks)
- Listening (texts/tasks)
- Speaking (tasks)
- Self-Assessment (S's Bk)
- Tests (T's Bk)
- Overall



# **Approach to analysis/evaluation**

## **Pre-use evaluation**

**Checklists (Dutch CEFR Grid & CEFR)**

## **Post-use evaluation**

**Questionnaire**

**<http://www.surveymonkey.com/s/QLK8C29>**





# Approach to analysis/evaluation

## Post-use evaluation

### Questionnaire : Pre-use Evaluation Checklists

- background information
- overall evaluation of the new textbooks
- textbook selection
- reading
- writing
- listening
- speaking
- other features
- student and textbook level



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists

22 *Pre-/In-service English language teachers*  
(MA in TEFL) - Panel

## Post-use evaluation

### Questionnaire

147 *In-service English language teachers*



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists

*22 Pre-/In-service English language teachers*

*(MA in TEFL) - Panel*

*4 hour Familiarisation Stage*



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists

*22 Pre-/In-service English language teachers*

*(MA in TEFL) - Panel*

*4 hour Familiarisation Stage*

*6 groups (:3), 2 groups (:2)*



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists

*22 Pre-/In-service English language teachers*

*(MA in TEFL) - Panel*

*4 hour Familiarisation Stage*

*6 groups (:3), 2 groups (:2)*

*5 Monitoring meetings*



# Approach to analysis/evaluation

## Pre-use evaluation

### Checklists

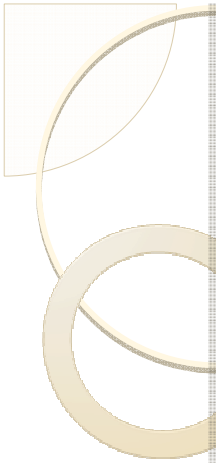
*22 Pre-/In-service English language teachers*

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- Preliminary info
- **Reading (texts/tasks)**
- Writing (tasks)
- Listening (texts/tasks)
- Speaking (tasks)
- Self-Assessment (S's Bk)
- Tests (T's Bk)
- Overall

# Reading texts

| Textbook materials | Primary 4th | Primary 5th | Primary 6th | Teen A-A | Teen A-P | Teen B-A | Teen B-P | Teen C | Total |
|--------------------|-------------|-------------|-------------|----------|----------|----------|----------|--------|-------|
| Reading Texts      | 20          | 24          | 12          | 28       | 31       | 11       | 23       | 14     | 163   |



**B****READING & WRITING**

*Our 3 Net friends (Mark, Kostas and Nadine) are getting to know each other better. You are interested in learning how they live and in comparing your life with theirs. Read what they say about the places they live in and about where their parents' work. Keep some notes and discuss things with your classmates. Write your notes in the boxes below.*

**Mark:** Hello there! As you both know, I live in London, a very big city.. My father is a shop owner and he always goes to work on foot. His bookstore is in our neighbourhood. Lucky fellow.....

**Kostas:** I live in Athens and our flat is in Nea Ionia, a suburb of Athens. My mum, who is a bank clerk in the city centre, usually drives to work and it takes her over an hour to get there. She doesn't use public transport. I don't think it's a good idea she drives to work. And she has huge problems in finding a parking place every day!

**Nadine:** Well, my family and I live in the centre of Marseilles, which is a big city in the south of France. My parents work in a factory outside the city and they go to work by bus. Many of their colleagues drive to work but it seems to me my parents are doing the right thing. It's better to take the bus - the traffic is so heavy!

| Name                 | Occupation/job        | Place of work               | Method of transport |
|----------------------|-----------------------|-----------------------------|---------------------|
| <i>Mark's father</i> |                       |                             |                     |
|                      | <i>Factory worker</i> |                             |                     |
|                      |                       | <i>Athens (city centre)</i> |                     |

## C WRITING

*Now write a letter about the place you live in and about your parents.*

- Where do your parents work? (in an office, in a bank, in a shop, on a farm, etc)*
- How do your parents go to work? (on foot, by car, by bus, by motorbike).*

*With your partner:*

- Listen to each other's corrections and suggestions.*
- Look at the texts in the previous page and use them as models.*
- Finally, write your answer in your notebook.*



# 6 Unit

## Lesson 2

## WORLD RECORDS

### A LEAD-IN ▶▶

*In pairs discuss and write down the answers to the following:*

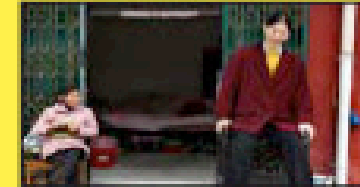
- 1. Who is the tallest pupil in your class?*
- 2. Who's got the longest hair? Compare your answers with those of the pupil next to you.*

**B****READING**

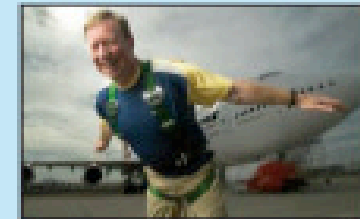
Read the following from the Guinness Book of Records website

**1. The Tallest Woman in the World**

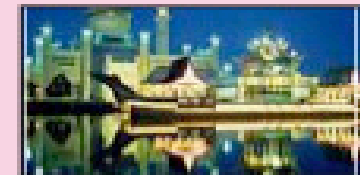
Yao Defen is the tallest woman in the world. She is 2,36 metres tall and is 34 years old (in 2008). By the age of 11 she was already 1,85 m. tall. She works as a performer in a circus, together with her father and brother.

**2. Biggest aircraft pulled**

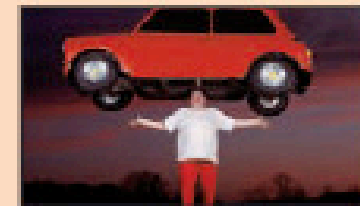
David Huxley pulled a Boeing 747-400, weighing 187 tonnes (184 tons), a distance of 91 m (298.5 ft) in 1 minute and 27.7 seconds on October 15, 1997 at Sydney, Australia. David has now retired from the strongman circuit. He currently owns and runs an event management and public relations company called Tartan Warriors, based in Sydney, Australia.

**3. The Largest Palace in the World.**

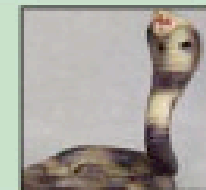
The Istana Nurul Iman is the largest residence in the world. It belongs to the Sultan of Brunei. It is 200.000m<sup>2</sup> and it has 1788 rooms and 257 bathrooms.

**4. Heaviest Car Balanced on the Head**

England's John Evans balanced a 159.6 kg (352 lb) Mini on his head for 33 seconds at The London Studios, UK on May 24, 1999. John's a gigantic guy. He's 2 meters tall and weighs 155.7 kg (343 lb) and has a 60.9cm (24-inch) neck.

**5. The Longest Venomous Snake in the World**

The King Cobra is the longest and one of the most dangerous snakes in the world. It lives in Southeast Asia and it can reach a length of 5.70 m. A very small amount of its poison can kill an elephant or twenty people. Like all snakes it swallows its prey whole.



([www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)) and fill in the correct answers in the quiz:



## QUIZ

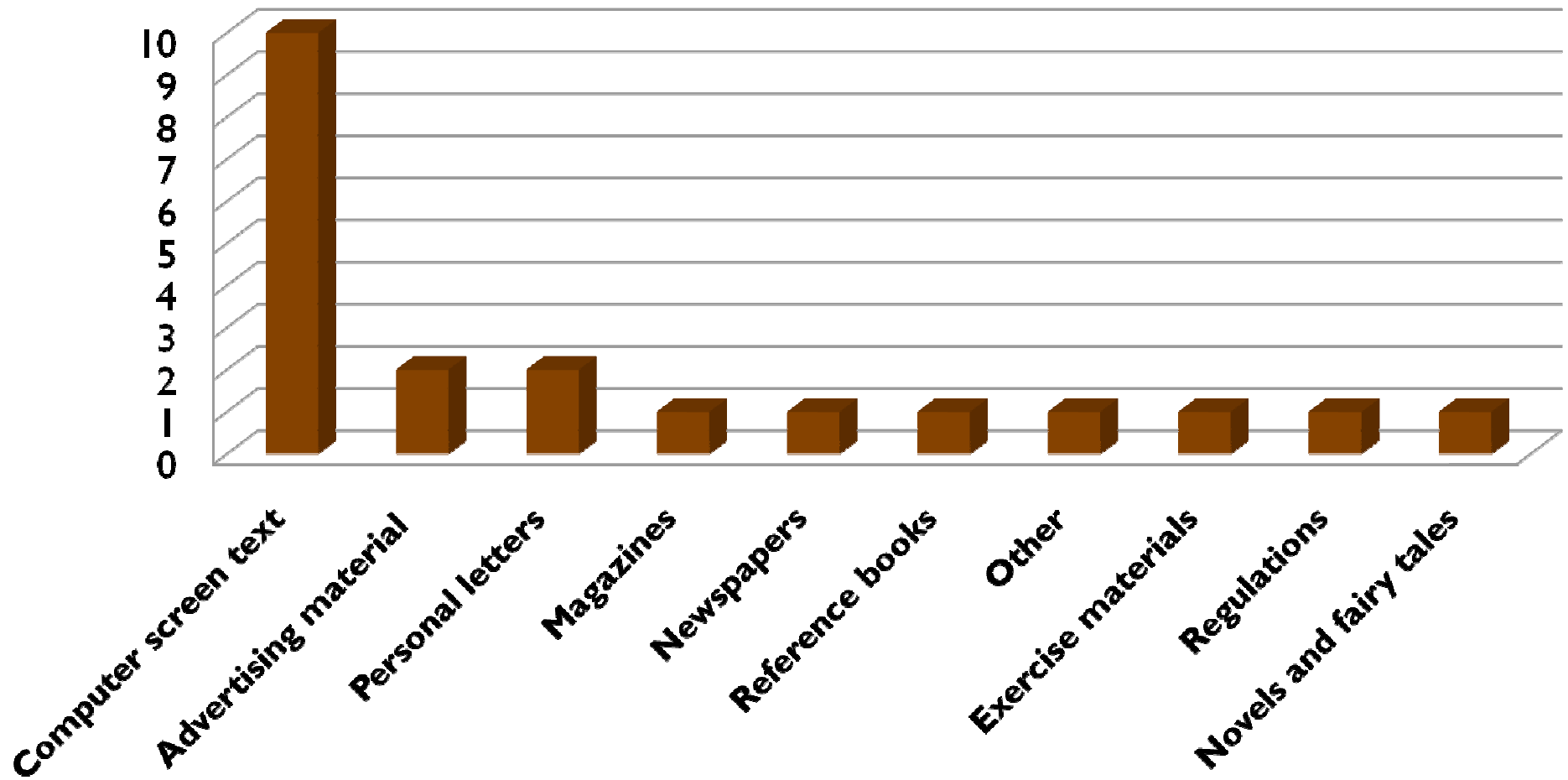
1. The tallest woman in the world lives in .....  
a. China                      b. America                      c. Asia
2. She is ..... cm tall.  
a. 2.31                      b. 2.63                      c. 2.36
3. David Huxley pulled the ..... plane in the world.  
a. lightest                      b. oldest                      c. heaviest
4. The largest palace in the world has ..... rooms.  
a. 1877                      b. 1788                      c. 1988
5. John Evans balanced a ..... on his head.  
a. motorbike                      b. Mini                      c. bus
6. The longest snake in the world lives in southeast .....  
a. Africa                      b. Australia                      c. Asia



## Reading texts

- **Text number**
- **Text Source**
- **Authenticity**
- **Discourse Type**
- **Domain**
- **Topic/Content**
- **Nature of Content**
- **Text Length**
- **Vocabulary**
- **Grammar**
- **Text Level**

# Primary 5<sup>th</sup>: Text Source





# Text sources

- **Blackboard text**
- **Job description**
- **Leaflets, graffiti**
- **Notices, regulations**
- **Public announcements & notices**
- **Visiting cards**
- **Textbooks, readers**
- **Tickets, timetables**
- **Novels and fairy tales**
- **Personal letters**

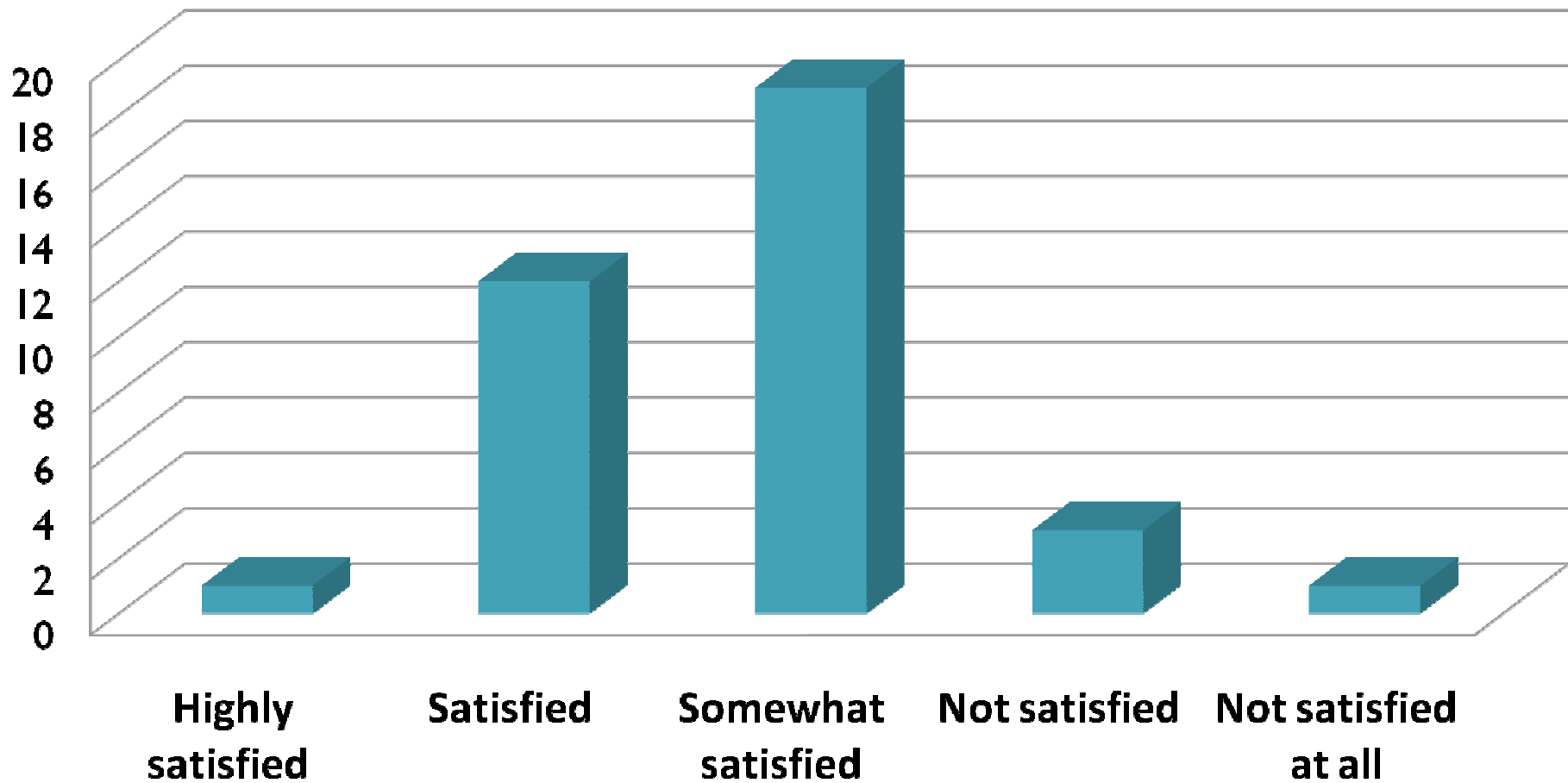




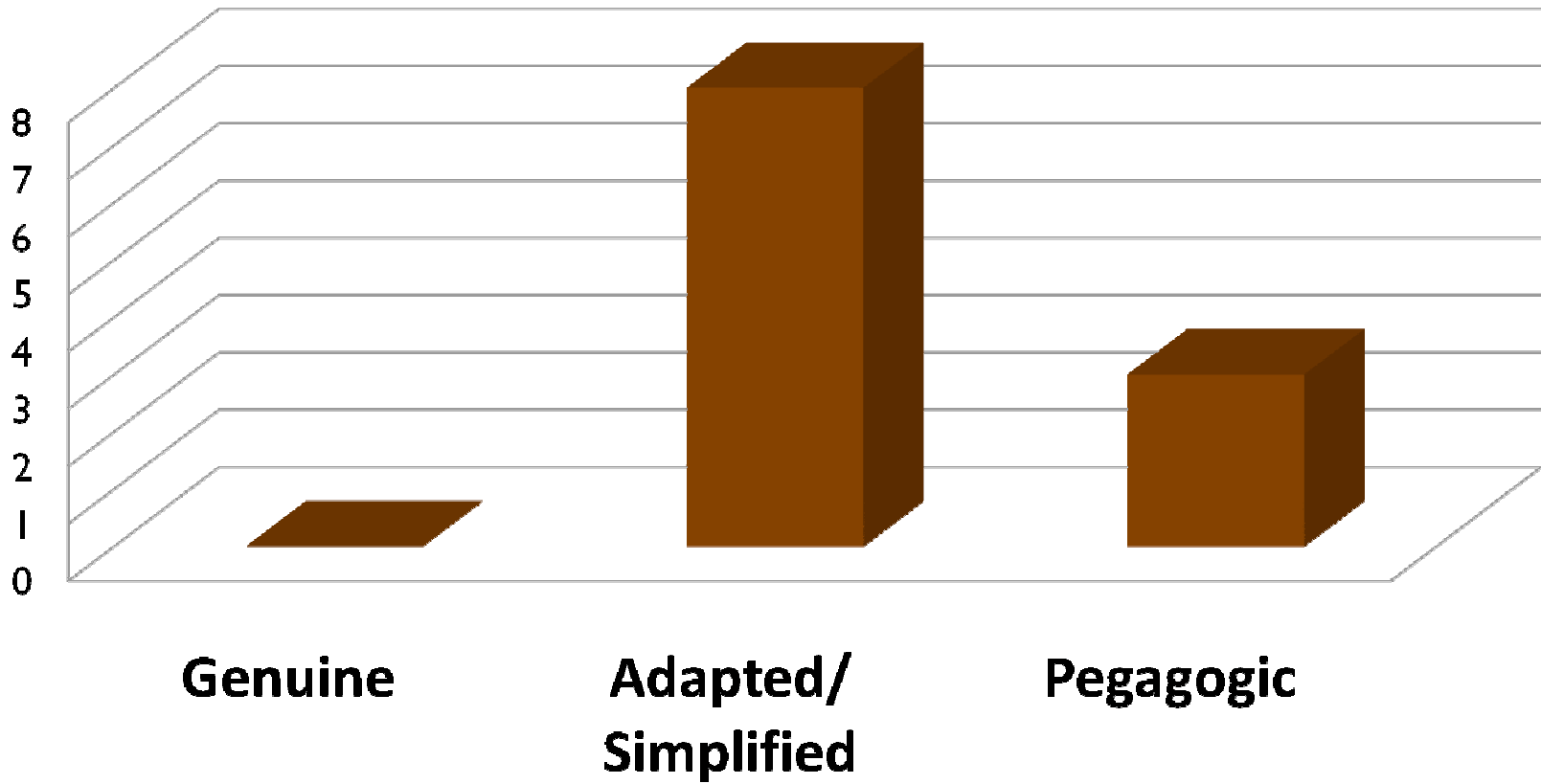
# Text sources

- Abstracts
- Broadcast & recorded spoken text
- Brochures
- Business letter
- Contracts
- Dictionaries
- Guarantees
- Instructional manuals
- Instructional material
- Junk mail
- Life safety notices
- Menus
- Programmes
- Sacred texts, sermons, hymns
- Sign posting
- Teletext
- Labeling and packaging
- Recipes
- Report, memorandum
- Journal articles
- Videotext

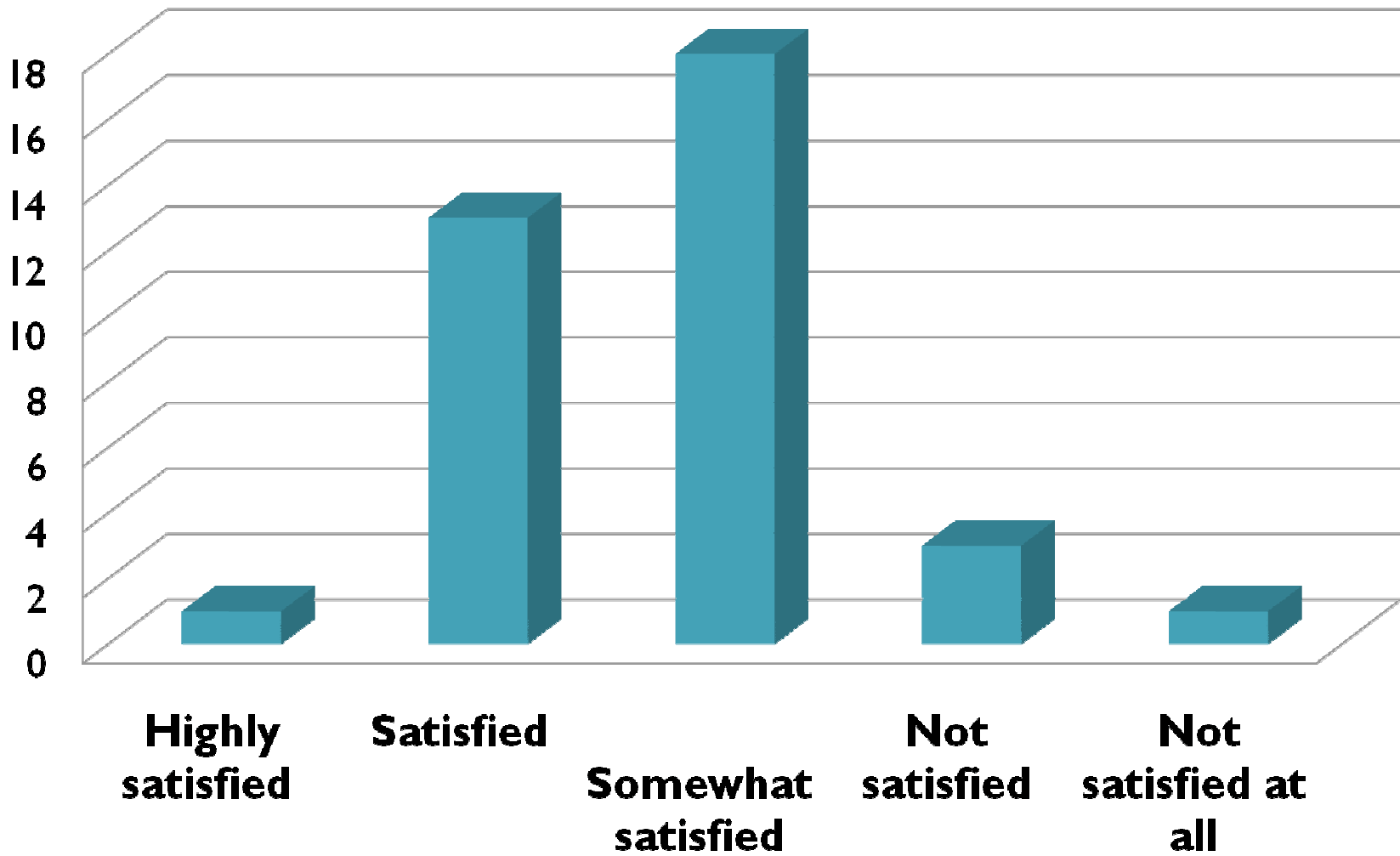
# Teachers: Text source



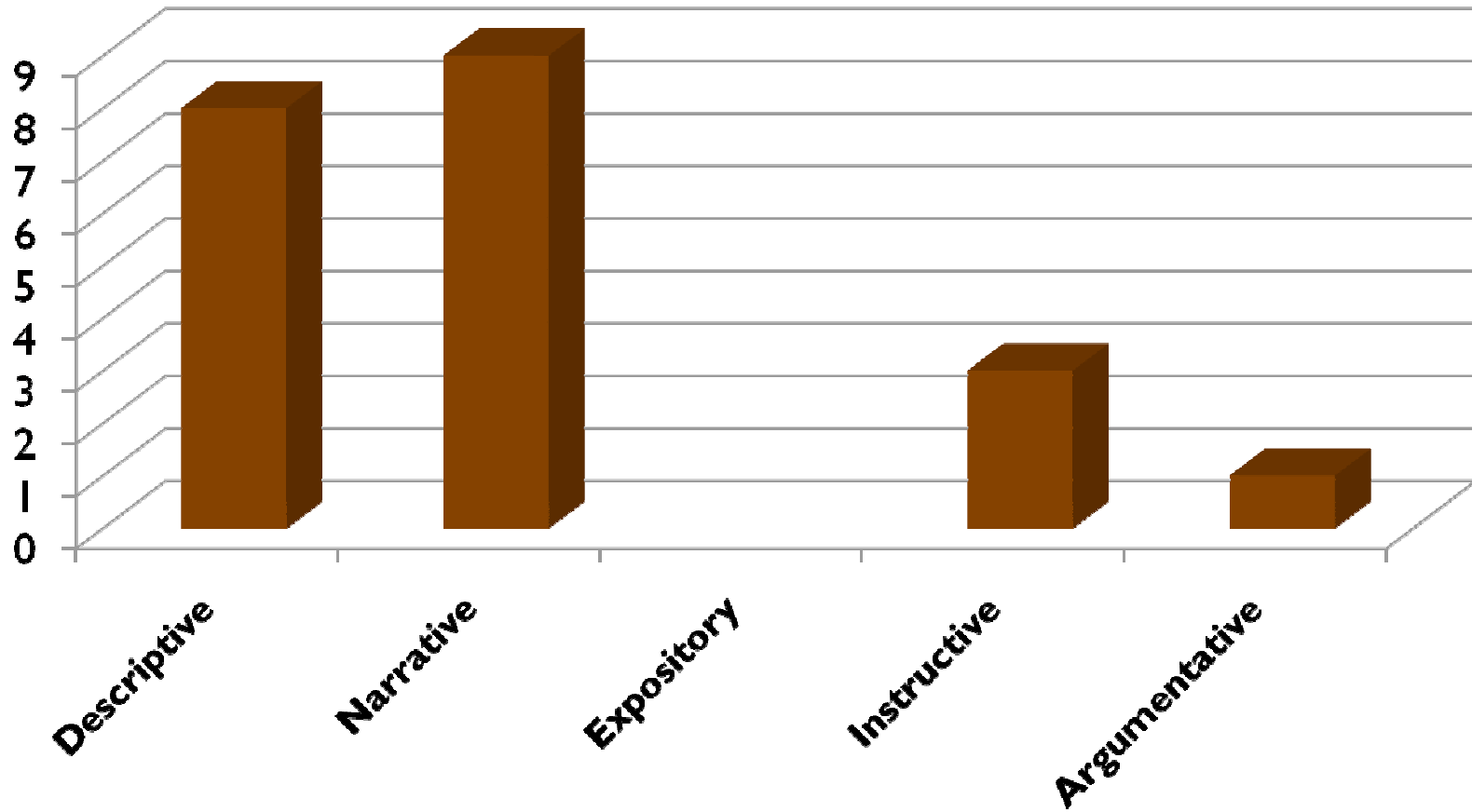
## Primary 5<sup>th</sup>: Authenticity of texts



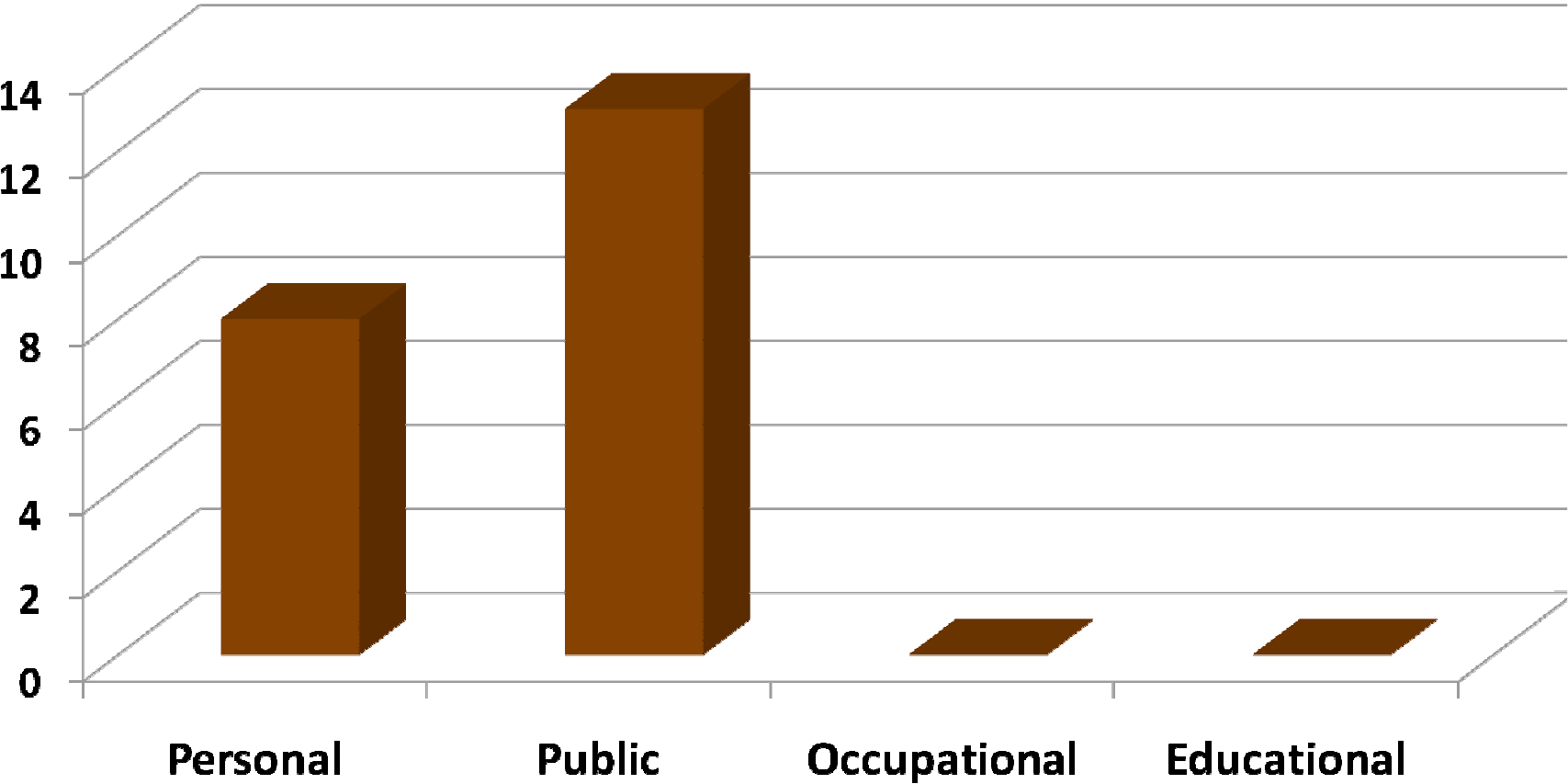
## Teachers: Authenticity of texts



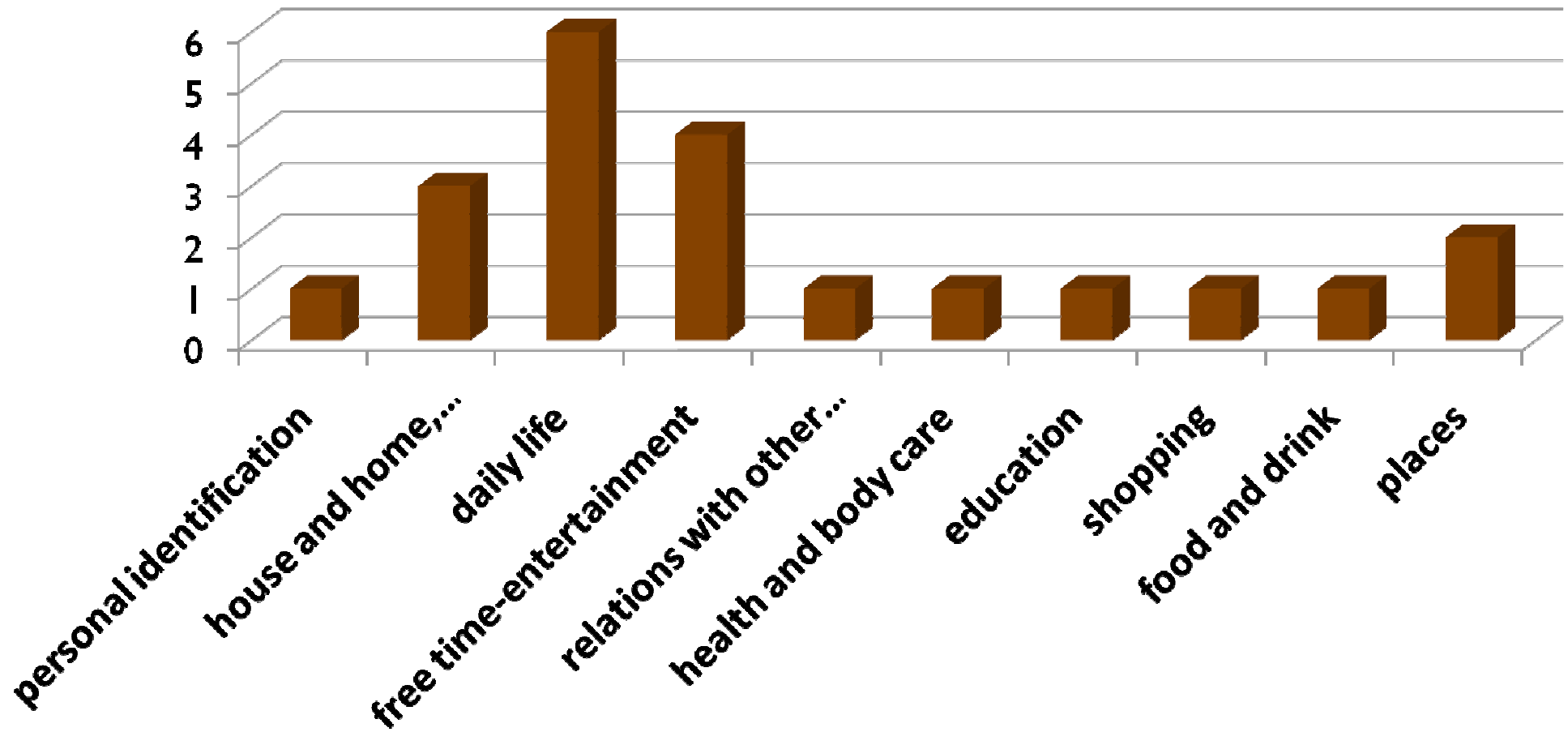
# Primary 5<sup>th</sup>: Discourse types



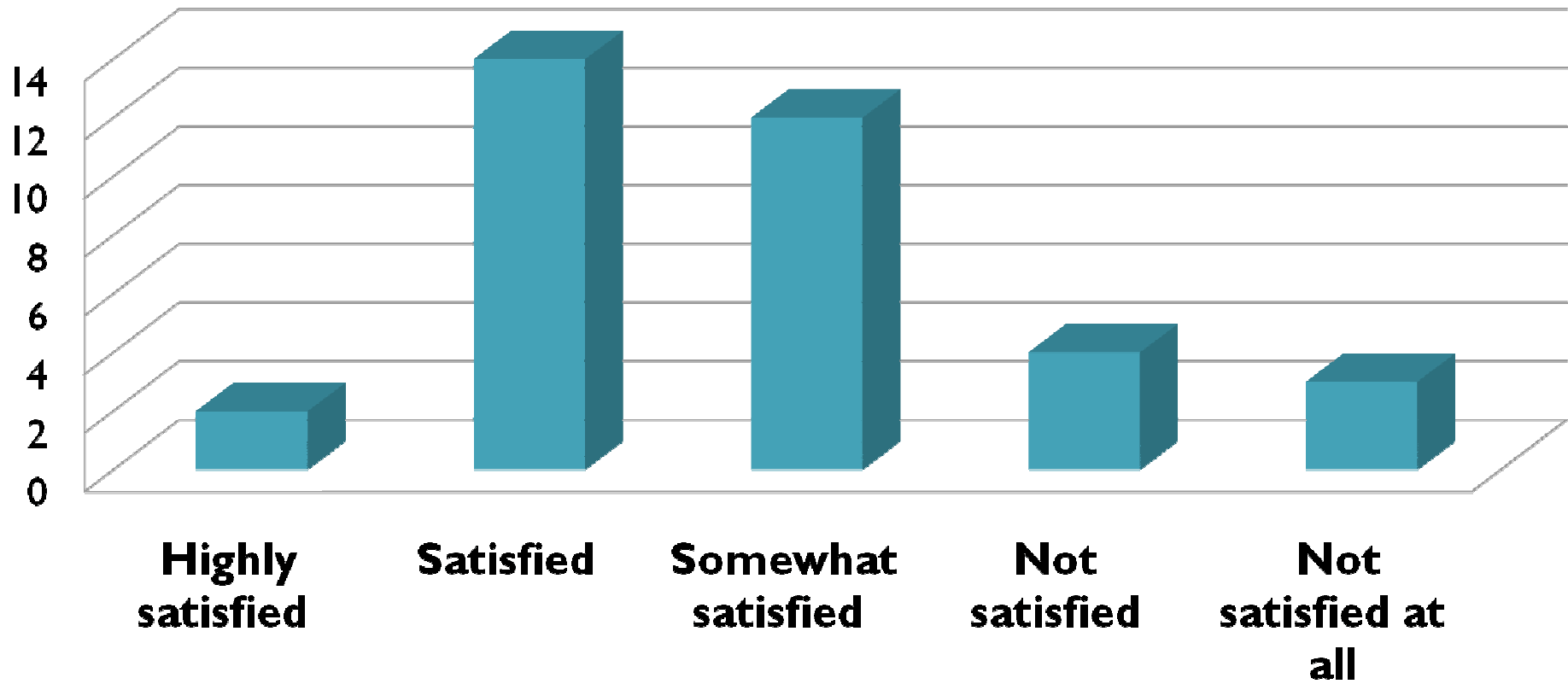
# Primary 5<sup>th</sup>: Domains



# Primary 5<sup>th</sup>: Topics

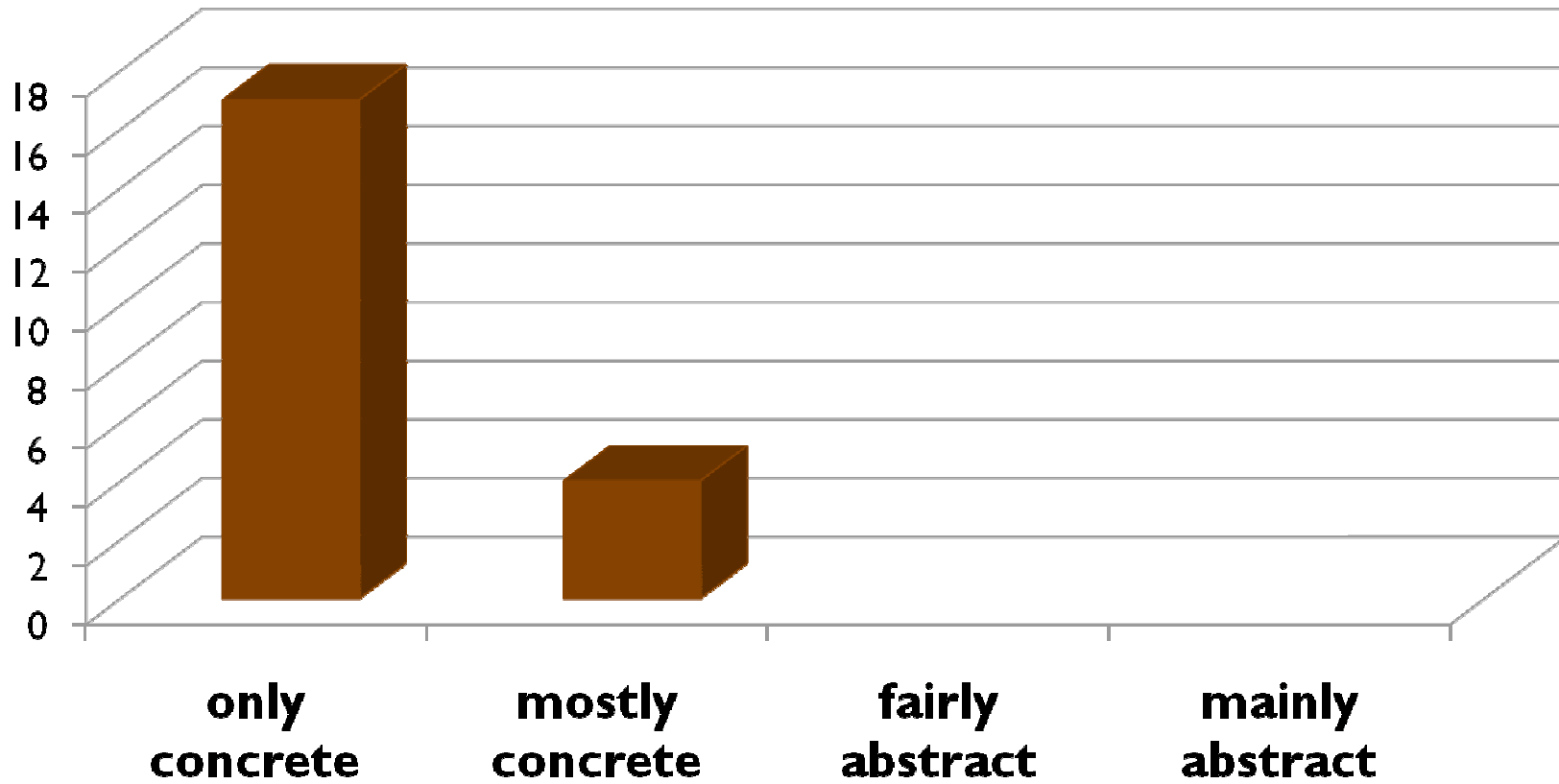


# Teachers: Topics

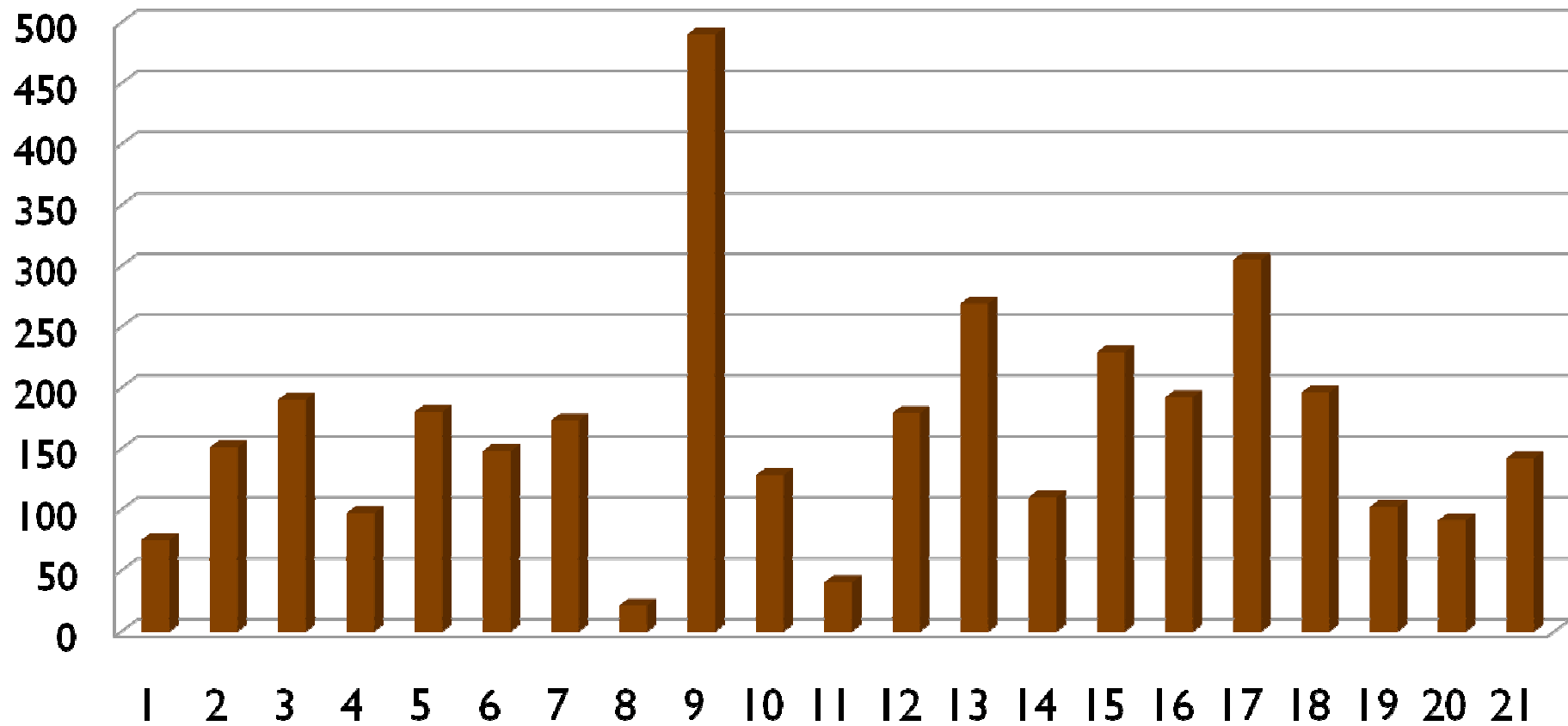




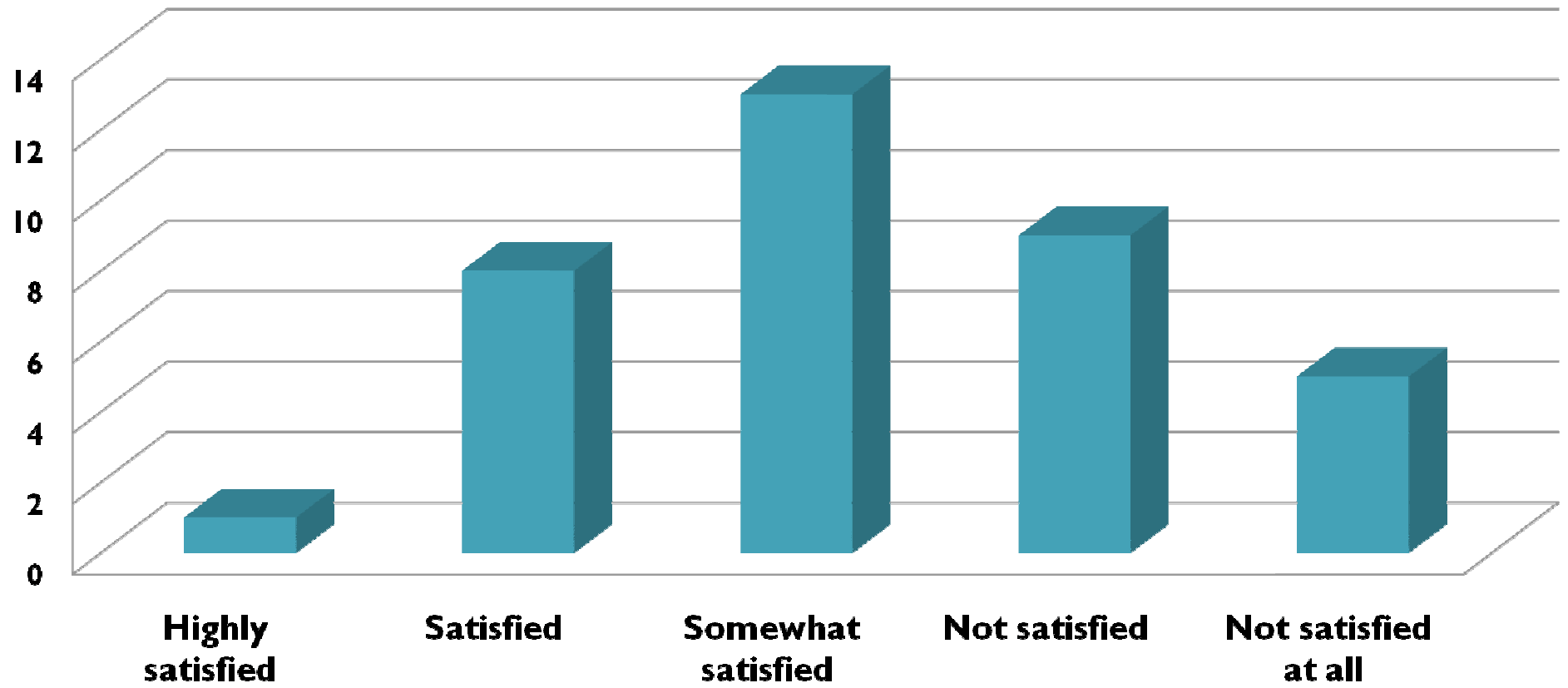
## Primary 5<sup>th</sup>: Nature of Content



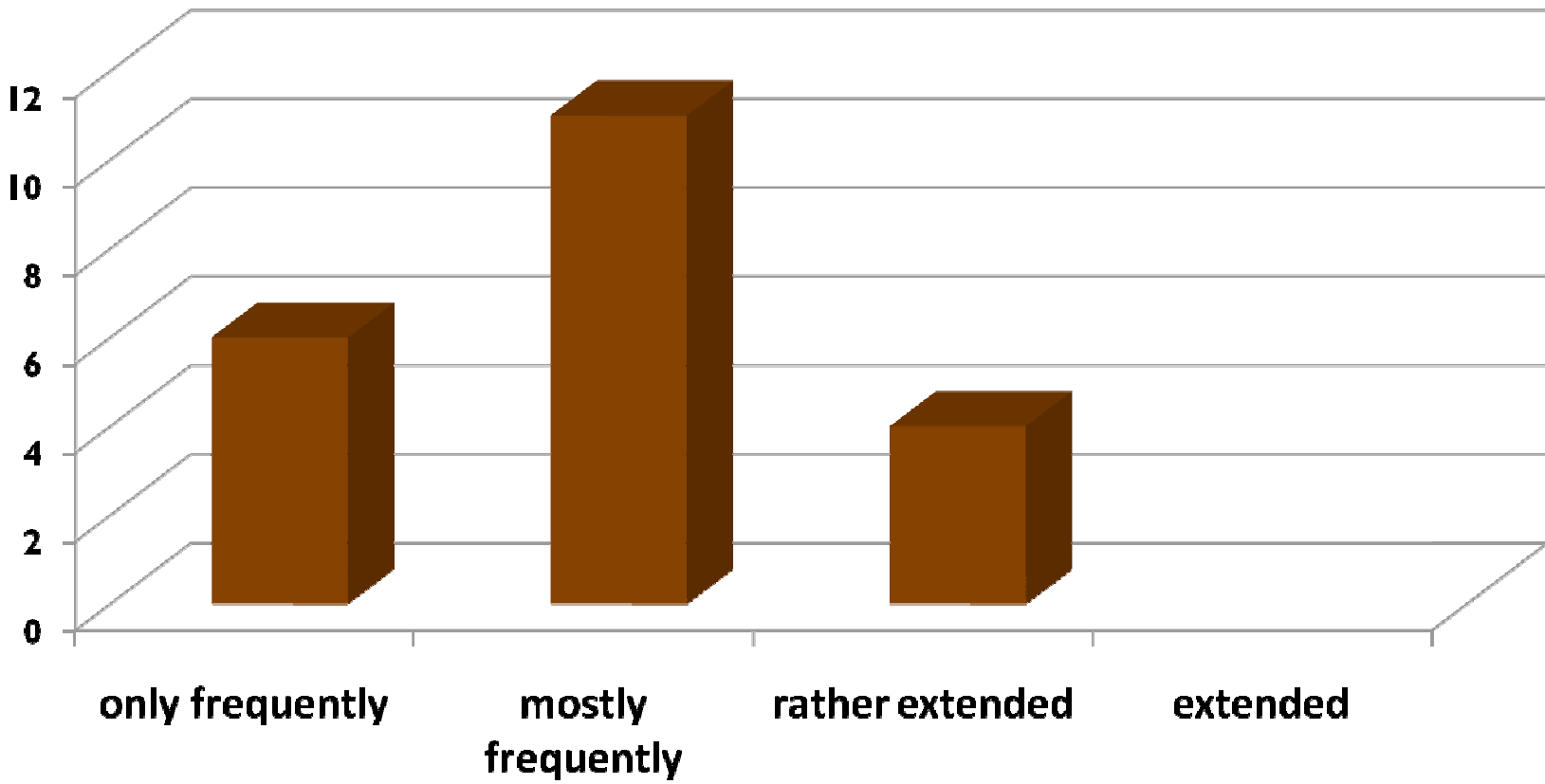
# Primary 5<sup>th</sup>: Text length and distribution



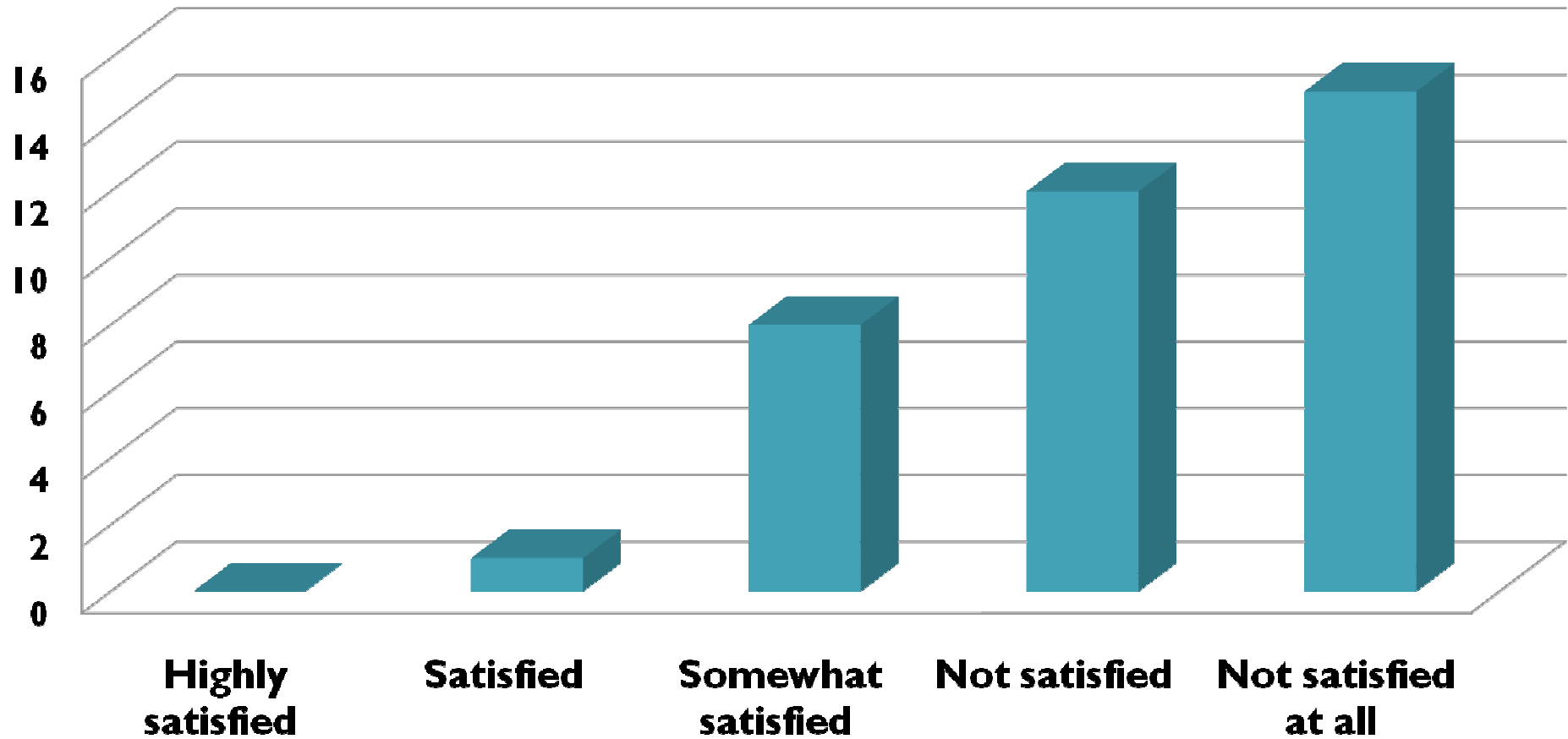
## Teachers: Length of Texts



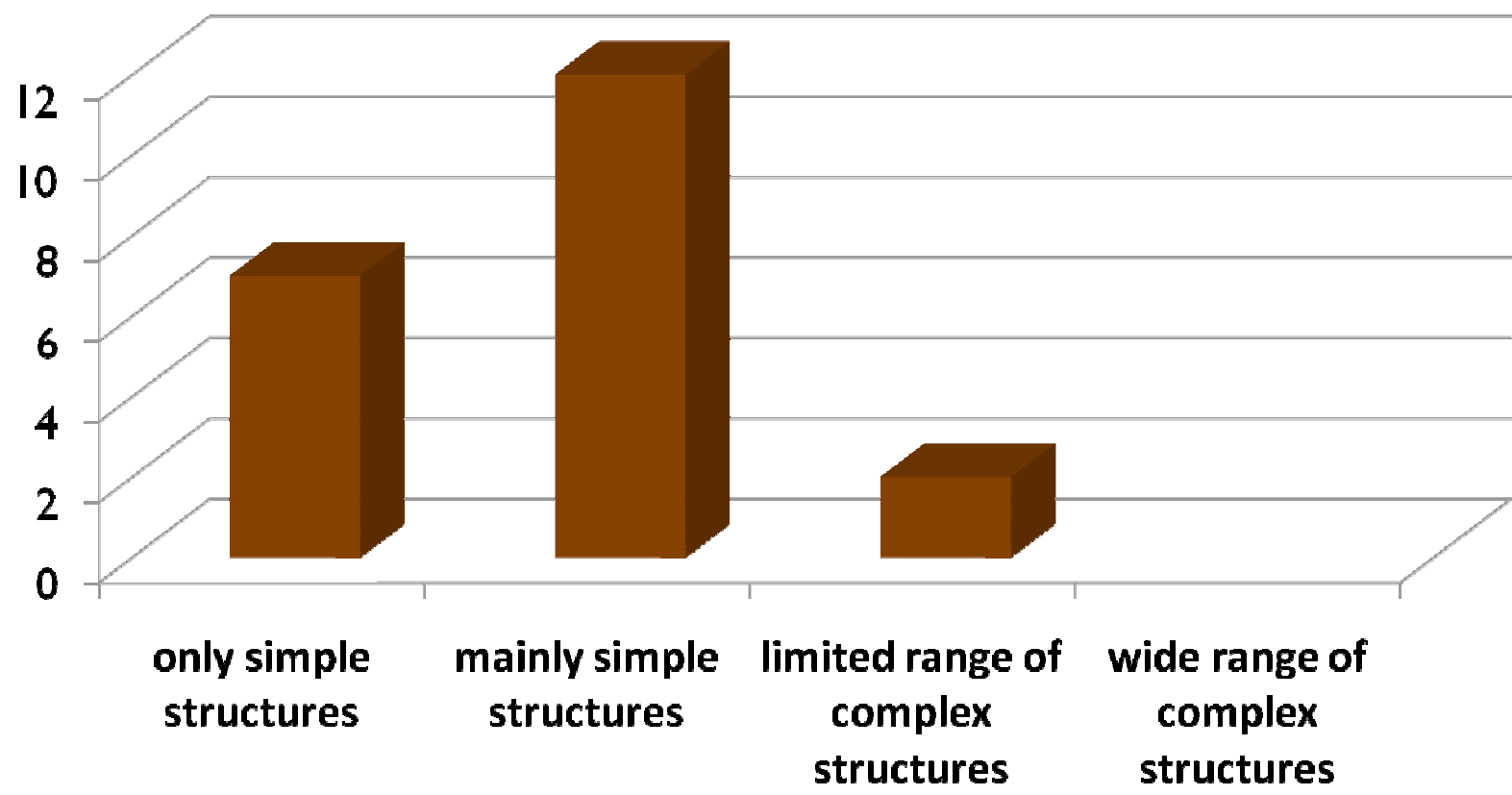
# Primary 5<sup>th</sup>: Vocabulary



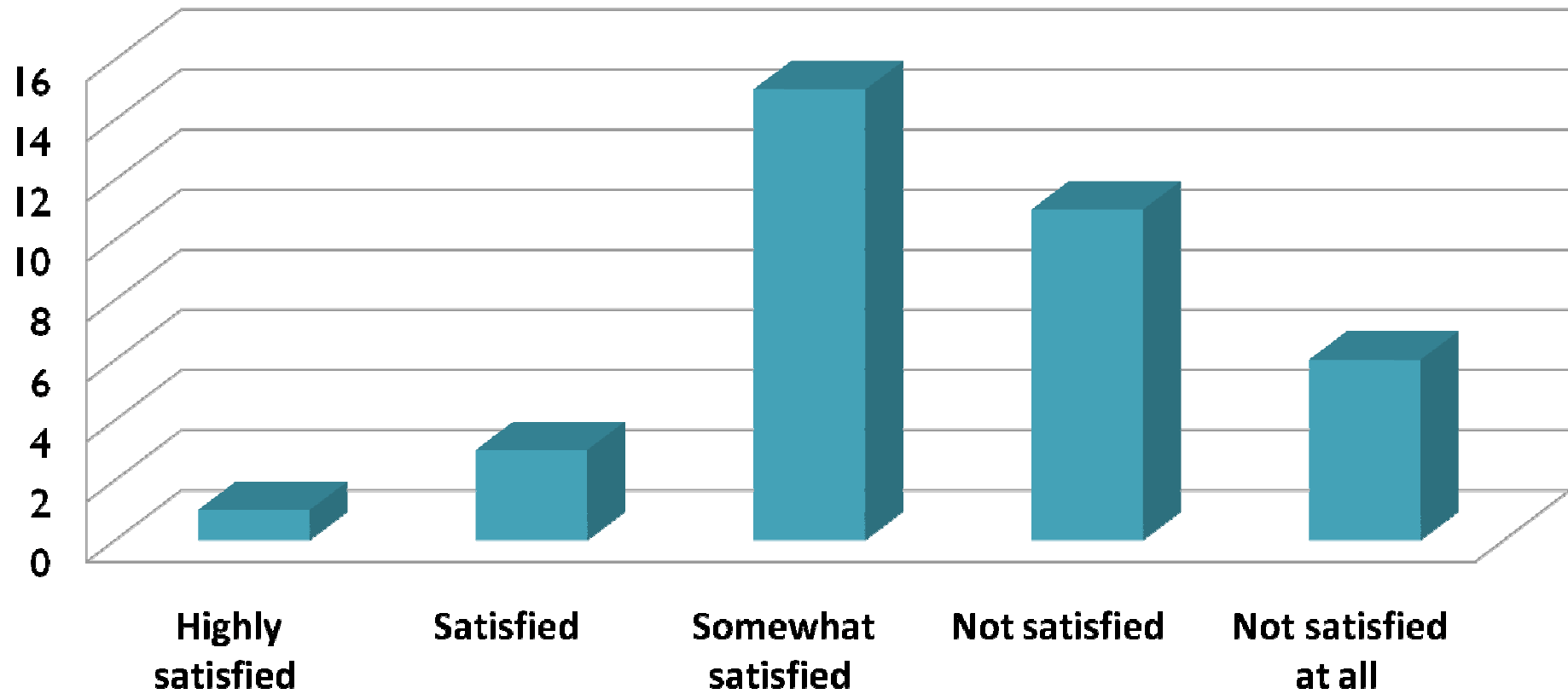
# Teachers: Vocabulary



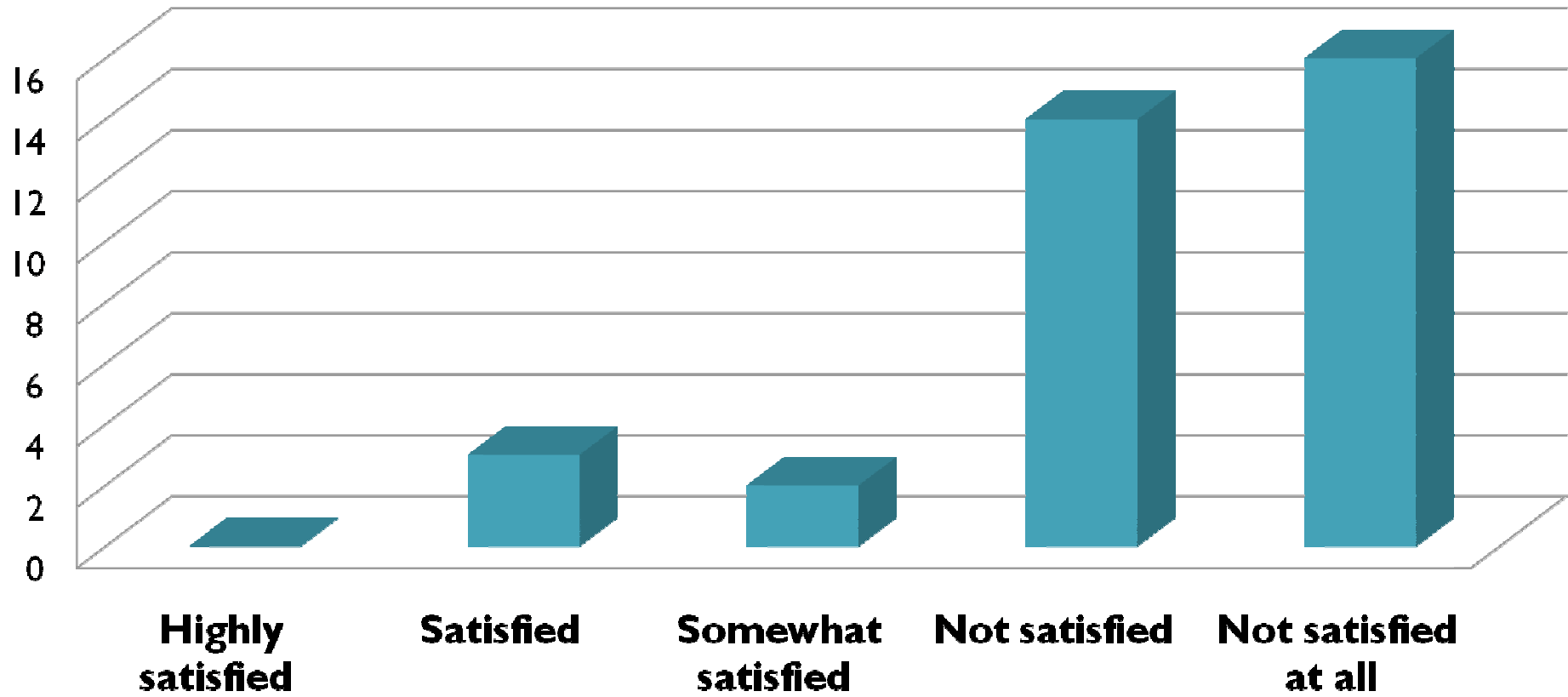
# Primary 5<sup>th</sup>: Grammatical Structures



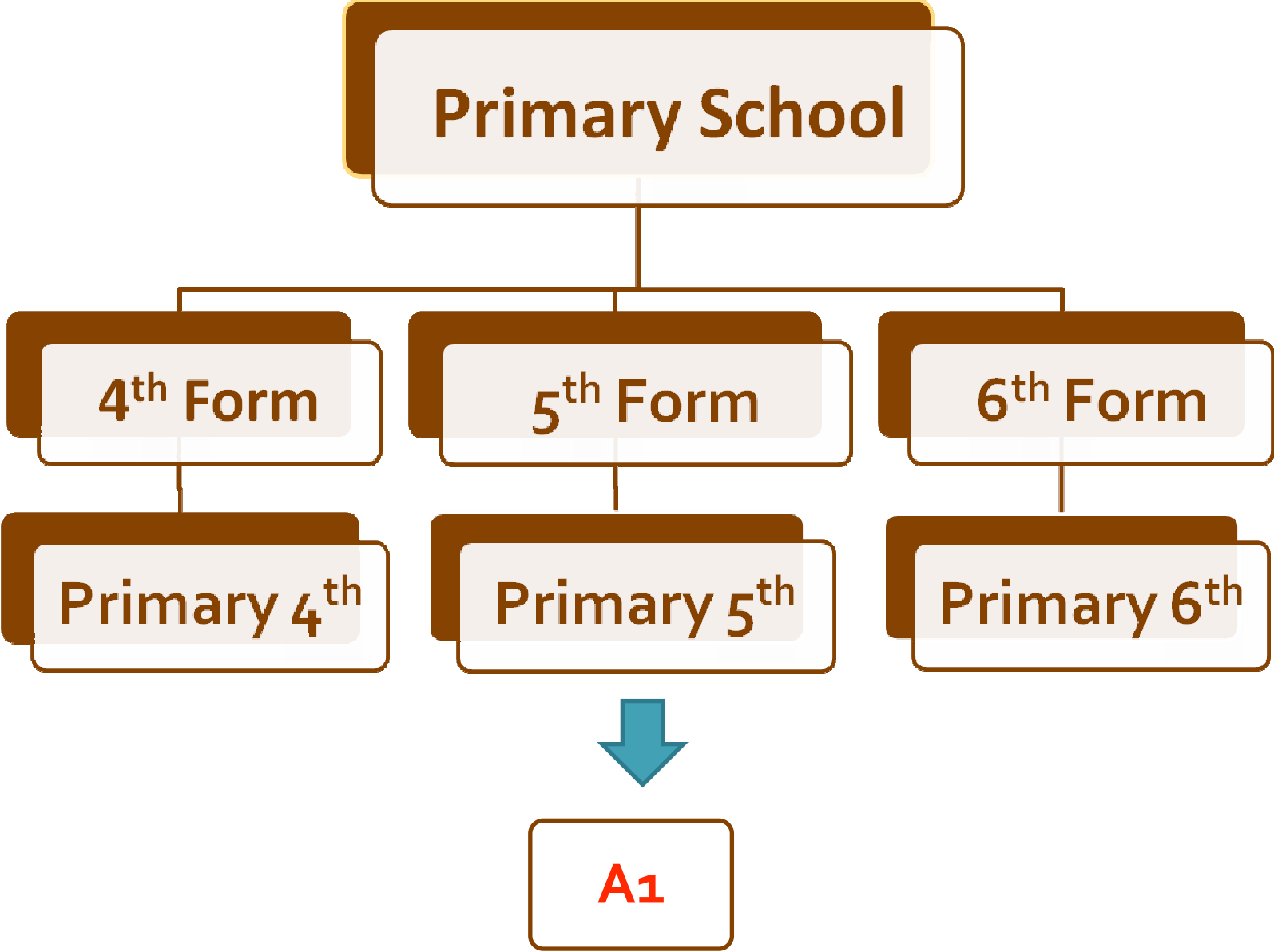
## Teachers: Grammatical structures



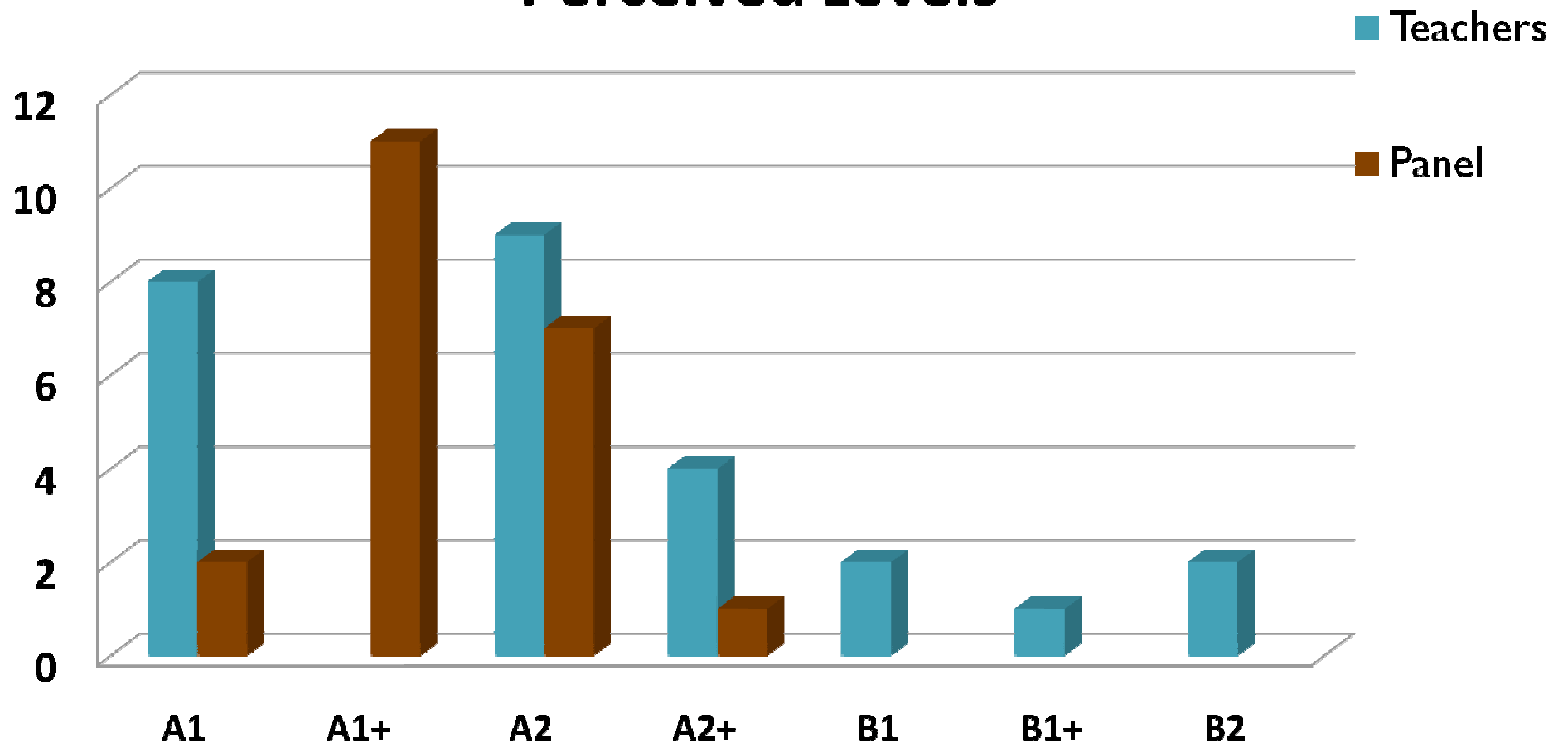
# Teachers: Overall Difficulty







# Perceived Levels





**Whose level????**



# Further steps

- **Students' language products?**
- **Students' perspective?**
- **Textbook writers and publishers' perspective?**
- **Policy makers' perspective?**



# Further steps

- Students' language products?
- Students' perspective?
- Textbook writers and publishers' perspective?
- Policy makers' perspective?



- 'Linking textbooks to CEFR' projects in other contexts
- a collaborative CEFR Textbook Manual should be devised in order to assess the level targeted by the texts and the tasks suggested by FL textbooks



**To give feedback or for further details please contact:**

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**Thank you!**

