

Common European Framework of Reference and Language Testing

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Zásady pro vypracování:

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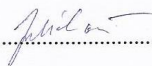
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ABSTRAKT

Tématem mé bakalářské práce je Společný evropský referenční rámec a jazykové testování. Teoretická část popisuje Společný evropský referenční rámec a Evropské jazykové portfolio, dále představuje mezinárodní certifikované zkoušky z anglického jazyka s ohledem na společné referenční úrovně rámce. Součástí praktické části je analýza současného stavu jazykové vybavenosti českých vysokoškolských studentů pomocí dotazníkového šetření, kde hlavním kritériem pro posouzení jazykové vybavenosti je mezinárodní certifikát z anglického nebo německého jazyka.

Klíčová slova:

Společný evropský referenční rámec, SERR, společné referenční úrovně, Evropské jazykové portfolio, ELP, jazykové testování, mezinárodní certifikát z anglického jazyka, jazyková vybavenost

ABSTRACT

The topic of my bachelor's thesis is Common European Framework of Reference and Language Testing. The theoretical section of the thesis describes the Common European Framework of Reference and the European Language Portfolio, as well as international English language examinations with respect to the common reference levels of the Framework. The practical section includes an analysis of the current state of language skills on the part of the Czech university students using a questionnaire-based survey. The criterion for assessing languages skills of the students is an international certificate of English or German language.

Keywords:

Common European Framework of Reference, CEFR, common reference levels, European Language Portfolio, ELP, language testing, international English certificate, language proficiency

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INTRODUCTION

This work deals with the Common European Framework of Reference (CEFR) and Language Testing. I have chosen this topic because today's world is focused on language learning and language assessing. This thesis is aimed at the equivalence of individual language examinations to the CEFR levels, hoping thereby to answer the classic question: Is my B2 your B2? I hoped to learn more about this issue and to help not only myself but also the others to understand the relationship between international language exams and CEFR levels.

The CEFR is helpful for all individuals who are involved in language learning, teaching and testing. However, interpreting and understanding of the CEFR could be quite difficult for some because it is a rather comprehensive document. Therefore, one of the aims of this thesis is also to help find how to deal with the CEFR, give basic background information on the topic, and show how it has influenced language learning and testing. Another goal of this thesis is to describe certain well-known international language examinations and determine if they are aligned with the CEFR with respect to common reference levels and classify them according to these levels.

The thesis is divided into sections: theoretical and practical.

The theoretical section deals with the CEFR's content, aims, and criteria from its origin through its development. Additionally, this section explores how the CEFR has affected language testing. Moreover, it introduces common reference levels and their descriptors. In the third chapter, the European language portfolio (ELP) is characterized by its structure, function, implementation in relation to the CEFR. Also, the pilot project of the ELP in the Czech Republic is described. The last chapter of the theoretical section is devoted to international language examinations and their classifications in accordance with CEFR levels. The tables and charts that are supplemented illustrate data concerned.

The practical section is based on the questionnaire survey. The primary goal is to analyse language skills of Czech university students to determine if they are aware of the relationship between individual international language examinations and CEFR levels. In addition, the survey also focused separately on English for Business Administration students in Faculty of Humanities at Tomas Bata University. The criterion for assessing language proficiency was the level of the language certificate.

Finally, the acquired information is presented from different points of view. All the details obtained are shown in graphs and charts and are accompanied by concise commentary. This section applies knowledge gathered in the theoretical part.

The entire thesis has a common interest: to clearly define a relation between the Common European Framework of Reference and language testing.

I. THEORY

1 COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

The Common European Framework of Reference provides a common basis for the elaboration of language syllabi, guidelines for developing curricula, examinations, textbooks and other materials across Europe. (Morrow 2004, 77) The Common European Framework of Reference for Languages: Learning, teaching, assessment (Council of Europe 2001) fully describes what students have to learn in order to use language to communicate, and which skills have to be developed to act effectively. The description also speaks to the cultural context in which the language is set. The CEFR further defines levels of proficiency, which allows for a measurement of a student's progress at each stage of learning.

The CEFR should overcome barriers in communication among professionals who work in the field of modern languages that arise from the existence of different educational systems in Europe. It provides resources to the educational administrators, course designers, teachers, methodologists and examining bodies to evaluate their current practice in terms of coordinating their activities and ensuring the needs of students for whom they are responsible.

The CEFR provides clarification concerning courses, syllabi, and qualifications for certificate systems by providing a common basis for a comprehensive description of the objectives, content, and methods. Through this, it supports international cooperation with the modern language field. The provision of objective criteria for the description of the language proficiency will facilitate mutual recognition of qualification certificates acquired in different learning contexts and, thus, will help to improve the mobility in Europe.

The systematic nature of the CEFR necessarily leads to the effort to cope with significant complexity of human language, so that it divides language competence into separate components. This evokes quite significant psychological and pedagogical issues. Communication requires a whole human being. Every man, as a sociable factor, forms relationships with an increasing number of overlapping social groups that together define his identity. The main goal of language education, in terms of intercultural approach, is to support positive development of the whole student's personality and his sense of identity through enriching experiences with different languages and different cultures. (Council of Europe 2001, 1)

1.1 History

The CEFR originally started as an initiative by the Council of Europe, which was founded on 5 May 1949. The Council of Europe is the oldest organization on the continent and it groups together countries, from Western, Central, and Eastern Europe. In the late 1950s, it supported the development of *Le français fondamental*, a specification of essential grammar and vocabulary for French, and *Voix et image de France*, a course for adults learning French. These steps by the Council of Europe were the first in the development of approaches to language teaching. In fact, the CEFR is the product of the aims and aspirations of this organization. (Morrow 2004, 3-5)

As *Using the CEFR: Principles of Good Practice* (University of Cambridge 2011) maintains, the CEFR is the outcome of developments in language education that date back to the 1970s. Its publication in 2001 was the final result of many discussions and meetings during the previous ten years.

The development of the CEFR corresponded with key changes in language teaching - from the grammar-translation method to the functional approach. The CEFR points out these later approaches.

The Council of Europe's Modern Languages project began in the 1960s and established the European unit scheme for adult education. It is in this project that the concept of *threshold* appears.

In the 1980s, the communicative approach was founded. It was a period of change in attitudes about language learning, a greater emphasis was placed on productive proficiency and modern appraisal models. The conceptions of levels are widespread in practice. (University of Cambridge 2011, 5)

As Figueras states, a second Rüschnikon Symposium in November 1991 created a recommendation for preparing a *European framework of reference for language teaching, learning and assessment* and for a study to be made of the feasibility of a *European Language Portfolio* reporting accomplishment in language skills in relation to that Framework in reaction to an increasing attitude in Europe that the several Council of Europe contributions to language teaching should be incorporated.

The CEFR was developed by an authoring group under the supervision of a *Working Party* and invited professionals. In 1996, the draft version was created and in 1997, this draft was circulated for wide discussion.

The full version of the CEFR was published in English, German and French in 2001. (Figueras 2005, 3) The development of the CEFR was properly documented, and a set of case studies on using the CEFR was published as well. (Alderson 2002) Currently, the CEFR is published in over 30 languages. The CEFR itself is still inspiring a new generation of objectives for curriculum developers, expanding on the CEFR descriptors. (Council of Europe 2009, 4)

1.2 Causes of origin

From what has been outlined in the previous paragraphs, it seems certain that the CEFR was created to better transparency and comparability of knowledge of the language, and to serve as a template by which we can identify and describe each student's language level. In a broader sense, this was meant to build a range of skills and competencies in a certain language. These ranges should then be described and graded according to the degree of difficulty. This would provide a scale of levels for assessing the skills in and knowledge of the language at the international level. The plan was enriched by questions to consider as well as by partial answers to these questions, such as how to set these levels or according to what we should make decisions or what we should follow. This project was further enhanced with themes of teaching and assessment. (Council of Europe 2001, 5)

1.3 Content and structure

The first chapter of the 'Common European Framework of Reference for Languages: Learning, teaching, assessment' (Council of Europe 2001) defines the objectives and functions of the proposed framework in the Council of Europe's language policy. Further in the chapter, it deals with the plurilingualism and specifies the criteria for comparing linguistic and cultural diversity.

The second chapter describes the approaches and strategies that students need for active development of general and communicative competences. These competences are further used to carry out activities and processes associated with the production of texts or with developing speeches on specific topic.

The third chapter introduces common reference levels. These reference levels are defined by appropriate descriptors. Furthermore, the levels should be extensive enough to ensure the entire list the student's skills, and the objectives of the teachers and applicants for language qualification.

In the fourth chapter, the categories used to describe language usage are differentiated. This chapter covers areas and situations that create a context for language use: topics, tasks and aims of communication, communicative activities, strategies, processes and text, especially with the relation to the activities.

The fifth chapter describes a student's general communicative competencies by using the scale. In the sixth chapter, the learning and teaching language processes are mentioned. The development of the multilingual competences and the methodological options are defined as well. The seventh chapter deals with the role of tasks in language learning and teaching.

In chapter eight, the implementation of linguistic diversification to the curriculum is explained. It also takes into account plurilingualism, multi-cultures, differences in the goals of language learning, principles of curriculum and its models, the lifelong process of learning languages, partial competencies, etc. The final ninth chapter describes the purposes and types of assessment to harmonize the conflicting demands on accuracy, completeness and practicality.

The appendices take into consideration technical linked to the development and scaling of descriptions of language competence. Appendix A introduces scales and methodologies. Appendix B describes the Swiss National Science Research Council project. Appendices C and D then present two related European projects. In Appendix C the DIALANG is involved. In Appendix D the ALTE 'Can Do' concept is explained. (Council of Europe 2001, 22)

1.4 Aims

According to Martyniuk, the main purpose of establishing the CEFR was to introduce common reference points in the form of 'Common Reference Levels'. It was trusted that the existence of such common reference points would help to connect courses and exams to each other, and therefore fulfill the coherence and transparency that had been the issue of the Rüşchlikon Symposium.

The CEFR is not a reconciliation project. The aim of the CEFR is to supply a theoretical framework that allows practitioners to say at which stage they are, not a definition to tell them where they should be. This is exactly what the authors emphasize right at the beginning of the CEFR.

The CEFR is a reference instrument that provides levels, categories and descriptors that educational authorities can unify or divide into parts, develop or sum up, and follow or modify according to the necessities of their situation. (Martyniuk 2010, 3-4)

Based on the evidence, it is clear that the CEFR has two broad aims. On the one hand, it encourages the stimulation for thoughtfulness, improvement and transformation, and on the other hand, it supplies Common Reference Levels to help communication across institutional, local and lingual bounds. (North 2010, 6)

1.5 Criteria

As the manual maintains, the CEFR has to be comprehensive, transparent and coherent in order to ensure the fulfilment of its various functions.

The comprehensiveness of the CEFR reflects the attempt to define as wide a scope of language skills, knowledge, and usage as possible. It also expresses a certain ability of all CEFR users to define their aims by referencing back to it. (Council of Europe 2001, 7-8)

The CEFR should differentiate two dimensions: quantitative and qualitative. The quantitative dimension refers specifically to the use of different reference levels in the CEFR, and the qualitative dimension refers to the CEFR as a hierarchy or an explanatory system of language activities. (Figueras 2005, 4)

As the manual claims, the CEFR should describe language proficiency in these dimensions and also provide a sequence of reference points by which advancement in learning can be adjusted. It should be kept in mind that the forming of communicative proficiency implies the existence of other dimensions than the purely linguistic. These are, for example, sociocultural awareness, imaginative experience, affective relations, and learning to learn.

The transparency of the CEFR means that information can be understandably expressed, accessible and easily intelligible to all users.

The coherence of the CEFR means that it is described without inner inconsistencies. With respect to educational systems, coherence demands a harmonious relationship between their elements: the determination of necessities, the identification of goals, the description of content, the choice or production of material, the foundation of teaching and learning programmes, the employment of teaching and learning methods, and the evaluation, examination, and assessment.

The formation of a comprehensive, transparent and coherent framework for language learning and teaching does not involve the presumption of one particular consistent system. To the contrary, the framework should be clear and adaptable, so that it can be used, with such versions as demonstrate essential, to specific situations. (Council of Europe 2001, 7-8)

1.6 Impact on language testing

According to Little, national education systems had to face challenges due to the CEFR. Education authorities had to specify the communicative goals of their curriculum by designing the curricula according to the needs of the CEFR's systematic treatment of language usage and defining learning results in 'can do' terms. They also had to support 'learning to learn' by preparing ELPs with 'I can' descriptors derived from the 'can do' descriptors of the curriculum. Furthermore, it was necessary to plan official tests and exams and grade learners' achievements according to standards and criteria directly from the CEFR.

Little indicates that the CEFR's greatest impact on language classrooms has been, indirectly, through the ELP. However, it is hard to find valid proof that the ELP is broadly used in any national education system. Furthermore, effective use of the ELP in the language classroom needs different pedagogical attitudes than fixed methods. (Little 2006)

Based on the evidence, it is clear that the CEFR has had a great impact on language education. It is widely recognized as the primary reference instrument to coordinate the aims of language education at all levels. In addition, the CEFR has contributed to the development of strategic language policy documents and practical teaching materials in some countries. Elsewhere in the Europe, the CEFR is becoming the most dependable source for curriculum planning. But, then again, some of the participating countries claim that the CEFR had rather insignificant impacts on education at a school level. (Byram and Parmenter 2012, 1)

2 COMMON REFERENCE LEVELS

From what has been already outlined in the previous chapter, it seems certain that there are six common levels according to which it is possible to determine the proficiency of the user of the language. This part states the reasons why the scaling of language competence has such an important role in the CEFR. It takes a long time to learn a language and its standardization is crucial for many reasons, such as the designing of courses and the granting of qualifications. The formation of common reference levels is a principal reason for the establishment of the CEFR. (Council of Europe 2001, 14-18).

2.1 Where do the reference levels come from

The creation of the CEFR levels (A1-C2) was not did not unexpectedly come from nowhere. Its formulation required a long, slow, and collective process that began in 1913 with the Cambridge Proficiency examination (CPE), which describes a practical mastery of the language as a non-native speaker. This level is now referred to as C2. Shortly before the Second World War, Cambridge presented the First Certificate (FCE), which is still widely considered to be the first level of competence relevant for work in the office. This designation is now referred to as B2. -The Threshold Levelø was defined as the lower level in the 1970s by the Council of Europe. This level is now referred to as B1. The original reason for the creation of this level was to define what kind of language an immigrant or visitor must know to act effectively in society. Then, -Waystageø was quickly developed after -The Threshold Levelø This level is referred to as A2. (North 2007, 4)

These ideas were discussed for the first time as a practical set of -Council of Europe levelsø in a presentation by David Wilkins at the Ludwighaven Symposium in 1977. (Trim 1978) As North indicates, this symposium symbolised the first, but unfortunately unsuccessful, effort to get closer to a common European framework and uniform scheme related to common levels.

In 1992 the -Common Framework Working Partyø of the Council of Europe accepted the under mentioned six -Common Reference Levelsø for the forthcoming CEFR. These levels are listed in the Table 1 below:

Table 1. Common Reference Levels

Breakthrough	later A1
Waystage	later A2
Threshold	later B1
Vantage	later B2
Effective Operational Proficiency	later C1
Mastery	later C2

Source: Data from North 2007.

These six levels matched both the seven levels provided by Wilkins in 1977 and to the five levels accepted by the Association of Language Testers in Europe (ALTE) with the addition of A1.

According to North, in 1993-1996, two Swiss members of the Working Party applied both qualitative and quantitative methodologies to ensure the development of explanatory descriptors for these six levels. In a sequence of 32 workshops, teachers received descriptors to group into categories. This proved not only the clearness of the descriptors, but also the practicality of the categories designed for the sub-scales. The most understandable, most appropriate descriptors were then introduced in descriptor-checklists. These were applied by approximately 300 teachers to evaluate students in 500 classes at the end of the school years 1994 and 1995. A scale on which each descriptor is given a difficulty value was developed through a statistical analysis of this data. The last step was to cut this permanent scale of descriptors to correspond to the set of CEFR levels.

In fact, the Swiss research project recognized 10, instead of six, groups of language competence. Between the criterion level for A2 and the criterion level for B1, a plus level was identified. B1 and B2 (B1+) and B2 and C1 (B2+) were handled similarly, as shown in Figure 2. These plus levels were determined by a greater achievement with relation to the same features found at the criterion level. The plus level idea can be quite beneficial with regards to the school assessment because students can see more advancement due to the limited levels. (North 2007, 4-5)

The establishment of cut-off points between individual levels is always a subjective process. Some associations adopt six levels, while others prefer nine levels. Due to the fact that a common set of levels or descriptors can be divided into practical local levels at various points by numerous users, they can be suitable for local needs and still be relevant to a common system. With this flexible branching system, associations can create the branches

which will be appropriate to them in order to locate the levels which are utilized in their system in terms of the common framework. (Council of Europe 2001, 31-32)

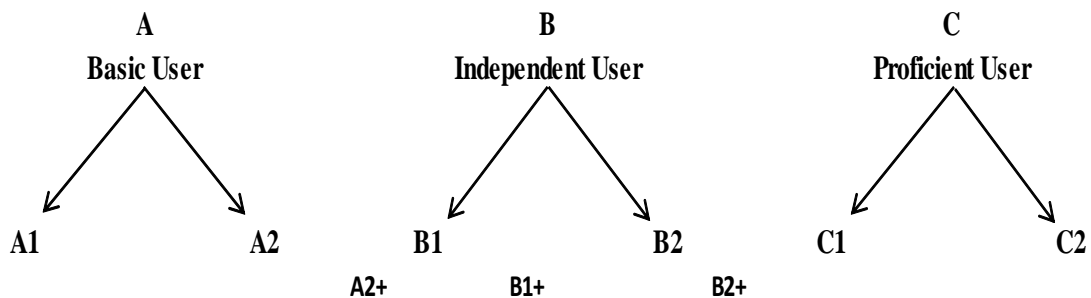


Figure 1. A nine level scale

Source: Data adapted from Council of Europe 2001.

2.2 Criteria for descriptors for Common Reference Levels

As the manual claims, one of the objectives of the CEFR is to help participants define the levels of language competence needed by current standards and examinations in order to distinguish between different systems of qualifications. For this reason, the ‘Descriptive Scheme’ and the ‘Common Reference Levels’ were formed. Between them, they present a framework which participants can use to define their system. In the best case, the following four criteria for a scale of reference levels in a common framework are met. Two of the criteria refer to description issues, and the other two refer to measurement issues.

2.2.1 Description issues

According to the manual, a common framework scale should be context-free to allow for the adaptation of general results from various particular relations. A common scale should not be created, particularly for school use and then applied to adults or vice-versa. The descriptors in a common framework scale also have to be context-free and suitable for the purpose they are applied for in that relation. This signifies that the categories must relate to the intended contexts of use for the various groups of students.

The descriptors also should be founded on theories of language proficiency. This is not easy to achieve because the accessible theory and research is inappropriate to supply a basis for such a description. However, the classification and description has to be founded on theories. Moreover, although they need to relate to theory, the description should be available for users as well.

2.2.2 Measurement issues

As the manual maintains, a common framework scale has to be objectively specified in the connection with the fact that they are grounded on a theory of measurement. Also, the number of levels which are accepted should be suitable to present development in various fields.

These criteria are quite hard to satisfy, but are helpful for the purpose of better orientation. They can be fulfilled by a combination of various methods: intuitive, quantitative, and qualitative. For this reason, the methodology that is used for the development of the Common Reference Levels and their visual descriptors should be rather strict. The precision of this standardisation has been controlled in replication studies. (Council of Europe 2001, 21-22)

2.3 The scale of Common Reference Levels

The scale is composed of three sequences and each sequence is divided into two levels as it is visible in the Table 2 below: (Goulier 2007, 37)

Table 2. The Scale of Common Reference Levels

Basic user		Independent user		Proficient user	
A1 Breakthrough	A2 Waystage	B1 Threshold	B2 Vantage	C1 Effective Operational Proficiency	C2 Mastery

Source: Data adapted from Goulier 2007.

As the manual states, these levels seem to be a wide, although not universal, agreement on the amount and characteristics of levels suitable to the system of language learning and the public identification of performance. It appears that the outlined framework of six levels provides a sufficient description of the learning scope that is appropriate to European language learners for these intentions.

Upon closer examination of these six levels, it has been discovered that there are higher and lower constructions of the classic subdivision into basic, intermediate, and advanced. Moreover, certain terms included in Council of Europe descriptions for levels have proven resistant to translation, as may be seen with Waystage or Vantage. As a result, the designed

scheme accepts a hypertext branching rule which begins from an original subdivision into three wide levels: A, B and C, as shown in Figure 3 below. (Council of Europe 2001, 23)

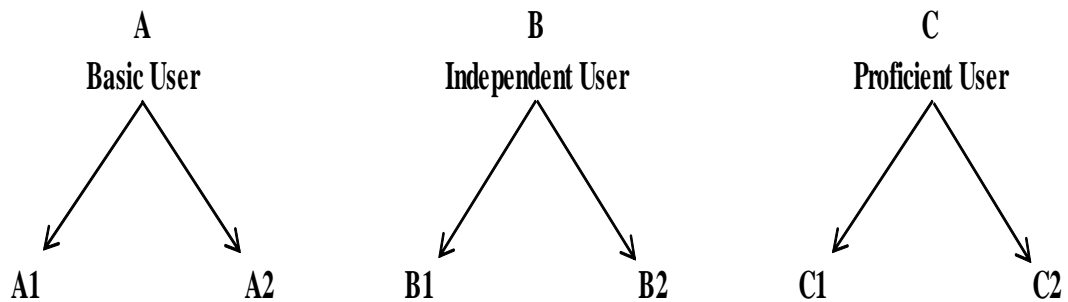


Figure 2. Subdivision of Common Reference Levels

Source: Data adapted from Council of Europe 2001.

2.4 Description of Common Reference Levels

As indicated by the manual, the creation of 'Common Reference Levels' does not limit educational sectors from different pedagogic cultures in organizing or explaining their own level systems. It also should be expected that the description of common reference points will be developed over time.

The fact that the common reference points are described in distinct ways for various purposes is valuable as well. The summary of 'Common Reference Levels' in one holistic paragraph will be useful for some purposes, as shown in Appendix P I. It will simplify the communication of the system to non-specialist users and will also give teachers and designers of curricula orientation points.

In order to familiarize students, teachers and other users within the educational system for some practical usage, however, a more comprehensive summary will be needed. Such a summary can be introduced in the form of a grid which will show main categories of language use at each of the six levels. The self-assessment grid, which is shown in Appendix P II, was developed for a self-assessment orientation. It is based on the six levels. It is necessary to help students describe their major language skills, and make a choice at which level they might look for a checklist of more comprehensive descriptors to make a self-assessment of their level of language competence.

For other applications, it may be useful to concentrate on a specific selection of levels, and a specific set of categories. By limiting the spectrum of levels and categories included in those appropriate to a specific application, it will be practical to include more detail. Such

detail would allow for a set of modules to be mapped comparable to one another and also will be suitable to the CEFR.

Otherwise, instead of characterizing categories of communicative activities, one may want to make an assessment of performance based on the factor of communicative language proficiency one can conclude from it. The table which is shown in Appendix P III was created to evaluate spoken production. It concentrates on distinct qualitative aspects of language usage. (Council of Europe 2001, 23-25)

2.5 Typical features of Common Reference Levels

At this moment it would be suitable to summarize the communicative scope of the consecutive common reference levels. (Little 2008, 5) The characteristic features of the levels may be emphasized according to the calibrated descriptors. (North 2007, 5)

2.5.1 Level A1

Level A1, often called Breakthrough is the lowest level of productive language use. At this point the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases. (Council of Europe 2001, 33)

In other words, A1 is the first recognizable level of language competence at which learners can connect components of the target language on their own in still highly restricted communicative range. (Little 2007, 5)

2.5.2 Level A2

Level A2 seems to reflect the level listed by Waystage specification. The major part of descriptors stating social functions are to be found at this level (North 2010, 25), such as: greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers (Council of Europe 2001, 33-34). Also, descriptors on informal interactions belong here (North 2010, 25): make simple transactions in shops, post offices or banks; get

simple information about travel; ask for and provide everyday goods and services. (Council of Europe 2001, 33-34)

Between levels A2 and B1 the learner becomes more actively participatory in conversations, always provided that his or her conversational partner supports and allows for restrictions. (Little 2007, 6)

2.5.3 Level B1

Level B1 reproduces the Threshold Level, with two specific features. The first feature is maintaining interaction: *give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.* The second feature is the ability to cope flexibly with problems in everyday life: *deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint.* (North 2010, 24)

2.5.4 Level B2

Level B2 symbolizes a new level as long above B1 as A2 is under it, and it intends to express the Vantage Level definitions (Ek 2001, 175). As student proceeds gradually but steadily through the intermediate stage, he/she discovers that he/she has arrived somewhere, where things seem to be distinct, he/she obtains a new view, can look around him/her in a new-found way. This idea does seem to be confirmed to a large extent by the descriptors determined for this level (Little 2007, 7). They represent rather a break with the content so far. For example at the lower end of the band there is an orientation on effective argument: (North 2010, 24) *account for and sustain opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.* (Council of Europe 2001, 35)

Secondly, there are two new focuses. The first is the student is able to capably communicate his/her own social discourse: (North 2010, 24) "interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation". (Council of Europe 2001, 35)

The second new direction focus is a new stage of language awareness: (North 2010, 24) "correct mistakes if they have led to misunderstandings; make a note of 'favourite mistakes' and consciously monitor speech for them". (Council of Europe 2001, 35)

2.5.5 Level C1

Level C1 was identified as Effective Operational Proficiency. Access to a wide extent of spoken language to enable fluent communication describes this level, as shown in the following examples: (North 2010, 23) "Can express himself/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies, only a conceptually difficult subject can hinder a natural, smooth flow of language". (Council of Europe 2001, 36)

The discourse proficiency which features the previous level proceed to be apparent at Level C1, emphasising more fluency, namely: (North 2010, 23) "select a suitable phrase from fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking, produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices". (Council of Europe 2001, 36)

2.5.6 Level C2

Level C2, which is identified as "Mastery" describes the stage of precision, appropriateness and ease with the language for highly successful learners. Descriptors determined here involves: (North 2010, 23) "convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices, has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning, backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it". (Council of Europe 2001, 36)

3 THE EUROPEAN LANGUAGE PORTFOLIO AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Regarding the Common European Framework of Reference, it is also important to describe the purpose of the European Language Portfolio, its structure, implementation, functions and last but not least to define what the relation between the ELP and the CEFR is. Besides, this chapter focuses on the pilot project of the ELP in the Czech Republic.

The ELP presents a format in which its owner can record his or her language learning and intercultural experiences. (Council of Europe 2001, 5) It was developed to contain not only formally awarded acknowledgements acquired during learning a particular language but also to report more informal experiences such as contact with languages and other cultures. (Council of Europe 2001, 175)

3.1 Structure of the European Language Portfolio

The European Language Portfolio consists of three essential elements: a Language Passport, a Language Biography, and a Dossier. (Little et al. 2007, 11) Furthermore, it must include descriptors and the reference levels of the CEFR. (Integrate Ireland Language and Training 2004, 4) At this point reference to the CEFR is especially valuable. (Council of Europe 2001, 20)

3.1.1 Language Passport

The Language Passport outlines the linguistic identity of the holder and also summarizes the holder's experience of learning foreign languages. It enables the owner to record his or her self-assessment of overall foreign language skills. (Little et al. 2007, 11)

This section gives information about the learner's competence in various languages at a particular point in time. It is characterized in connection with proficiency and the common reference levels in the CEFR. The overview contains formal qualifications and specifies language proficiencies and intercultural learning experiences. Furthermore, it enables self-assessment, teacher assessment and assessment by educational organizations and examinations commissions. The information recorded in the Passport defines on what principle, when and by whom the assessment was realised. The Council of Europe for ELPs for adults promotes a standard presentation for the Passport Summary in order to ease pan-

European identification and mobility. (Little and Perclova 2001, 7) Appendix P IV shows parts of the standard adult language passport.

3.1.2 Language Biography

The Language Biography follows the current development of learning foreign languages and dealing with the associated cultures. It provides support when defining the goals and also helps with self-assessment. In addition, it encourages reflection on learning methods, approaches, and intercultural experiences. Sometimes this reflection can be filling in forms, or answering open-ended questions. (Little et al. 2007, 11) It is organized to foster plurilingualism, specifically the development of proficiencies in numerous languages. (Little and Perclova 2001, 7) Appendix P V presents an extract from the ELP biography.

3.1.3 Dossier

The Dossier collects evidence of the owner's foreign language skills and intercultural experiences. In some cases, its pedagogical function is strongly developed. (Little et al. 2007, 11) Through this, the learner has the opportunity to choose materials to enter and exemplify achievements or experiences documented in the Language Biography or Passport. (Little and Perclova 2001, 7) Appendix P VI includes an extract from Swiss version of the ELP, and a page from the ELP Dossier of a Czech learner of English at lower secondary level.

3.2 ELP development and implementation

The European Language Portfolio has no single version. In 1997 preparatory studies that designed forms the ELP adopted for the purpose of fulfilling the needs of language learners in different categories were published by the Council of Europe. From 1998 to 2000 preliminary projects were realized by 15 Council of Europe member countries and by three international non-governmental organizations. Each preliminary project created and tested its own ELP, leading to variation. In 2001, a Validation Committee was established by the Council of Europe to study ELPs proposed by the member states. More than 80 ELPs were verified by the end of 2006 and, according to information from member states of the Council of Europe, more than 1,250,000 language learners have obtained an ELP and have used it with greater or smaller intensity for a shorter or longer period of time. (Little et al. 2007, 11-12)

3.3 Functions of the European Language Portfolio

The ELP was developed in order to fulfil two complementary functions. The first is pedagogical; the ELP is intended to make the language learning procedure more understandable to learners and to support the development of learner self-sufficiency. This is why the ELP allows for reflection and self-assessment. This function corresponds with the Council of Europe's responsibility to learner self-sufficiency as a major part of education for democratic citizenship and a need for long-lasting learning. The second function is to ensure specific records of foreign language communicative competence and intercultural experience. This corresponds with the Council of Europe's long-lasting concern for discovering new ways to record language learning achievement in an internationally understood style. Furthermore, the ELP is developed to support the development of plurilingualism, the capability to speak two or more languages apart from one's mother tongue. (Little et al. 2007, 12)

3.4 The relation between the CEFR and the ELP

As it has already been mentioned in previous chapters, an intergovernmental symposium was held in Swiss Rüslikon in 1991 proposed that the Council of Europe should establish "a comprehensive, coherent and transparent framework for the description of language competence" (Council of Europe 1992, 39). It further suggested that "once the Common Framework has been elaborated, there should be devised, at the European level, a common instrument allowing individuals who so desire to maintain a record of their language learning achievement and experience, formal or informal" (Council of Europe 1992, 39). In other words, from its inception the ELP was conceptualized as an instrument for realization of the CEFR. The Swiss symposium suggested that the Council of Europe should establish two working groups - one to develop the CEFR and the other to examine possible functions and forms of the ELP. (Council of Europe 1992, 39-40)

As Little maintains, the CEFR and the ELP are developed to encourage the fulfilment of the Council of Europe's major objectives to protect human rights, parliamentary democracy and the rule of law. The Council of Europe places a great emphasis on the preservation of linguistic and cultural diversity and supports language learning as a means of maintaining linguistic and cultural identity, strengthening communication and common understanding, and fighting against prejudice and discrimination.

According to Little, the ELP should be understood as a means of delivering the importance of the CEFR to the learner in a language classroom. Therefore, it is crucial to insist on the fact that the vertical dimension of the CEFR covers three kinds of scale. The first describes what the learner can accomplish in the foreign language at each level. The CEFR introduces 34 scales of listening, reading, spoken interaction, spoken production, and writing. These are the scales that directly influence the ELP through the self-assessment grid and the checklists. Also, there are scales that specify the methods which we apply when we communicate, in particular when preparing our speeches or coping with the deficiencies in our language proficiency. Next, there is a scale that concentrates on our communicative language proficiency, namely the terms we know, the level of grammatical correctness we can reach, our control of the accurate pronunciation and phone. For the purpose of understanding the common reference levels completely, it is important to study these three kinds of scale and compare them with each other. (Little et al. 2007. 12-13)

3.5 The ELP pilot project in the Czech Republic

As Little states, the European Language Portfolio was introduced to Czech schools by 53 teachers. During the course of the test phase from April 1999 to June 2000, the ELP was applied by 902 students, between ages eight and 15. All members who were involved in this project participated in it voluntarily.

The developer of the project decided for a ring binder of the standard format that is used in schools, into which pages can be introduced. The graphic that was used for the project, was designed clearly and interestingly. The arrangement of the dossier section is practical: it is not difficult for learners to deal with. Also, it allows them to maintain all their papers in good working order. The original version was transformed for later courses based on experience gathered in the course of the pilot phase and on proposals made by the Council of Europe's ELP Validation Committee.

It seems certain when compiling the portfolio, the developers had focused on its pedagogical function. Modification of the original model proved indispensable to make it available for children under the age of 11. The phraseology and graphics had to be simplified so as to correspond with the children needs. As Little states, the ELP pilot project, which has been confirmed by the Council of Europe, is now focused on learners ages 11 to 15. These are its specific design characteristics:

- There is a close relationship between the ELP and the school's curriculum. Also, the ELP allows for children's extra-curricular activities. It encourages learners to search opportunities to use languages, and also respect for other cultures is proclaimed.
- The commentary and instructions in the ELP have been completely translated into English, French and German to support learning of foreign languages in our country, as shown in Figure 3 and Figure 4 below.
- The aims which were established by the Council of Europe are complied. The ELP is considered to be an excellent means of learning to learn as well.
- The ELP brochure contains several blank pages the learner can use to record what else he or she can do, in accordance with his or her needs.
- The 'My notes' part should provide to the learner with enough space for his or her own ideas concerning his or her progress in obtaining language skills.
- Another page poses the question 'How do I assess my language proficiency?' The learner fills out a table to record when he or she succeeded in performing the tasks concerning the level that he or she reached. The next page includes the same table, which the teacher fills out similarly but according to his or her consideration. These pages represent interactive feedback between the student and the teacher.

Based on the evidence, the students seem to be familiar with the ELP and there is no doubt that it has become an integral part of language learning. This is proved by the simplicity and understanding with which they use the ELP. Furthermore, it was found out that students consider working with the portfolio to be amusing, a key motivator for them. Therefore, the implementation of the ELP has had a positive impact on the language learning process. (Little 2003, 2-3)

4. Co už umím
 My achievements
 Meine Erfolge
 Ce que je sais déjà faire

V následujícím seznamu (na stranách 12-19) můžeš zjišťovat, co všechno umíš. Ke každému bodu můžeš připsat datum. Bude jím den, měsíc nebo roční období a rok, kdy se ti podařilo dosáhnout, co je v bodě napsáno. Požádej někoho dalšího, například svou učitelku nebo svého učitele, aby ti i oni řekli, co si myslí, že umíš. Věci, které ještě nedokážeš, ale které považuješ za důležité, si můžeš zatrhnout.

Use the following list (on pages 12 to 19) to think about what you can do. You can write the date for each item. This will be a day, a month or a season, and the year when you think you achieved what is written in the item. Ask someone else, for example your teacher, to tell you what they think you can do. You can mark the things you cannot yet do but you feel are important.

In der folgenden Liste (auf den Seiten 12-19) kannst du feststellen, was du alles schon beherrschst. Zu jedem Punkt kannst du das Datum dazuschreiben. Es ist der Tag, der Monat oder die Jahreszeit und das Jahr, wann es dir gelang etwas zu erreichen, was eben in dem Punkt steht. Frage jemand anderen, zum Beispiel deine Lehrerin oder deinen Lehrer, um dir sagen zu lassen, was du ihrer Meinung nach schon beherrschst. Du kannst die Sachen, die du noch nicht kennst, aber für wichtig hältst, anstreichen.

Utilise la liste suivante (pages 12-19) pour réfléchir à ce que tu es capable de faire. Tu peux écrire la date pour chaque article. Ce sera le jour, le mois ou la saison ou tu penses que tu savais faire ce qui est écrit dans l'article. Demande à quelqu'un d'autre, par exemple à ton enseignant, de te dire ce qu'ils pensent que tu es capable de faire. Tu peux marquer des choses que tu ne sais pas faire encore, mais que tu trouves importantes.

Figure 3. Instruction for using an equivalent of a checklist for younger learners

Source: Data from European Language Portfolio: Guide for Developers 2000.

Jmenuji se
 My name is
 Mein Name ist
 Je m'appelle

Narodil/a jsem se dne **v/ve**
 I was born on in
 Ich bin am in geboren.
 Je suis né(e) le à

Bydlím v
 I live in
 Ich wohne in
 J'habite à

Mým mateřským jazykem je
 My mother tongue is
 Meine Muttersprache ist
 Ma langue maternelle est

Toto Portfolio jsem začal/a v/e **třídě dne**
 I started this portfolio in the class on (date)
 Dieses Portfolio begann ich in der Klasse am
 J'ai commencé ce portfolio en (classe) (date)

Figure 4. Use of four languages in the rubrics

Source: Data from European Language Portfolio: Guide for Developers 2000.

4 INTERNATIONAL ENGLISH LANGUGAGE EXAMS BY CEFR LEVELS

Due to the current need to have a satisfactory knowledge of English for work, study, or travel, many people attend language courses in schools, universities, private language schools, individual companies, or at home via the internet or educational software. However, often real language levels are just as important as the language course itself. It is not only important to know how to use English, but it is also necessary to prove the learner's real proficiency level. A university, an organisation, or a company will require some evidence that the applicant has obtained a certain language competence. Such evidence includes a certificate, a test score, or a course attendance certificate. (Vint 2007, 1)

The relationship between international exams and CEFR levels is not an easily noticeable feature. The CEFR allows various examinations to be linked to each other in such a manner that there will be no claim that two examinations are accurately identical. There may be variations in the specializations of different examinations, but the competencies tested can be characterized by CEFR levels. In the same way, no two exams at any level have exactly the same form. (European Centre for Modern Languages 2011, 15-18)

Based on the results of the survey of Czech university students, it seems certain that these students are unclear about the relationship between international language certificates to common reference levels. Therefore, it would be helpful to provide basic information concerning these certificates and also to define to which levels, according to the Common European Framework of Reference, these exams now refer to.

4.1 Certificated examinations

Currently, there are more and more English language "certificates" available, but it is important to know what the intended meaning of this term is. Certificated exams establish if a student has or has not achieved a specific language level, namely the A1, A2, B1, B2, C1, or C2 designation. Consequently, the test material is developed exclusively for that level and the result will show either a pass or fail result. Some exams test one competence (most frequently speaking), while some test several competencies. Additionally, some are combined exams that cover all skills while focusing on production, and some exclusively test all skills individually in one exam. From what has been mentioned above, it is clear that

students who are deciding to take the exam should also consider the extent of the language skills which required the particular exam. (Vint 2007, 3)

At this point, it would be appropriate to briefly describe some of the most popular international certificates for English language. According to the results of the survey, I have decided to focus on Cambridge ESOL, City & Guilds, TELC, ETS, Pearson, and ECL.

4.2 Cambridge ESOL

The Cambridge English Language Assessment (new name since 2013) has been continuously involved in the development of the CEFR since its earliest stages. (University of Cambridge 2011, 29) All of its examinations are aligned with the common reference levels presented by the CEFR. (UCLES 2013) A range of all Cambridge English Language Assessment exams offered is shown in the Figure 5 below.

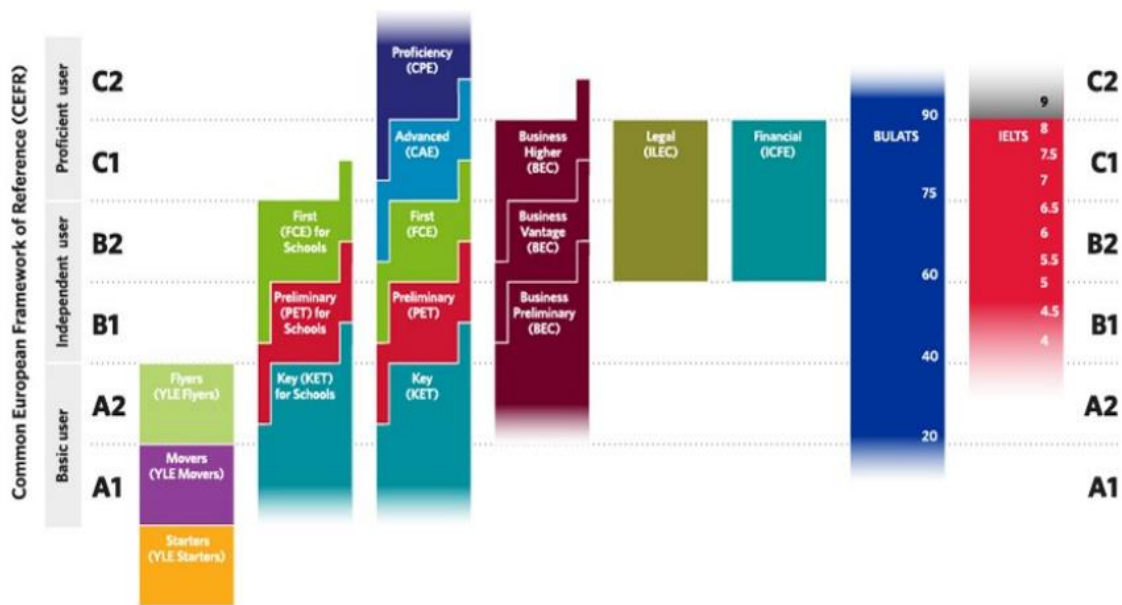


Figure 5. A range of exams to meet different needs

Source: Data from Using the CEFR: Principles of Good Practice 2011.

4.2.1 Cambridge English: Movers

This A1 certificate is the next step in a child’s language learning, after taking Cambridge English: Starters. It is focused at children in primary and lower secondary education. (UCLES 2013)

Cambridge English: Movers is intended to motivate children to learn, and continue learning, English. The test consists of three parts as shown in Table 3 below: listening, speaking, and reading and writing. The exam is mainly focused on familiar topics and

situations, and also on skills essential for children to communicate in English. (UCLES 2013)

Table 3. Parts of Cambridge English: Movers

<i>Name of paper</i>	<i>Number of parts</i>	<i>Number of questions</i>	<i>Time allowed</i>
Listening	5 parts	25 questions	approx. 25 minutes
Reading and Writing	6 parts	40 questions	30 minutes
Speaking	4 parts	–	5–7 minutes

Source: Data from University of Cambridge 2006.

Next certificate which belongs to A1 level is -ESOL Skills for Lifeø which is intended for learners who are over the age of 14 and live, work or study in the United Kingdom. These tests are based on the use of English in everyday life in the UK. (UCLES 2013)

4.2.2 Cambridge English: Key

-KETø is A2 level which demonstrates that its holder can use English to communicate in simple situations. It proves that the learner foundation in learning English. The exam consists of three parts, as shown in Table 4 below: reading and writing, listening, and speaking. (University of Cambridge 2011, 2)

Table 4. Parts of KET

<i>Name of paper</i>	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1 Reading and Writing	9 parts/56 questions Reading: Parts 1–5 Writing: Parts 6–9	1 hour 10 minutes	50%
Paper 2 Listening	5 parts/25 questions	30 minutes (including 8 minutes' transfer time)	25%
Paper 3 Speaking	2 parts	8–10 minutes per pair of candidates (2:2 format*)	25%

* 2 examiners, 2 candidates (2:3 format is used for the last group in a session where necessary)

Source: Data from University of Cambridge 2006.

The A2 level of Cambridge ESOL exams further includes -Cambridge English: Key (KET) for Schoolsø which is focused on school children, -Cambridge English Flyers (YLE Flyers)ø which is intended for children in primary and lower secondary education, and -ESOL Skills for Lifeø (UCLES 2013)

4.2.3 Cambridge English: Preliminary

This B1 certificate, also known as -Preliminary English Test (PET)ø is an intermediate level qualification. It proves that its holder is able to use his or her English language skills for

work, study, and travel. (UCLES 2013) At this level, learners can understand factual information and express their opinions and attitudes in spoken and written English. Furthermore, they are able to communicate with native speakers for everyday purposes. (University of Cambridge 2011, 2-5)

-PET consists of three parts, as shown in the Table 5 below. (University of Cambridge 2006, 2)

Table 5. Parts of PET

<i>Name of paper</i>	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1 Reading and Writing	Reading: 5 parts/35 questions Writing: 3 parts/7 questions	1 hour 30 minutes	Reading: 25% Writing: 25%
Paper 2 Listening	4 parts/25 questions	about 35 minutes (including 6 minutes' transfer time)	25%
Paper 3 Speaking	4 parts	10–12 minutes per pair of candidates (2:2 format*)	25%

* 2 examiners, 2 candidates (2:3 format is used for the last group in a session where necessary)

Source: Data from University of Cambridge 2006.

Next, Cambridge ESOL exams that belong to B1 level are -Cambridge English: Preliminary (PET) for Schools whose topics are aimed at the interests of school children, -Cambridge English: Business Preliminary, also known as -Business English Certificate (BEC) Preliminary (UCLES 2013) that is targeted at learners who wish to have a business-related English language qualification. (University of Cambridge 2006, 2) Another B1 Cambridge ESOL certificate is -ESOL Skills for Life (UCLES 2013)

4.2.4 Cambridge English: First

This B2 certificate, also known as -First Certificate in English (FCE) is an upper-intermediate level qualification. It demonstrates that its holder can use everyday written and spoken English for work or study purposes. (UCLES 2013) It is officially accepted by universities, employers, and government departments all over the world. The UK Border Agency recognizes -Cambridge English: First as fulfilment of language requirements for Tier 2 and 4 visa applications. (University of Cambridge 2011, 2)

Besides the standard paper-based exam, -Cambridge English: First can be accessed as a computer-based test. To ensure fairness in assessing speaking competency in realistic situations, the computer-based version of -Cambridge English: First characterizes the same face-to-face speaking test as the paper-based version. (University of Cambridge 2011, 9) The exam involves five parts, as shown in Table 6 below.

Table 6. Parts of FCE

	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1: Reading	3 parts/30 questions	1 hour	20%
Paper 2: Writing	2 parts: Part 1 – one compulsory question Part 2 – one from a choice of four questions	1 hour 20 minutes	20%
Paper 3: Use of English	4 parts/42 questions	45 minutes	20%
Paper 4: Listening	4 parts/30 questions	40 mins (approx.)	20%
Paper 5: Speaking	4 parts	14 minutes per pair of candidates	20%

Source: Data from University of Cambridge 2008.

Another Cambridge ESOL B2 exam is –Cambridge English: First (FCE) for Schoolsø which is specially designed to satisfy interests of students and increase their motivation to learn English. The –Cambridge English: Business (BEC) Vantageø is tailored to help learners succeed in English-speaking business environments, like the –ESOL Skills for Lifeø (UCLES 2013)

4.2.5 Cambridge English: Advanced

This C1 certificate which is also known as –Certificate in Advanced English (CAE)÷ is an international English language exam that proves that learner has a command of the necessary English language competencies for success in academic and professional areas. (University of Cambridge 2011, 2) –CAEø holders can perform complex research and communicate effectively at a professional level. They are able to demonstrate to universities that they are ready for study, prove to employers that they are prepared to do business, and show government departments and immigration officials that they fulfil the language requirements for visas to go into the United Kingdom or Australia. (UCLES 2013)

The exam can be taken by applicants from all nationalities and linguistic backgrounds, and involves all main types of English: American English and British English. The –CAEø is a focused and comprehensive examination involving five parts: speaking, use of English, reading, listening, and writing. Each part represents 20% of the total results. (University of Cambridge 2011, 5)

If applicants are successful in the exam, they will obtain two documents: a Statement of Results and a certificate. The Statement of Results includes three collections of data: Score, Grade, and Candidate profile. The score is a number on a scale of 0 to 100 and is transferred from the total results in the exam. The grade refers to the score. In the Table 7 below the score range for each grade is shown. (University of Cambridge 2011, 6)

Table 7. Cambridge English: Advanced

Grade	Score	CEFR level
A	80-100	Level C2
B	75-79	Level C1
C	60-74	
Level B2	45-59	Level B2

Source: Data from University of Cambridge 2011.

If applicants reach a score of 45 or above, they will obtain a certificate which proves the grade and the CEFR level that they achieved. According to the results, they can obtain -Cambridge English: Advanced- or CEFR level C2, -Cambridge English: Advanced- or CEFR level C1 or level B2 certificate. (University of Cambridge 2011, 7)

Another Cambridge ESOL exams that belong to C1 level are -Cambridge English: Business Higher- also known as -Business English Certificate (BEC) Higher- that proves that its holder has the English skills to succeed in international business, (University of Cambridge 2011, 3) and -ESOL Skills for Life- (UCLES 2013)

4.2.6 Cambridge English: Proficiency

This C2 certificate is also known as -Certificate of Proficiency in English (CPE)- and it is the most advanced qualification of Cambridge ESOL. A holder of such certificate has reached an extremely high level in English. (UCLES 2013) The -CPE- demonstrates that the learner can fluently communicate like a native speaker. This exam is recognized by many leading businesses and educational institutions all over the world. (University of Cambridge 2013, 2)

The test is designed to ensure fairness for all nationalities and linguistic backgrounds, and is fostered by a specialized research programme. It incorporates all language skills and knowledge of vocabulary and grammar, as shown in Table 8 below. Reading and Use of English composes 40 % of total results, and each of the other parts represents 20 % of the exam. (University of Cambridge 2013, 3)

Table 8. Parts of CPE

Reading and Use of English: 1 hour 30 minutes	Shows you can deal with different types of text and demonstrate knowledge and control of the English language.
Writing: 1 hour 30 minutes	Shows you can write a variety of text types, such as essays and proposals.
Listening: 40 minutes	Shows you can follow a range of spoken materials, such as lectures and interviews.
Speaking: 16 minutes	Shows you can communicate in a real-life context. You take the test face to face with one or two other candidates.

Source: Data from University of Cambridge 2013.

4.3 City & Guilds

City & Guilds International ESOL[®] is English language examination aligned with the six levels of the Common European Framework of Reference, as shown in Table 9 below. This communicative English test is aimed at all four language competencies: writing, reading, listening, and speaking. Also, the examination is internationally recognized for academic progression and employment. City & Guilds International ESOL[®] is accepted by employers, universities, governments, and professional institutions. (City & Guilds 2013)

Table 9. City & Guilds exams by CEFR levels

CEFR Level	CEFR titles	City & Guilds titles
A1	Breakthrough	Preliminary
A2	Waystage	Access
B1	Threshold	Achiever
B2	Vantage	Communicator
C1	Effective operational proficiency	Expert
C2	Mastery	Mastery

Source: Data from City & Guilds 2013.

The development of City & Guilds International English Qualifications[®] has been based on real needs of global employers and real-life situations with attention to learners' communicative competencies. Learners can sit for the exam with their own teachers at their school, which consequently leads to a decreased level of examination anxiety and to an increased chance for a successful performance. Candidates can take written and spoken examinations independently of each other. The examination system allows students to use

monolingual dictionaries during the test. The average length of the exam is about 2.5 hours for the written part and 15 minutes for the spoken part. The duration of each written exam and skills involved are more precisely described in Table 10 below. The duration of spoken exams is shown in Table 11 below. (City & Guilds 2013)

Table 10. Six levels of the written ESOL and duration of each examination

Examination	Duration	Skills tested
A1 Preliminary	2 hours	Listening, Reading and Writing
A2 Access	2 hours	Listening, Reading and Writing
B1 Achiever	2 ½ hours	Listening, Reading and Writing
B2 Communicator	2 ½ hours	Listening, Reading and Writing
C1 Expert	3 hours	Listening, Reading and Writing
C2 Mastery	3 hours	Listening, Reading and Writing

Source: Data from City & Guilds 2010.

Table 11. Six levels of the spoken ESOL and duration of each examination

Examination	Equivalent to	Duration of test
Preliminary	A1	5 minutes
Access	A2	7 minutes
Achiever	B1	9 minutes
Communicator	B2	10 minutes
Expert	C1	12 minutes
Mastery	C2	15 minutes

Source: Data from City & Guilds 2010.

4.4 TELC

TELC - language tests represent over 50 test formats in nine European languages. No other institution has realized the CEFR as systematically as the nonprofit TELC GmbH. (telc 2011, 9) However, the relation between TELC examinations and the CEFR levels is not visible in the names of its individual exams. The tests are deliberately designed in accordance with the principles of the framework descriptors. Since the beginning, TELC ó language tests have been based on the corresponding CEFR level. (telc 2011, 47) Currently, TELC ó language tests provide opportunities for a successful career in the whole world by supporting active involvement in society in general, together with the language demand for citizenship application. (telc 2011, 7) Table 12 below shows the relation between the CEFR levels and individual TELC examinations.

Table 12. The telc English exams by CEFR levels

C1	telc English C1	B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
B2-C1	telc English B2-C1 Business* telc English B2-C1 University		
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical	A2-B1	telc English A2-B1 telc English A2-B1 School telc English A2-B1 Business
B1-B2	telc English B1-B2 telc English B1-B2 Business*	A2	telc English A2 telc English A2 School
		A1	telc English A1 telc English A1 Junior

Source: Data from telc 2012.

TELC offers an extensive range of exams, namely the TELC general language tests that are aimed at adults who want to certify their language skills, the TELC business tests that are focused all learners seeking certification of their language abilities, and TELC school tests that are intended for learners aged 12 years and older. (telc 2012, 2)

Also, TELC is the only language testing institution that provides English examinations which cover two levels of the CEFR in one exam: TELC English A2-B1 General/Business/School, TELC English B1-B2 General/Business, TELC English B2-C1 Business/University. The dual-level encourages learners to take the exam and shows exactly where their competencies are. After the test, candidates obtain a breakdown of their competencies in each area. (telc 2012, 2)

4.5 ETS

ETS is a nonprofit organization that improves quality and equality in education for people around the world by developing examinations on the basis of strict research. ETS creates more than 50 million tests per year, in particular the TOEFL and TOEIC tests, the GRE General and Subject Tests, and The Praxis Series. Aside from assessments, ETS developers manage learning research, analysis, and policy studies, and provide services and products for teacher certification, English language learning, and elementary, secondary and postsecondary education. (ETS 2013)

4.5.1 TOEIC

The TOEIC Listening and Reading test assesses the receptive English language skills of people who work in an international setting. The TOEIC Speaking and Writing exams test the productive English language skills of people who work in an international environment as well. The TOEIC Bridge test evaluates English language receptive skills of early learners. (ETS 2010, 1) Table 13 below shows how TOEIC tests correspond with CEFR levels.

Table 13. TOEIC tests by CEFR levels

TOEIC® Listening & Reading					
TOEIC L&R (10-990 pkt)	A1	A2	B1	B2	C1
Listening (5-495 pkt)	60	110	275	400	490
Reading (5-495 pkt)	60	115	275	385	455
TOTAL	120	225	550	785	945

TOEIC® Speaking & Writing					
TOEIC S&W (0-400)	A1	A2	B1	B2	C1
Speaking (0-200 pkt)	50	90	120	160	200
Writing (0-200 pkt)	30	70	120	150	200
TOTAL	80	160	20	310	400

TOEIC Bridge™			
TOEIC Bridge™ (20-180 pkt)	A1	A2	B1
Listening (10-90 pkt)	46	70	86
Reading (10-90 pkt)	46	64	84
TOTAL	92	134	170

Source: Data from ETS 2013.

4.5.2 TOEFL

The Internet-based TOEFL iBT assesses the usage of listening, reading, speaking and writing skills to communicate in academic surroundings. (ETS 2008, 2) The TOEFL ITP tests evaluate competence in academic English reading and listening skills at intermediate and advanced levels. The TOEFL Junior exam tests skills in English reading and listening for middle-school students from ages 11 to 15. Table 14 below demonstrates the relation between TOEFL tests and CEFR levels. (ETS 2013)

Table 14. TOEFL iBT, Junior and ITP Level 1 by CEFR levels**TOEFL® iBT**

TOEFL iBT (0-120 pkt)	B1	B2	C1
Reading (0-30 pkt.)	8	22	28
Listening (0-30 pkt.)	13	21	26
Speaking (0-30 pkt.)	19	23	28
Writing (0-30 pkt.)	17	21	28
TOTAL	57-86	87-109	110-120

TOEFL® Junior

TOEFL Junior (600-900 pkt)	A2	B1	B2
Listening	210-245	250-275	280-300
Language Form and Meaning	210-245	250-275	280-300
Reading	210-245	250-275	280-300
TOTAL	280-300	280-300	280-300

TOEFL® ITP Level 1

TOEFL® ITP Level 1 (310-677 pkt)	A2	B1	B2	C1
Listening (31-68 pkt)	38	47	54	64
Structure and Written Expression (31-68 pkt)	32	43	53	64
Reading (31-67 pkt)	31	48	56	63
TOTAL	337	460	543	627

Source: Data from ETS 2013.

4.6 Pearson

Pearson Test of English (PTE) General is an examination that is based on six different levels of language proficiency, namely A1 to Level 5. (Elanguest 2013) These levels are aligned with the CEFR. (Pearson 2013) PTE tests reading, speaking, listening and writing. Each exam is composed of a written part and a spoken part. The written part is evaluated by external examiners in the United Kingdom, while the spoken part is evaluated by trained local examiners. (Elanguest 2013)

PTE certificates do not lose their validity and are accepted around the world. These certificates are recognized by universities, employers, and national education institutions in many countries as proof of English competency level. (Elanguest 2013), (Pearson 2013) Table 15 below shows the relation of PTE exam levels to CEFR levels.

Table 15. PTE General by CEFR levels

Communication Level	CEF	PTE General	Test Time (written test)	Test Time (spoken test)
Foundation	A1	Level A1	1 hr 15	5 mins
Elementary	A2	Level 1	1 hr 35	5 mins
Intermediate	B1	Level 2	1 hr 35	7 mins
Upper Intermediate	B2	Level 3	2 hrs	7 mins
Advanced	C1	Level 4	2 hrs 30	8 mins
Proficient	C2	Level 5	2 hrs 55	8 mins

Source: Data from Pearson 2013.

4.7 ECL

ECL has been a four-level examination system for many years. At the time of its establishment, the CEFR did not have its current structure. Therefore, exam levels were not linked to the CEFR at the beginning. However, as the CEFR became an internationally accepted standard, it was clear that aligning ECL exam levels with the CEFR levels would be necessary. (Exams reform 2013)

ECL has four levels, in particular A, B, C, D, which correspond to levels A2, B1, B2 and C1 of the CEFR. At each of these levels, four basic language skills are tested: listening, reading, and speaking. (Lingua Centrum 2013) Table 16 below shows the relation between ECL levels and CEFR levels.

Table 16. ECL exams by CEFR levels

CEFR		ECL
C2	Proficient User	D
C1		
B2	Independent User	C
B1		
A2	Basic User	A
A1		

Source: Data adapted from Lingua Centrum 2013.

SUMMARY OF THE THEORETICAL PART

The purpose of the theoretical part was to explain the meaning of the CEFR for everyone who is involved in language learning, teaching, and testing. The second aim of this section was to provide an overview of the most popular English language exams according to the CEFR. Furthermore, the theoretical part should serve as a knowledge basis for the questionnaire survey with which the practical part is concerned.

I divided the theoretical part into four subchapters.

The first chapter introduced the Common European Framework of Reference from its origin, through its development, content, structure, aims and criteria. Also, this section spoke to the impact of the CEFR on language testing.

The second chapter presented common reference levels from the perspective of their development and specified the criteria for descriptors as well. Furthermore, the scale of common reference levels and typical features of each level were described.

Regarding the Common European Framework of Reference, it was important to explain the purpose of the European Language Portfolio. Thus, in the third chapter, I stated the ELP's structure, implementation, functions, and the relationship between the ELP and the CEFR. This chapter discussed the pilot project of the ELP in the Czech Republic. The fourth chapter focused on the international English language examinations with the respect to the common reference levels.

II. ANALYSIS

5 AN ANALYSIS OF THE LANGUAGE SKILLS OF CZECH UNIVERSITY STUDENTS

5.1 Goals of the research

The aim of the investigation was to analyse language skills of Czech university students to find out whether they have international certificates of English language and if so, at what level are their certificates according to the Common European Framework of Reference. Also, for the purposes of comparison, the investigation determined how many of these students have an international certificate of German language. Furthermore, the number of English for Business Administration students in the Faculty of Humanities at Tomas Bata University that have international English language certificates was examined. Another goal of this research was to determine if Czech university students are aware of the relationship between individual international language exams and CEFR levels. The criterion for assessing language skills was an international language certificate.

5.2 Methodology of the research

The major source of information was questionnaire. The questionnaire contained mostly multiple choice questions in order to ensure greater simplicity of completing. There are also some open questions which give space to express own opinions and answer according to their own ideas.

The questionnaire includes 24 questions and is divided into five parts. The first part is focused on international certificates of English language. It determines the subject's level of the certificate and also finds out which organization has provided the assessment. The second part is aimed at international certificates of German language. Questions in this section focused on the level of the certificate and name of the organization that awarded the certification. The aim of the third part is to determine if students are planning to take an exam if they do not have any certifications yet. Furthermore, this section finds out whether they are planning to improve the level of their already existing certificate. Also, there are questions concerning advantages and potential disadvantages of international language examination. This part is aimed at the importance of international language exams according to student opinion, and at overall student awareness of the equivalence of each examination to the CEFR levels. The fourth part includes general questions covering name of the university or college, field of study, and year of study. The last part refers only to third and

fifth year university students, and investigates whether they have improved the level of their language certificate during their studies.

The analysis of the survey will be three-fold. Firstly, I will present the results of all Czech university students who were involved in the investigation. Secondly, I will analyse results of English for Business Administration students in the Faculty of Humanities at Tomas Bata University. In the third part, I will show selected results based on the student's field of study in order to describe similarities or differences between them. Each section will be briefly introduced, and at the end of the analysis, I will finish by summary of the results of this survey.

5.3 Organisation of the investigation

I decided to choose two ways of delivering the questionnaires. One was through an electronic form and the other was a paper-based form that was personally handed out to the English for Business Administration students in the Faculty of Humanities at Tomas Bata University.

The research was collected from 10 November 2012 to 1 April 2013. 4128 respondents were tested. The respondents were students of Czech universities. I asked study departments of individual faculties to send questionnaires to their students for completion. Also, I contacted students through social networks to provide another option for filling in the questionnaires. The rest of questionnaires were personally delivered to the students.

5.4 Questionnaire results of Czech university students

This part of the evaluation questionnaire is aimed at all Czech university students who were involved in the investigation. The results are divided into four sections according to the arrangement of the questionnaire.

5.4.1 Questions of general character

The task was to find out the student's year of study, name of the university they are attending, and field that they are studying. These details enable comparison if appropriate and will help to assess answers. All of the previously mentioned categories blend together through the investigation and provide its completeness.

Determine your year of study.

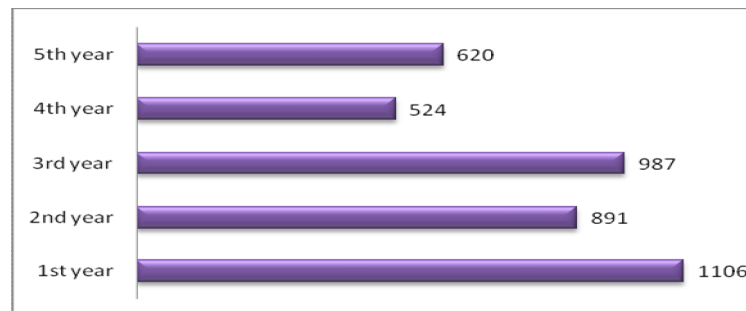


Figure 6. Year of study

Of 4128 students, 1106 (27 %) are first year students, 891 (22 %) are second year students, 987 (24 %) are third year students, 524 (13 %) are fourth year students and 620 (15 %) are fifth year students. There are slight differences of the proportions between years of studies, therefore results of the questionnaire survey can be considered to be comparable. This indicator will be used later for evaluation of the language skills improvement of those students who are in their final year of bachelor's or master's programmes.

What university are you studying at?

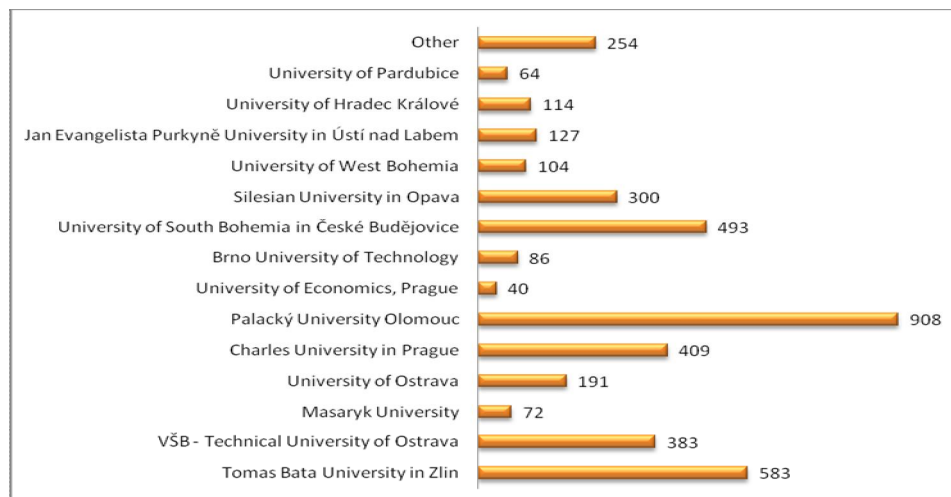


Figure 7. University names

The majority of questionnaires was completed by students from 14 Czech public universities whose names are visible in the graph above. Other universities participated in a smaller capacity, so their names are not specifically mentioned.

It is clear from this graph that the proportion of completed questionnaires between individual universities is quite unequal. Unfortunately, this aspect could not be influenced. I have sent questionnaires to all faculties of all of these universities and it was the choice of the students themselves to participate in the investigation or not. Because of this inequality, I have decided not to compare results of the survey according to the university names. Hence, this chart serves only as an illustration of universities that were involved in the investigation.

What is your field of study?

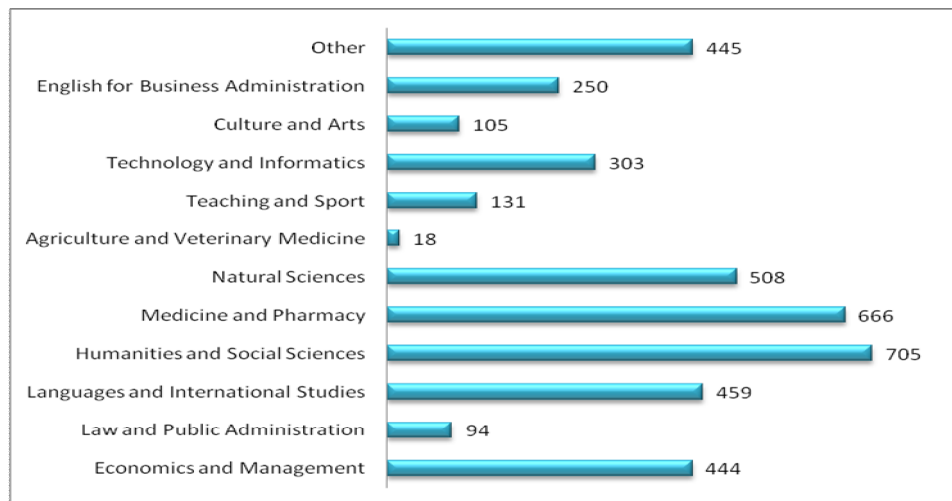


Figure 8. Field of study

As in the case of university names, the variety of fields of study is also wide. I regard this result positively and it is definitely a benefit of this survey. There are humanities and linguistic fields represented as well as economic, technical, and medical fields, and natural sciences. On the contrary, veterinary medicine and agriculture are not highly represented, so I chose not to include these fields in the subsequent comparison.

5.4.2 Questions regarding level and name of the certificate

Here the task was to find out if the students have an international language certificate and if so, at which level according to the CEFR levels is their certificate and which organization performed the testing. Other questions related to students' plans to take an international language exam if they do not have any yet. Another aim of this part was to determine if students are planning to improve the level of their already existing certificate. For comparison, I also showed results for German certificates.

Did you have international language certificate before you started your university studies?

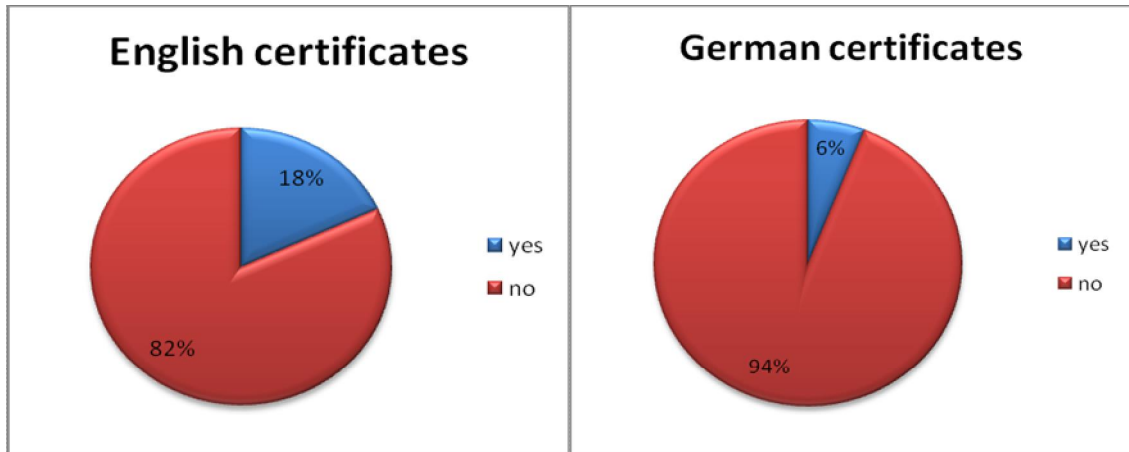


Figure 9. Certificates in English and German

Of 4128 students, 748 (18 %) had had an international English language certificate before they started their university studies, whereas only 246 (6 %) had had an international German language certificate before university studies, about two-thirds fewer than students with English certification. From this graph, it is clear that English certificates are more popular than German language certificates with Czech university students. However, even 18 % is not a positive result if we take into consideration how many Czech students studied English since elementary school, and how language testing is widespread currently. In addition, language certificates are globally accepted by universities, employers, and governments; these proportions are quite surprising currently ó as most current students want to work or study abroad, and international language certificates facilitate their mobility across Europe and all over the world. In the Czech Republic, national exams are traditionally the most necessary and accepted, however, these lack official recognition abroad. Still, quite a lot of students consider state language exams as sufficient in proving their language proficiency. Also, this was sometimes a reason studentsøconfusion when the questionnaire because some students trust that the state exam is one of the international language certificates.

If your answer was *yes*, please specify its level.

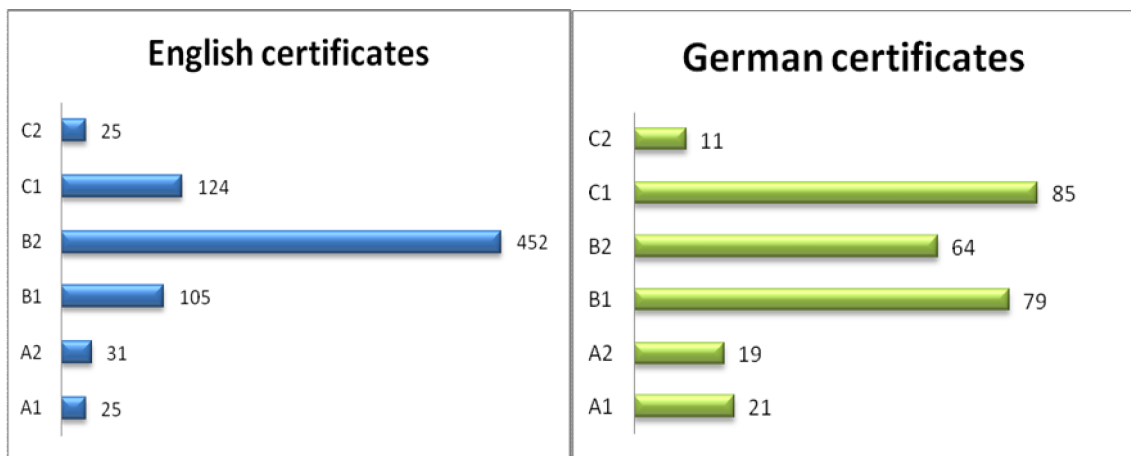


Figure 10. Levels of certificates

From the graph above, it seems certain that most students have received the B2 level of their English certificate, slightly fewer students have their C1 level and B1 level, and the rest of levels have almost equal numbers of students. On the contrary, shares of the levels of German certificates are more evenly divided. The majority of students have C1, B1 and B2 levels. This graph proves that only few students achieve C2 level, the highest level of the CEFR, and holders of such a certificate have an extremely high level in language.

Please specify which organization have provided an assessment

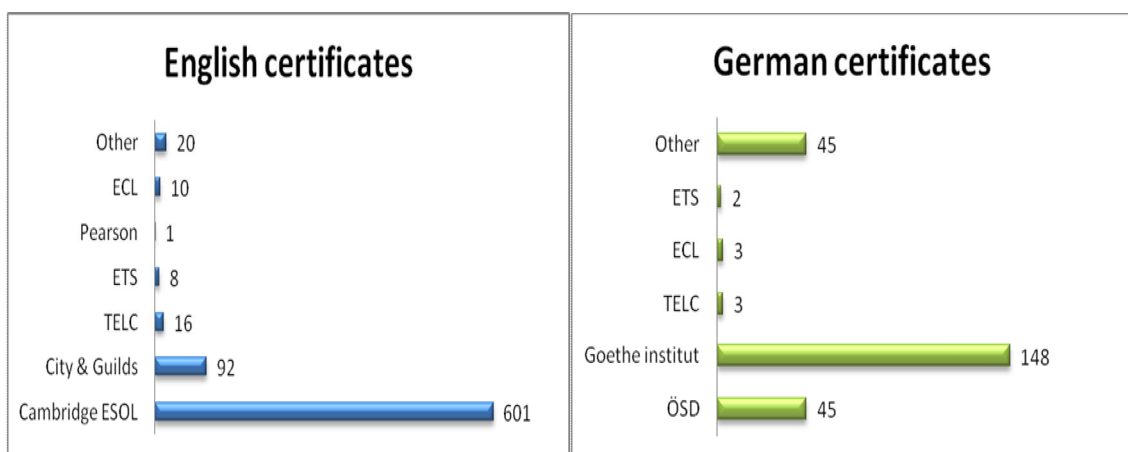


Figure 11. Name of the examination

Of all Czech university students who were involved in this survey, 80 % of those who have an international English language certificate were assessed by the Cambridge English Language Assessment. The remaining 12 % of students were awarded their certificates by

City & Guilds The interest in other exams is only marginal. I believe that the reason for such high popularity of the Cambridge ESOL among Czech students is its global recognition by universities, employers, and government departments. I also suppose that another popularity factor is its fairness and accuracy of exam results and relevancy to the extent of English language usage. Apparently, the transparency of the tests is also one of the reasons why students are inclined to take these exams. These tests are clearly defined, so it is quite easy to prepare for them. Also, City & Guilds are becoming quite popular among Czech students because for some, this exam is a better alternative to Cambridge ESOL

German certificates mainly obtained from the Goethe-Institut and ÖSD. The option, Other was mostly represented by German state examinations. Nevertheless, state examinations are not internationally recognized, so I did not include them in the above graph.

In case that you do not have any language exam, are you planning to take some?

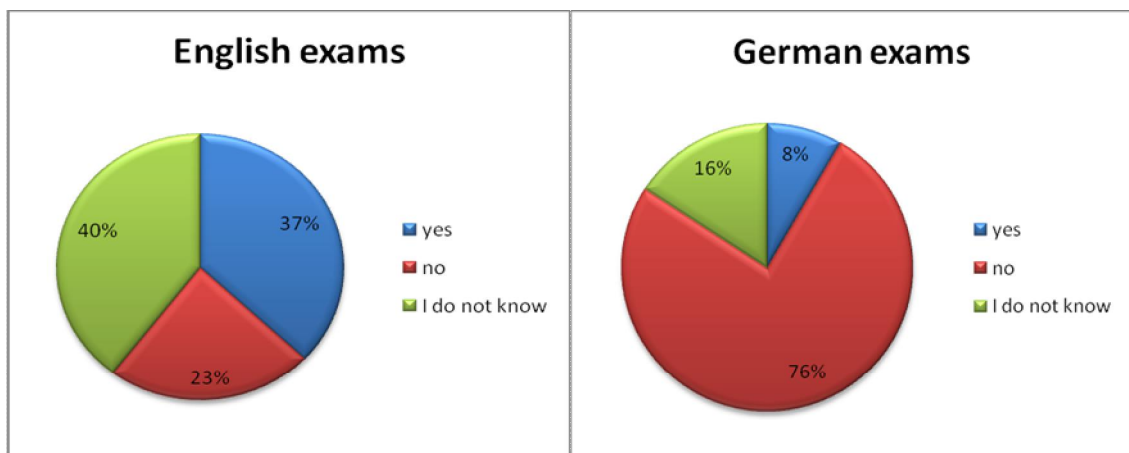


Figure 12. Are you planning to take international language exam?

At these two graphs it is visible that the interest in English exams is much greater than in German exams. 37 % of students are planning to take an English exam, whereas only 8 % are planning to take a German exam. On the other hand, German is the most spoken native language in the European Union and plays an increasingly important role, especially in the economic field. Also, some German certificates allow its holder to study at a German university without any other evidence of language competence. For those students who are planning to specialize in German philology, it would be useful to take the German

examination, as some Czech universities award special points during the admission procedure for the international German exam.

If you already have a certificate in English or German, are you planning to prepare for higher level?

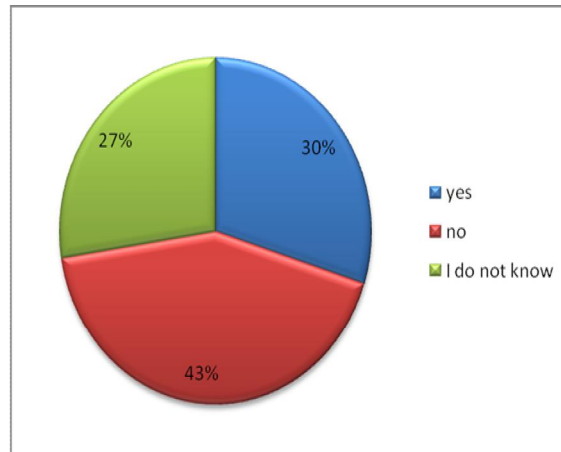


Figure 13. Preparation for achieving a higher certification

From this graph, it is clear that 43 % of students do not plan to improve the level of their already existing international language certificates. Perhaps it is due to the fact that most of them have B2 or C1 level and they consider these levels sufficient. The two remaining groups are quite equal; 27 % are undecided and 30 % do not want to improve level of their certificate.

5.4.3 Questions based on opinions of students

The purpose of this part was to find out what Czech university students believe is the importance, advantage, and potential disadvantage of international language certificate. In addition, the goal was to determine if students are clear about the equivalence of language examinations to the CEFR levels.

Is it important to have an international language certificate?

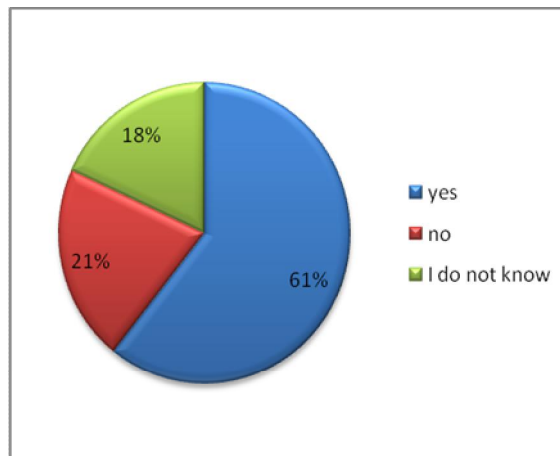


Figure 14. Importance of an international language certificate

From the above chart it is obvious that students attach the importance to an international language certificate. 61 % of them answered positively to this question, 18 % of students do not know if a language certificate is somehow significant, and 21 % of these students think that a language certificate is unimportant. I consider these results positive, as it proves that students are informed of the significance of international language certificate, and know that along with it they will obtain a valuable qualification that is accepted globally.

What do you consider to be the main advantages of an international language certificate?



Figure 15. Advantages of an international language certificate

The purpose of this question was to determine what Czech students consider to be the main advantages of an international language certificate. The greater majority of students responded that the most crucial advantages of the certificate are the following: its power to increase an attractiveness of an applicant to an employer, its proof of the level of language proficiency, that it helps to improve the employability of graduates, and that it increases job opportunities abroad. Other students answered that the certificate can: improve one's chances of admission to university, help when applying for an Erasmus exchange program, help with entrance exams to a university abroad, and help with entrance examinations for master's programmes. Some other responses concerned their own positive feelings about the certificate and its use for private purposes or when travelling around the world.

What do you consider to be possible disadvantages of an international language certificate?

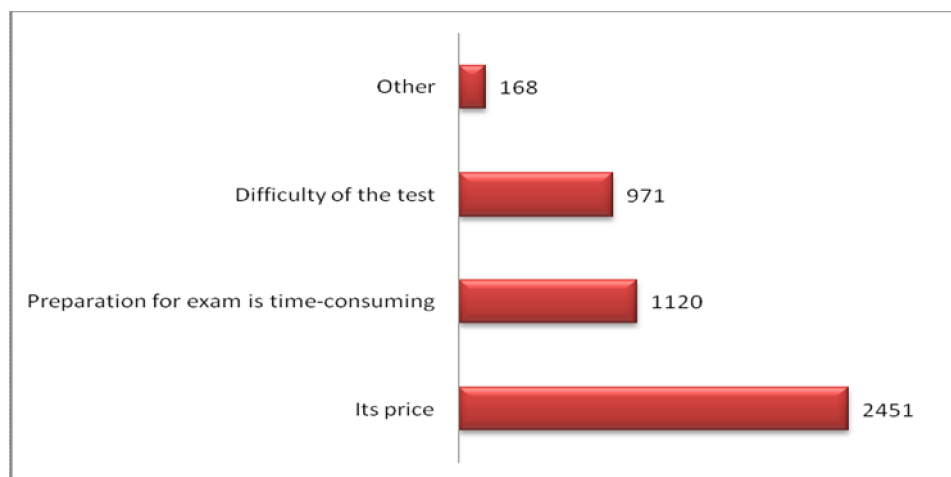


Figure 16. Possible disadvantages of an international language certificate

This question concentrated on possible disadvantages of an international language certificate. 2451 (59 %) of the respondents claimed that the biggest disadvantage of a certificate is its high price. Additionally, 1120 (27 %) of the students answered that the preparation for an exam is too time-consuming and 971 (24 %) of students responded that the tests are rather difficult. The rest of respondents have doubts about the credibility and value of the certificate. They claim that the certificate does not reflect the holder's real language skills and that it is more important to demonstrate your language skills in practice. Moreover, they answered that no one requires the certificate, specifically stating that it has little importance in the Czech Republic. Students also mentioned that there is usually no

way to access their results, preparatory courses are not intense enough, learners must travel for exams, and certificates are valid only for certain period of time. On the other hand, some of the students claimed that the price, the difficulty of the test, and the time needed for the preparation are satisfactory.

Are you clear about the relation between individual exams and CEFR levels?

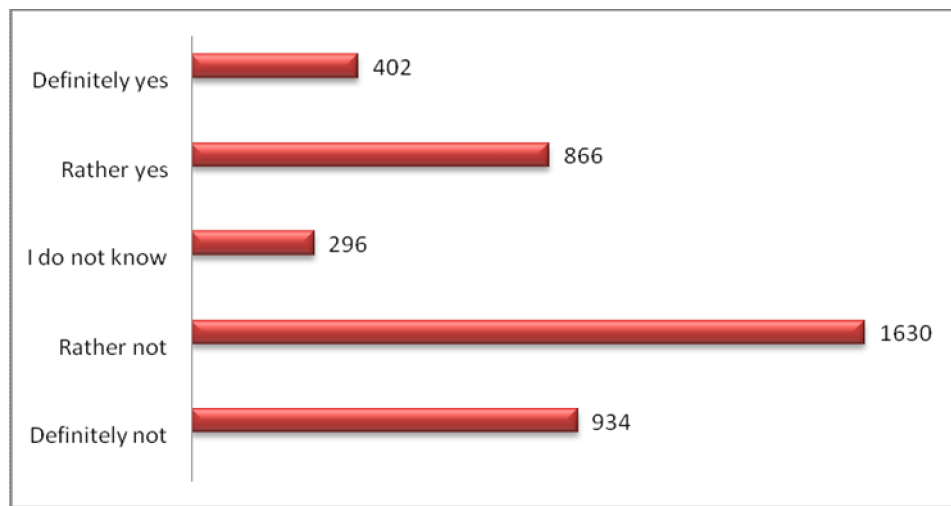


Figure 17. Equivalence of individual exams to CEFR levels

Here, I would like to highlight a number of negative responses received. 934 (23 %) of students answered that they are definitely unclear about the relationship between individual exams and CEFR levels, and 1630 (39 %) of respondents rather claim that they do not know the relationship between each exam and the CEFR levels, meaning that more than a half of the students do not know what the equivalence of international language exams to CEFR levels is. Therefore, I have created a comprehensive table to illustrate the CEFR equivalences of all internationally accepted English language examinations that have been previously mentioned. I believe that such a table would be a useful and effective tool to ensure better understanding of the relationship between particular levels. The table is shown in Appendix P V II.

5.4.4 Questions aimed at third and fifth year students

This part is aimed only at students in their third and fifth year of study to find out how the language skills of students have changed during university studies. Again, a criterion for assessing language skills of students is the level of their international language certificate.

Did the level of your international language certificate change during your university studies?

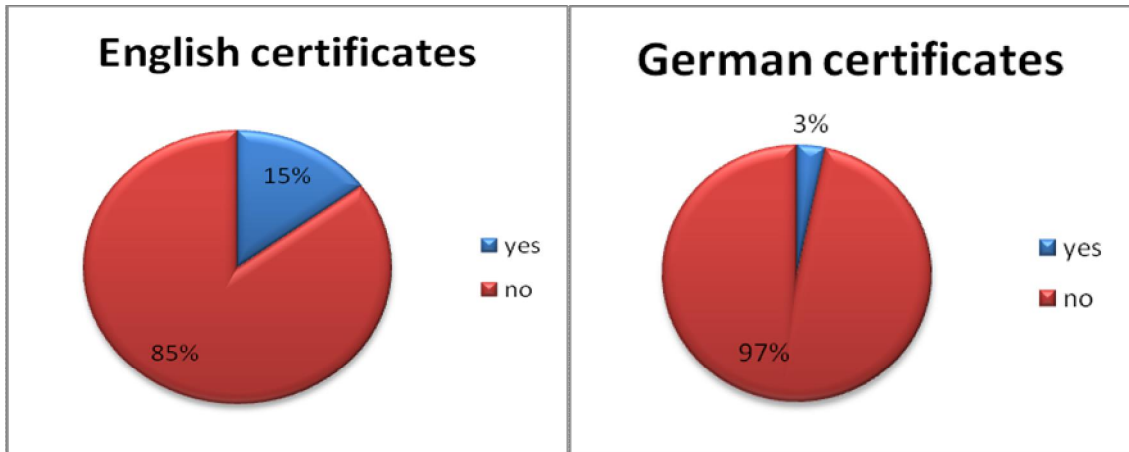


Figure 18. Changes in the levels of international language certificates

It is clear from the graphs above that the levels of German language certificates of the students changed only slightly during their university studies. While German certificates remained almost unchanged, only 3 % of students advanced their German language skills. This may indicate a lack of student interest in German exams. However, a greater change is seen in the case of English certificates, as 15 % of students improved their English language proficiency level. Whereas German certificates remained almost unchanged, only 3 % of students advanced their German language skills. Again, this may indicate a lack of interest in German exams from students.

If your answer was yes, please specify at which level is your international language certificate currently.

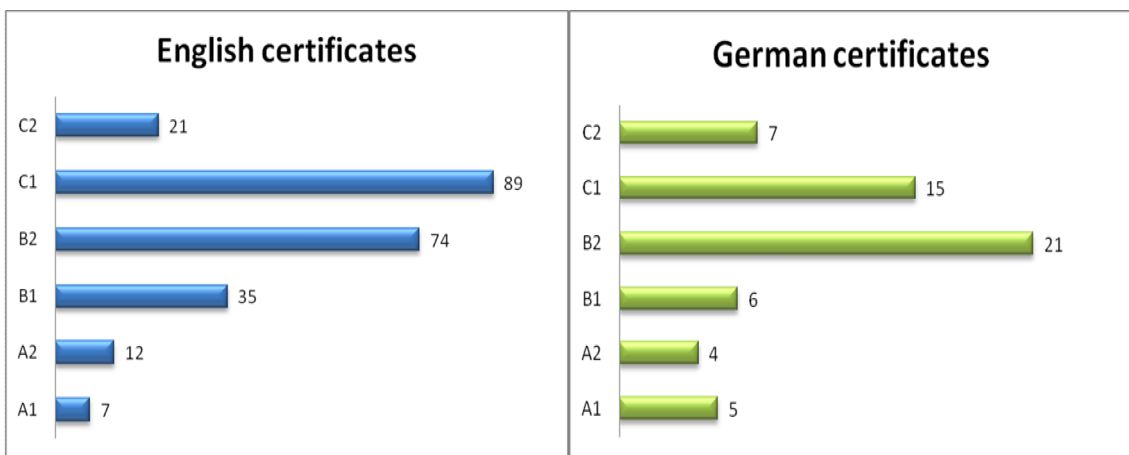


Figure 19. Specification of certificate level

These graphs highlight the language proficiency levels of those students whose certificates have changed during their university studies. The majority of those students who improved their English language certificate level are now at C1 or B2 level. I find this to be a positive change. Regarding German certificates, they have been mostly advanced to level B2 or C1 and, again, I consider this progress relatively promising.

5.5 Questionnaire results of English for Business Administration students in the Faculty of Humanities at TBU

This part is devoted to questionnaire results of English for Business Administration students in the Faculty of Humanities at Tomas Bata University. The sample tested 250 of students. The questionnaires were personally delivered to the students.

5.5.1 Questions of general character

The task was to find out the student's year of study to enable the assessment of those questions which relate to the improvement of language skills of students during their university studies.

Determine your year of study

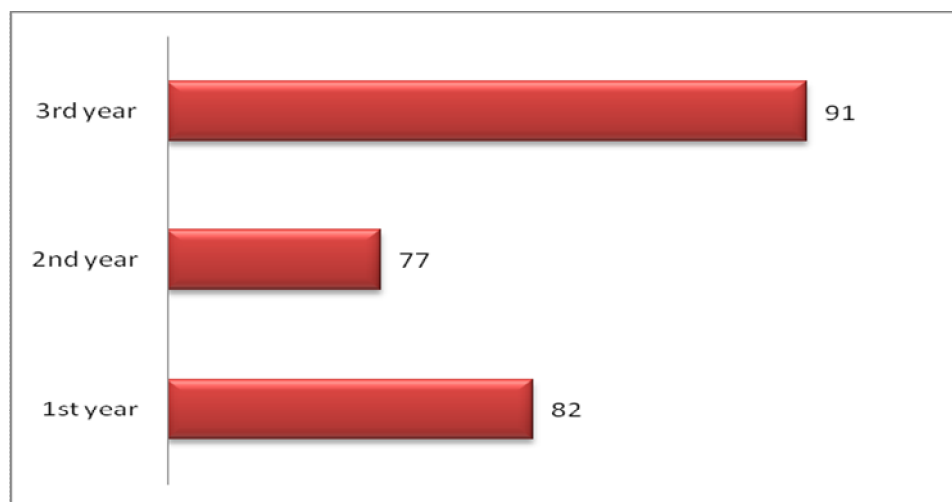


Figure 20. Year of study

Of the 250 students, 82 (33 %) are first year students, 77 (31 %) are second year students, and 91 (36 %) are third year students. These numbers are relatively equal and include almost all the students enrolled in this program, showing the true state of language proficiency for English for Business Administration students.

5.5.2 Questions regarding level and name of the certificate

Here, the task was the same as in the preceding equally named subchapter engaging with Czech university students to find out levels and names of international language certificates.

Did you have an international language certificate before you started your university studies?

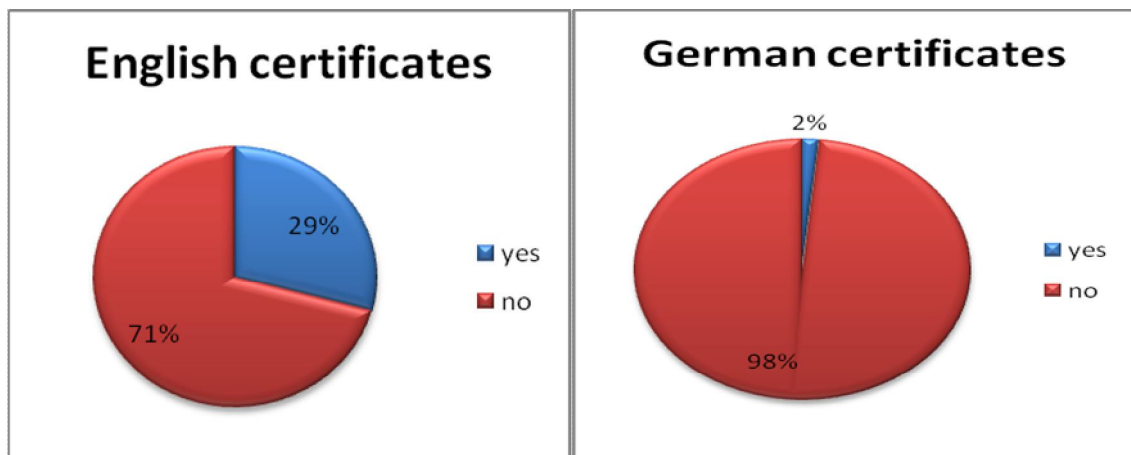


Figure 21. International Language Certificates

These students specialize in English philology and, therefore, they are more interested in English language certificates than German certificates. In addition, the amount of English certificates is 11 % greater than those of all Czech university students. I consider this result to be very positive.

Additionally, students who apply for this program and have an international English language certificate at least of B2 level, in particular TOEFL, FCE, CAE, CPE or City & Guilds, will be exempted from entrance examinations. This could also be the reason for the higher percentage of English certificates in this study program.

If your answer was *yes*, please specify its level and name.

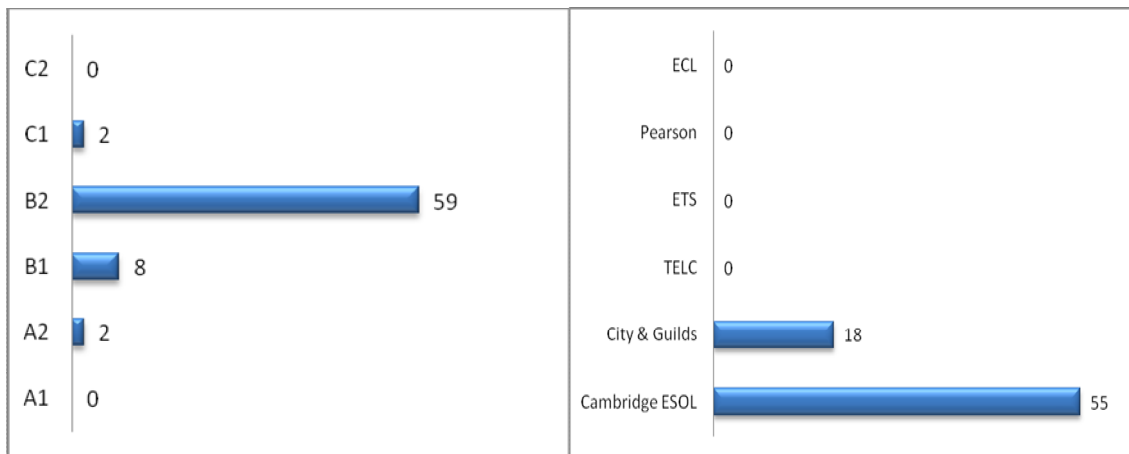


Figure 22. Levels and names of international English language certificates

It is clear from these graphs that for students of English philology, it is unreasonable to take A1 certificates and there are quite low numbers of A2 and B1 certificates. The aspirations of these students are greater and, thus the B2 certificates are the most highly represented certification level. The most popular certificates among students are Cambridge ESOL and City & Guilds. Surprisingly, there are no students who have any other type of a certificate at the B2 level.

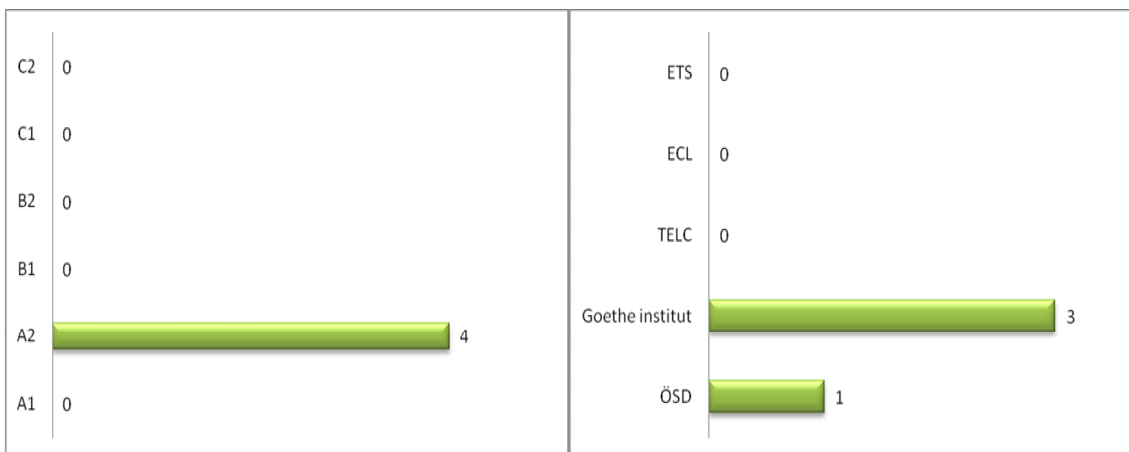


Figure 23. Levels and names of international German language certificates

As I have mentioned before, the representation of German certificates in this study course is rather insignificant. Only three students have certificates from Goethe-Institut at A2 level and one student has a certificate from ÖSD, also at the A2 level.

If you did not have any certificate yet, are you planning to take some?

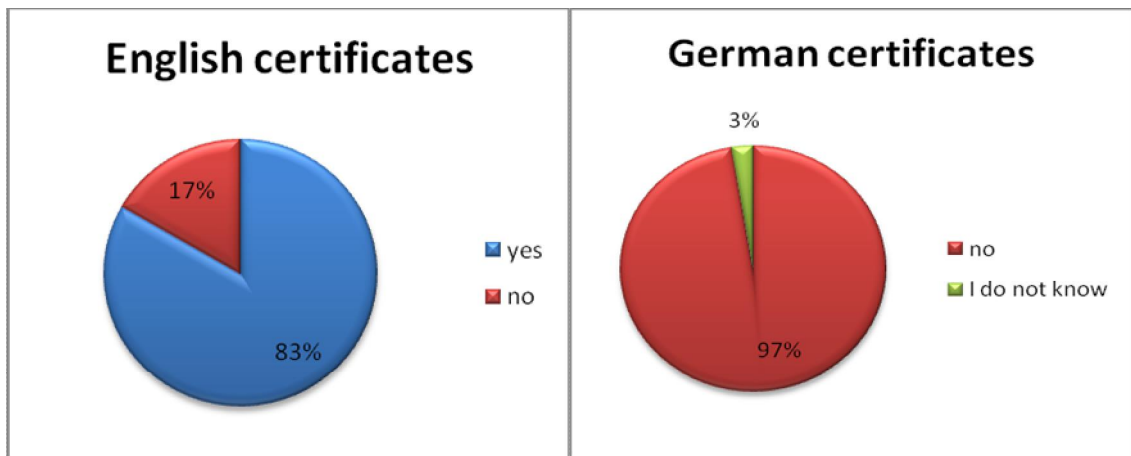


Figure 24. Are you planning to take an international language certificate?

These representations are quite similar to those of previous cases. Again, aspirations of these students are aimed at English certificates, namely 83 % of the students are planning to take some English certificate. On the other hand, only 3 % of them are considering pursuing a German certificate and the rest are not interested in German certificates at all.

If your answer was yes, please specify what certificate are you interested in.

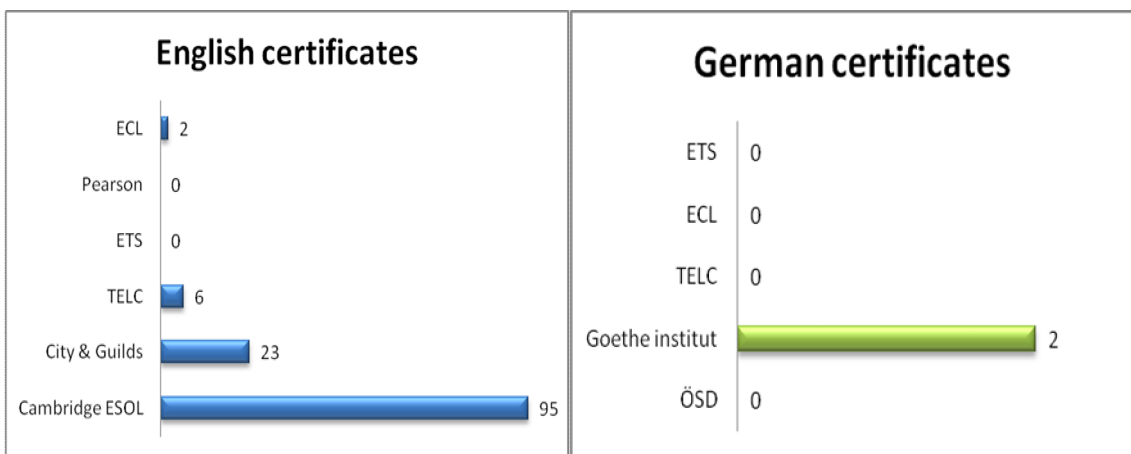


Figure 25. Organizations that have provided an assessment

Of the students who are interested in taking some of the international language certificate examinations, there are 95 who wish to take Cambridge ESOL, 23 who want to take City & Guilds, 6 who aspire to take TELC, 2 who are interested in ECL, and two who will seek a certificate from the Goethe-Institut. Still, Cambridge ESOL certification is the most popular.

If you already have some international language certificate in English or German, are you planning to improve its level?

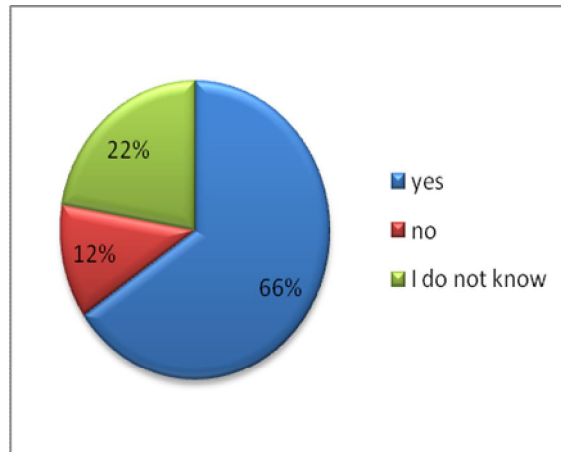


Figure 26. Preparation for achieving a higher certification

From this graph, it is obvious that 66 % of the students questioned want to improve the level of their already existing certificate. This is consistent with their field of study, where a certain degree of language proficiency is required. Many students are seeking higher certificate levels to improve their chances of further study. High level certificates help with entrance examinations for universities abroad, or with entrance examinations for master's programmes in the Czech Republic. Moreover, there are also Czech universities specify level and type of certificate required for admission, without which it is impossible to enroll in the university. The Faculty of International Relations at the University of Economics in Prague is an example of such a program. Some study programs in this faculty requires at least C1 level certificates for admission. Also, many employers around the world recognize international language certificates as evidence of an applicant's competency level in a given language.

5.5.3 Questions based on opinions of students

The goal of this part is to determine if students are clear about the equivalence of examinations to CEFR levels, and to discover what students think about the importance of international language certificates.

Are you clear about the relation between individual exams and CEFR levels?

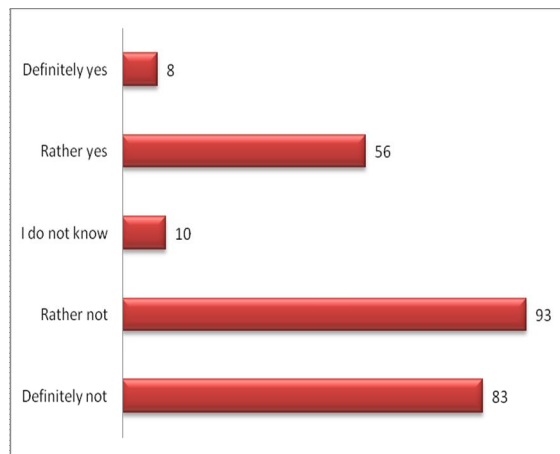


Figure 27. Awareness of the relation between exams and CEFR levels

As in the case of the graph for all Czech university students, English for Business Administration students in the Faculty of Humanities at TBU are not clear about the relationship between individual language examinations and the CEFR levels. 83 students selected 'Definitely not', 93 students chose the reply 'Rather not', 56 students answered by the reply 'Rather yes', 8 students replied by the option 'Definitely yes', and the rest of students are not sure.

Is it important to have an international language certificate?

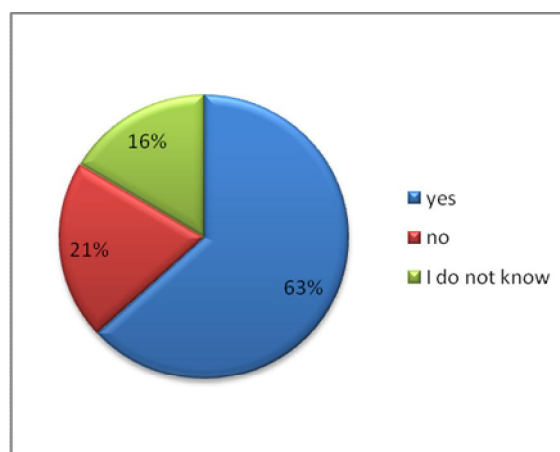


Figure 28. Importance of international language certificate

As shown in the graph above, students of this study course consider an international language certificate to be fairly important. These students are aware of the fact that language certificates can increase their opportunities for international study or work and

that evidence of language skills is quite useful and effective. Also, for English philology students a language certificate is always beneficial.

5.5.4 Questions aimed at third year students

This part is focused only on third year students in order to determine how the students' language skills have changed during their university studies. Again, the criterion for assessing language skills of students is the level of their international language certificate.

Did the level of your international language certificate change during your university studies?

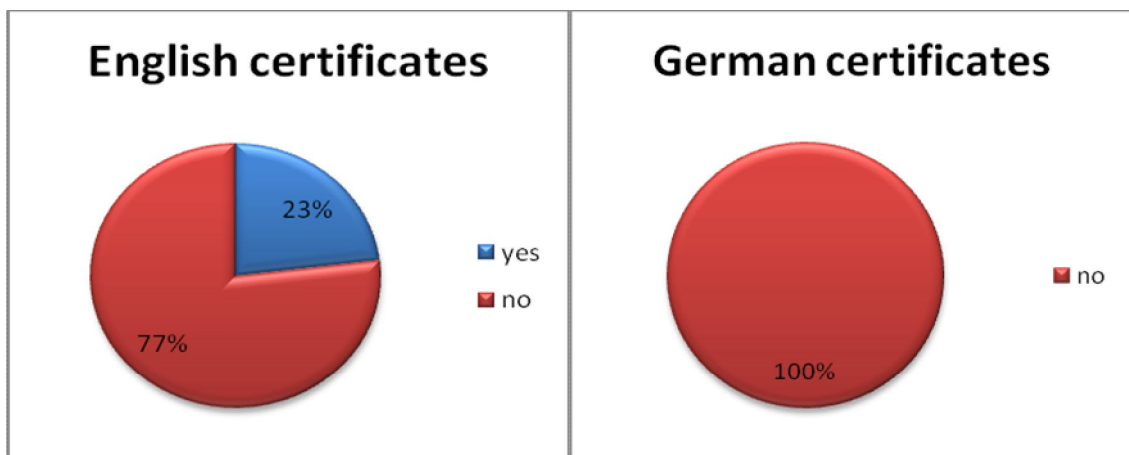


Figure 29. Changes in the levels of international language certificates

As shown in the graph above, it is clear that third year students have improved the level of their English language certificate during their university studies, namely 23 % of them have successfully advanced their English certificates. On the other hand, there is no improvement of German certification levels at all. This confirms that the interest in German language certificates is currently declining. The reason for declining interest in German certificates may be that these students are focused exclusively on English and they aspire to obtain only English certificates.

If your answer was *yes*, please specify at which level is your international language certificate currently.



Figure 30. Specification of certificate level

Six students who have improved their English language certificates are now certified at C1 level. I regard this as fairly positive and surely this will benefit the student. Recently, the demand for superior language skills is growing and employers require higher levels of language proficiency than they had required before. What was accepted a few years ago is no longer sufficient.

5.6 Selected questionnaire results of various fields of study

The aim of the following part of this survey is to compare similarities and differences between individual fields of study based on the language proficiency of their students. The criterion for assessing language proficiency is an international language certificate.

For these purposes, it will be quite sufficient to compare only percentages of those students from different fields of study who have an international English language certificate.

Do you have an international English language certificate?

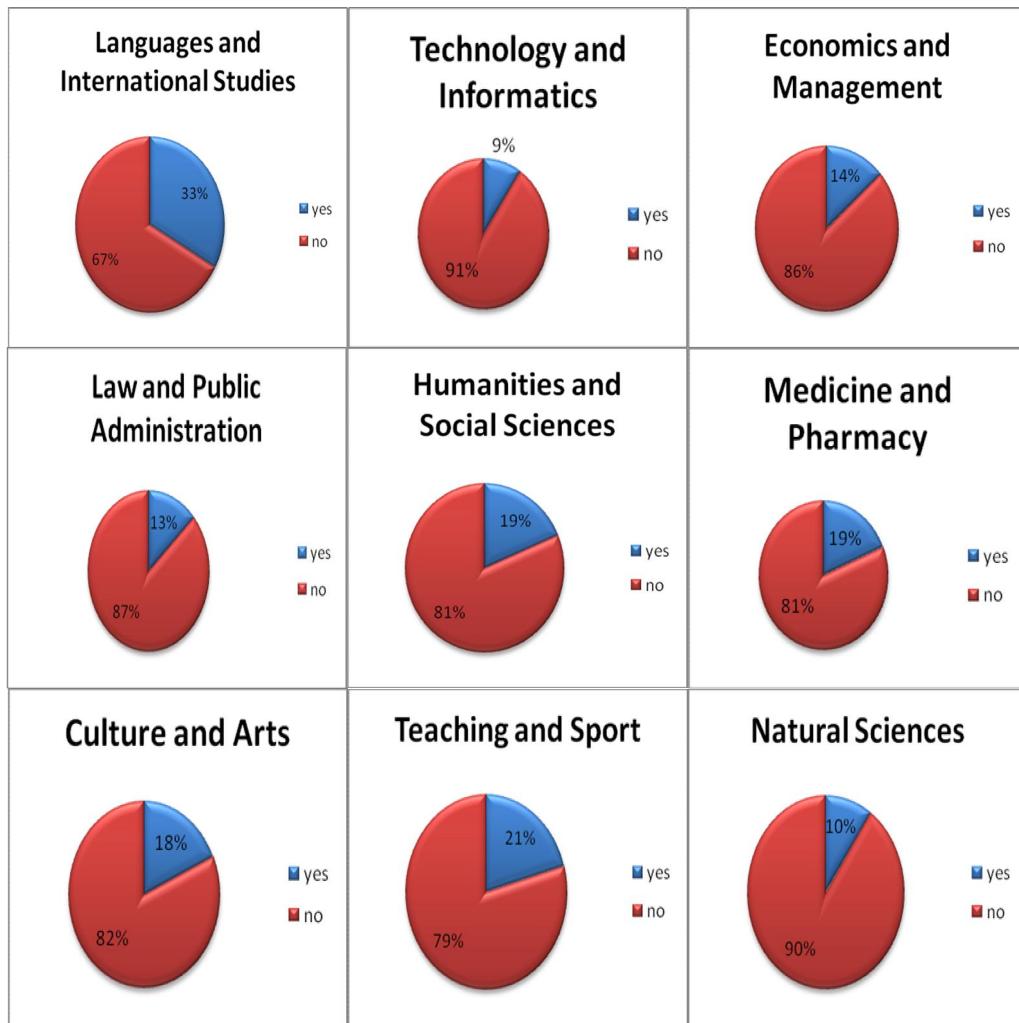


Figure 31. Certificates at different fields of study

From the charts above, it is obvious that the student's field of study plays a role in their level of language skills. I believe that the greatest difference is seen between technical and linguistic disciplines. It is understandable that, for technicians, achievement in English language is not very important. Based on the evidence, it seems that larger amounts of students with certificates are in fields that specialize in humanities, social sciences, teaching, culture, and medicine. From what has been found during this investigation, it is not essential to obtain an international language certificate in technical or natural science fields. Students from these fields claim that a language certificate is not advantageous, or that employers will check language skills in-house. Also, students themselves rely on the fact that employers will provide language testing during the admission process. Furthermore, information science students responded that the content of the language tests is not sufficient for their use. When programming, they use special English terminology learned on

their own. On the other hand, languages and international studies, teaching, and sport share the highest percentage of students with English language certificates. However, these results were expected due to the field of study.

SUMMARY OF THE ANALYTICAL PART

The analytic part processed results of the questionnaire survey. This investigation analysed language skills of Czech university students. Also, the survey was separately aimed at English for Business Administration students in the Faculty of Humanities at Tomas Bata University. The criterion for assessing language skills was the level of international language certificate of English or German.

From the results of this survey, it seems clear that Czech university students are more interested in English language certificates than in German language certificates. Most of those students who have a language certificate, in either English or German, have achieved B2 or C1 level. The majority of those students who have an English language certificate were tested by Cambridge ESOL or City & Guilds and students who have a German certificate were, in most of cases, tested by the Goethe-Institut.

Czech university students are aware of the importance of language certificates and are planning to take examinations in case that they do not have any certifications yet. Furthermore, these students consider the language certificate to be evidence of their language skills and they believe that it increases their overall appeal to employers. The high price of examinations is seen as the greatest disadvantage.

Generally, Czech university students are unclear about the relationship between each exam and the CEFR levels. Consequently, I created an overview of these exams with respect to the CEFR levels, as shown in Appendix P VII.

It was discovered, that large share of English for Business Administration students in the Faculty of Humanities at Tomas Bata University, have obtained English language certification. The number of certified students is actually 11 % higher than all certified Czech university students. These students are planning to improve the level of their certificate, or take a language exam if they do not have any certification yet. In my opinion, this is understandable given their field of study. On the other hand, students of English philology are not interested in German certificates at all.

Regarding the questionnaire survey results according to field of study, it is clear that students of linguistics, social studies and humanities are focused on learning languages, and a high percentage of students with certificates is reasonable here. However, students of technical fields, natural sciences, and informatics have different career aspirations and language certificates are not considered important for reaching their goals.

CONCLUSION

In my bachelor's thesis, I focused on the Common European Framework of Reference (CEFR) and language testing. The primary goal of the thesis was to determine the relationship between the CEFR and international language exams and, in addition, to analyse actual language skills of Czech university students using a questionnaire survey.

The CEFR is undoubtedly the most influential document of the last decades. It has affected all individuals involved in language learning, teaching, or testing. The CEFR common reference levels were developed to assess learners' language competencies at different stages of learning and language examination providers aligned their language examinations with these reference levels. However, recognition of the relationship between the language examinations and the CEFR is a complicated issue. Examinations vary greatly, and there are still many questions surrounding the equivalence of these exams. Therefore, this thesis was also aimed to better understand the relationship between the CEFR and individual English language exams.

The theoretical part was divided into two sections. In the first section, I dealt with the CEFR and the European Language Portfolio (ELP), and in the second section I described the international English language certificates in accordance with the levels of the CEFR.

The practical part was based on the questionnaire survey. The results were evaluated on three levels. Firstly, I evaluated the results of all Czech university students who were involved in the survey, secondly I assessed the results of English for Business Administration students in the Faculty of Humanities at Tomas Bata University. Finally, I focused on selected results separated by the students' field of study in order to describe similarities or differences between these fields. Moreover, I examined if Czech university students are clear about the relationship between each language exam and the CEFR.

Based on the results of this survey, it is obvious that Czech university students are aware of the importance of international language examinations. There is a significant amount of students who already have obtained a language certificate and they are now focused on improving the level of already existing international language certificates. It was also determined that larger shares of certificates are generally seen among students in linguistics, humanities, social sciences, teaching, and medicine. On the other hand, students of technical fields are not interested in language examinations, which is understandable given their specialization. In addition, it was determined that Czech university students do

not actually know about the equivalence of each language exam to CEFR levels. Therefore I decided to create a table which provides an overview of the most popular English language exams with the respect to the CEFR.

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LIST OF ABBREVIATIONS

ALTE: Association of Language Testers in Europe

BEC: Business English Certificate

CAE: Certificate in Advanced English

CEF: Common European Framework

CEFR: Common European Framework of Reference

CPE: Certificate of Proficiency in English

ELP: European Language Portfolio

EAQUALS: Evaluation and Accreditation of Quality in Language Service

ESOL: English for Speakers of Other Languages

FCE: First Certificate in English

KET: Cambridge English Key

PET: Preliminary English Test

PTE: Pearson Test of English

TOEFL: Test of English as a Foreign Language

TOEIC: Test of English for International Communication

TELC: The European Language Certificates

UCLES: University of Cambridge Local Examination Syndicate

UK: United Kingdom

YLE: Young Learners English

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APPENDICES

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P II Self-assessment grid

P III Qualitative aspects of spoken language use

P IV Language Passport

P V Language Biography

P VI Dossier

P VII An equivalence of international English language exams to CEFR levels

P VIII Questionnaire

APPENDIX P I: GLOBAL SCALE

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Data from Council of Europe 2001

APPENDIX P II: SELF-ASSESSMENT GRID

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Source: Data from Council of Europe 2001

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: Data from Council of Europe 2001

APPENDIX P III: QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to different are and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

Source: Data from Council of Europe 2001

B1+	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Source: Data from Council of Europe 2001

APPENDIX P V: LANGUAGE BIOGRAPHY

List of Documents



1. Self-assessment checklists
Fill in when and which checklists were completed.

Checklist for level:	A1	A2	B1	B2	C1	C2
Language	Date	Date	Date	Date	Date	Date

2. Other documents
Indicate which language(s) these other documents refer to.

My Personal Language Learning Biography	Linguistic and Inter-cultural experiences	Information about Foreign Language Teaching in Schools and Language Courses	My Objectives: What I want to learn and how

Let's interview a young hockey player!

His name is
player for a junior
Vitkovice hockey



Richard Matzke and he is a
team in Ostrava. He plays of
club. He is 18 years old.

I: Hello Richard. How are you?

R: I'm fine, thanks!

I: I'm sorry to interview you when you are so busy.

R: Well yes, you're right. I'm busy but I want to do this interview.

I: So, Richard, my first question for you is:

When did you begin to play ice- hockey?

R: I began to play it when I was 4 years old with my father.

I: That's nice. Does your father play or has he ever played hockey?

R: No, my father has never played ice- hockey but he wanted me to play it. He used to go with me to the ice-hockey hall every day.

I: And what about your mother? Did she agree with your fastidiou. hobby?

R: My mother likes hockey. And she always was and still is a fan of me.

I: Well, Richard, do you
future?

R: Yes, of course! I want to
seriously, I want to play better
in the Czech Republic called
like to play for HC Vitkovice. I
I like them!



already have plans for the

play ice-hockey (laughing). But
and go to the best competition
Extraleague. One day I would
know they aren't good now but

I: Richard, we do not have a lot of time. Your training will begin soon. So, quick!
Do you have any brothers or sisters?

R: Yes, I have one brother; Boris is his name. He plays football. And I have four
sisters. If you would like to know their names here they are: Veronika, Adriana, Simona
and Iveta. Simona and Adriana play basketball. Iveta lives with her boyfriend in
Litvinov and Veronika likes boys and discos.

APPENDIX P VII: AN EQUIVALENCE OF INTERNATIONAL ENGLISH LANGUAGE EXAMS TO CEFR LEVELS

Certificate	CEFR levels					
	A1	A2	B1	B2	C1	C2
Cambridge ESOL	Movers Skills for Life	KET KET for Schools YLE Flyers Skills for Life	PET PET for Schools BEC Preliminary Skills for Life	FCE FCE for Schools BEC Vantage Skills for Life CAE (45-59)	CAE (60-79) BEC Higher Skills for Life	CPE CAE (80-100)
City & Guilds	Preliminary	Access	Achiever	Communicator	Expert	Mastery
telc	tel English A1 telc English A1 Junior	telc English A2 telc English A2 School	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical	telc English C1	
ETS	TOEIC L&R (120) TOEIC S&W (80) TOEIC Bridge (92)	TOEIC L&R (225) TOEIC S&W (160) TOEIC Bridge (134)	TOEIC L&R (550) TOEIC S&W (240) TOEIC Bridge (170) TOEFL iBT (57-86) TOEFL Junior (250-275)	TOEIC L&R (785) TOEIC S&W (310) TOEFL iBT (87-109) TOEFL Junior (280-300)	TOEIC L&R (945) TOEIC S&W (400) TOEFL iBT (110-120)	
Pearson	Level A1	Level 1 Level 1 (337)	Level 2 Level 2 (460)	Level 3 Level 3 (543)	Level 4 Level 4 (627)	Level 5 Level 5
ECL	A	B	C	D		

Note: Figures in the brackets express score required to receive the certificate

APPENDIX VIII: QUESTIONNAIRE



Vážení studenti,

Jsem studentkou bakalářského studia Fakulty humanitních studií oboru Anglický jazyk pro manažerskou praxi na Univerzitě Tomáše Bati ve Zlíně a provádím dotazníkové šetření pro moji bakalářskou práci, ve které se zabývám Společným evropským referenčním rámcem pro jazyky a jazykovým testováním. Cílem tohoto šetření je zjistit, zda studenti vysokých škol vlastní mezinárodní certifikáty z anglického nebo z německého jazyka, a pokud ano, tak na jaké úrovni.

Jsem si vědoma toho, že obzvláště v dnešní době platí, že „čas jsou peníze“, ale vyplnění dotazníku by nemělo přesáhnout 5 minut Vašeho času. Dotazník slouží výhradně akademickým účelům, cílem je pouze výzkum a Vaše anonymita bude respektována.

Prosím Vás, o pravdivé odpovědi.

Děkuji.

Darina Jelínková
studentka FHS
Univerzita Tomáše Bati ve Zlíně

***Povinné pole**

Vlastnil/a jste již při nástupu na vysokou školu certifikát z anglického jazyka? *

- ano
 ne

Pokud ano, uveďte prosím, na jaké úrovni byl Váš certifikát z anglického jazyka při nástupu na vysokou školu.

- A1
 A2
 B1
 B2
 C1
 C2

Vlastnil/a jste již při nástupu na vysokou školu certifikát z německého jazyka? *

- ano
 ne

Pokud ano, uveďte prosím, na jaké úrovni byl Váš certifikát z německého jazyka při nástupu na vysokou školu.

- A1
 A2
 B1
 B2
 C1
 C2

Jaký certifikát z anglického jazyka vlastníte?

- Cambridge ESOL (FCE, CAE,...)
 City & Guilds
 TELC
 ETS
 Pearson
 ECL
 Jiné:

Na jaké úrovni je Váš stávající certifikát z angličtiny?

- A1
- A2
- B1
- B2
- C1
- C2

Jaký certifikát z německého jazyka vlastníte?

- ÖSD
- Goethe institut
- TELC
- ECL
- ETS
- Jiné:

Na jaké úrovni je Váš stávající certifikát z němčiny?

- A1
- A2
- B1
- B2
- C1
- C2

Pokud ještě nemáte žádný certifikát z anglického jazyka, plánujete si některý z výše uvedených pořídit?

- ano
- ne
- nevím

Pokud plánujete, uveďte prosím jaký.

- Cambridge ESOL
- City & Guilds
- TELC
- ETS
- Pearson
- ECL
- Jiné:

Pokud ještě nemáte žádný certifikát z německého jazyka, plánujete si některý z výše uvedených pořídit?

- ano
- ne
- nevím

Pokud plánujete, uveďte prosím jaký.

- ÖSD
- Goethe institut
- TELC
- ECL
- ETS
- Jiné:

Pokud již máte nějaký certifikát z anglického nebo německého jazyka, plánujete se připravovat na vyšší úroveň?

- ano
- ne
- nevím

Co považujete za hlavní výhody mezinárodního certifikátu z jazyka?

můžete zaškrtnout více možností

- doložení úrovně znalostí
- zvýšení atraktivity pro zaměstnavatele
- zvýšení vlastní hodnoty na trhu práce
- zvýšení atraktivity při přijímacím řízení na vysokou školu
- vyšší pravděpodobnost uplatnění v zahraničí
- Jiné:

Co považujete za hlavní nevýhody mezinárodního certifikátu z jazyka?

můžete zaškrtnout více možností

- vysoká cena
- časová náročnost
- obtížnost zkoušky
- Jiné:

Myslíte si, že je v dnešní době důležité vlastnit certifikát z jazyka? *

- ano
- ne
- nevím

Orientujete se v tom, který certifikát odpovídá jaké jazykové úrovni? *

např.: FCE odpovídá úrovni B2, CAE úrovni C1,...

- Rozhodně ne
- Spíše ne
- Nevím
- Spíše ano
- Rozhodně ano

Vysoká škola *

- Univerzita Tomáše Bati ve Zlíně
- Vysoká škola báňská - Technická univerzita Ostrava
- Masarykova univerzita
- Ostravská univerzita v Ostravě
- Univerzita Karlova v Praze
- Univerzita Palackého v Olomouci
- Vysoká škola ekonomická v Praze
- Vysoké učení technické v Brně
- Jihočeská univerzita v Českých Budějovicích
- Slezská univerzita v Opavě
- Západočeská univerzita v Plzni
- Univerzita Jana Evangelisty Purkyně v Ústí nad Labem
- Univerzita Hradec Králové
- Univerzita Pardubice
- Jiné:

Zaměření oboru *

- ekonomie a management
- právo a veřejná správa
- jazyky a mezinárodní studia
- humanitní a společenské vědy
- medicína a farmacie
- přírodní vědy
- zemědělství a veterinina
- učitelství a sport
- technika a informatika
- kultura a umění
- anglický jazyk pro manažerskou praxi
- Jiné:

Ročník studia *

- 1.
- 2.
- 3.
- 4.
- 5.

Otázky pouze pro studenty 3. a 5. ročníků

Změnila se úroveň Vašeho certifikátu z anglického jazyka během studia na vysoké škole?

- ano
- ne

Pokud ano, na jaké úrovni je Váš certifikát z anglického jazyka nyní?

- A1
- A2
- B1
- B2
- C1
- C2

Změnila se úroveň Vašeho certifikátu z německého jazyka během studia na vysoké škole?

- ano
- ne

Pokud ano, na jaké úrovni je Váš certifikát z německého jazyka nyní?

- A1
- A2
- B1
- B2
- C1
- C2