



# Learning Resource Network

## **QUALIFICATION SPECIFICATION - LRN Level 2 Certificate in ESOL International (CEF C1)**

**Qualification Accreditation Number: 601/8055/9**

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## **BACKGROUND TO LRN**

Learning Resource Network - LRN - is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, schools and employers who can access qualifications either through registered educational institutions.

It was founded by a group of educators and business people and specialises in ESOL and management qualifications.

A full list of LRN qualifications can be found on the [register of regulated qualifications](#).

LRN London head office is supported by a team of representatives around the world.

LRN can be contacted at the following address:

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## **ESOL INTERNATIONAL QUALIFICATIONS**

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is both available and recognised worldwide and covers the whole range up to the highest level (NQF level 3 / CEF C2). They are suitable for candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England, Wales and Northern Ireland (see Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language).

### **INTRODUCTION**

This specification document provides an overview and orientation to LRN Level 2 Certificate in ESOL International (CEF C1) for candidates, centres, administrators, teachers and examiners and outlines the key features and administrative procedures required for this test.

### **OBJECTIVE**

LRN Level 2 Certificate in ESOL International (CEF C1) is designed for all "non-native English" speakers that are required to improve their English language skills at CEFR level C1. Candidates taking LRN Level 2 Certificate in ESOL International (CEF C1) will need to demonstrate that they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. Candidate responses will be at a level of language that would be expected on the Common European Framework of References for Languages (CEFR) at C1.

### **CANDIDATE CATEGORY**

Candidates interested in taking the LRN Level 2 Certificate in ESOL International (CEF C1) may include those:

1. needing a starting point in order to work towards a qualification in English.
2. Working or seeking work in an English speaking environment.
3. Living and working in a country where the native and official language is English.

Candidates who take LRN Level 2 Certificate in ESOL International (CEF C1) are made up of a range of different national and cultural backgrounds.

## **ENTRY REQUIREMENTS**

There are no entry requirements for candidates upon taking this qualification, including prior knowledge, levels of understanding and areas of familiarity. It is also not necessary for candidates to have achieved a qualification in English prior to registering. However, LRN would recommend that candidates are well-prepared before taking this test. Downloadable sample materials are accessible through the qualifications section of the LRN website whereby candidates can access sample assessment material. LRN approved centres ensure that candidates are fully prepared to sit LRN Level 2 Certificate in ESOL International (CEF C1) through using fully trained teachers and appropriate resources as laid out in the centre agreement with LRN.

## **PROGRESSION**

LRN Level 2 Certificate in ESOL International (CEF C1) has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

- A higher level of any ESOL International qualification – E .g. Level 3 ESOL qualification
- A key skills or functional skills qualification
- Vocational qualifications
- Access to Higher Education

## **RECOGNITION OF PRIOR LEARNING**

Please refer to LRN Recognition of Prior Learning Policy which is available on LRN website.

## **LANGUAGE OF ASSESSMENT**

LRN aims to use English that is plain, clear, free from bias and appropriate to all candidates. LRN will ensure the assessment materials, stimuli and the assessment itself is carried out in English.

## **QUALIFICATION OVERVIEW**

LRN Level 2 Certificate in ESOL International (CEF C1) is based on the CEFR in that it reflects the level(s) of language ability which are as defined by the CEFR. LRN Level 2 Certificate in ESOL International (CEF C1) is a single unit qualification. Candidates are assessed in all four components of reading, listening, writing and speaking. The total qualification time are 287 hours for this qualification. The breakdown of total qualification time (as below):

<b>Guided learning hours (GLH)</b>	<b>220</b>	
<b>Self study (SS)</b>	<b>60</b>	
Formative Assessment	3 hours 21 minutes	<b>Total Assessment Time (TAT)</b>  <b>7 hours</b>
Summative Assessment	2 hours 53 minutes	
<b>Total Qualification Time (TQT)</b>	<b>287 Hours (GLH+SS+TAT)</b>	

## QUALIFICATION FEATURES

LRN Level 2 Certificate in ESOL International (CEF C1) is a four language skills qualification which assesses four sub skills of the English language: reading, listening, speaking, and writing. References to the CEFR are made in the LRN Level 2 Certificate in ESOL International (CEF C1) Mark Scheme in order to demonstrate linkage between the qualification construct and CEFR. The information below is a breakdown of LRN Level 2 Certificate in ESOL International (CEF C1) qualification features.

### Speaking:

**Duration: 18 minutes**

<b>Section</b>	<b>Tasks and Functions</b>
<b>Section 1</b>	Introduction based on familiar topics. The examiner asks candidates questions about themselves- 4 minutes
<b>Section 2</b>	Topic presentation based on a prepared topic followed by a comment and brief conversation- 8 minutes
<b>Section 3</b>	Longer turn in response to Examiner's follow-up questions– 6 minutes
<b>Skills tested</b>	<ul style="list-style-type: none"> <li>• Use formal language and register where appropriate;</li> <li>• Respond to criticism and criticise constructively;</li> <li>• Express statements of fact;</li> <li>• Give factual accounts and explanations;</li> <li>• Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding;</li> </ul>

	<ul style="list-style-type: none"> <li>• Make relevant contributions and help to move discussions forward;</li> <li>• Take part in social interaction, incl. more formal interaction;</li> <li>• Express, and ask about, views, opinions, feelings, wishes, persuade, warn, rebuke and etc;</li> <li>• Use appropriate phrases for interruption and change of topic;</li> <li>• Support opinions and arguments with evidence;</li> <li>• Use strategies intended to reassure, e.g. body language and appropriate phraseology.</li> </ul>
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**Writing:**

**Duration: 60 minutes**

Section	Tasks and Functions
Section 1	Essay (150-200 words)
Section 2	Choose ONE ESSAY topic from three. (250-300 words)
Skills tested	<ul style="list-style-type: none"> <li>• apply appropriate planning strategies;</li> <li>• select how much to write and the level of detail to include;</li> <li>• choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence;</li> <li>• choose formal and informal language appropriate to purpose and audience;</li> <li>• choose different styles of writing for different purposes;</li> <li>• use proof-reading to revise writing for accuracy, meaning, content and expression;</li> <li>• use a range of sentence structure which is fit for purpose;</li> <li>• use sentence grammar consistently and with accuracy;</li> </ul>

	<ul style="list-style-type: none"> <li>• use pronouns to lessen repetition and improve the clarity of writing;</li> <li>• use a range of punctuation to achieve clarity in simple and complex sentences;</li> <li>• apply knowledge of vocabulary to aid accurate spelling.</li> </ul>
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**Listening:**

**Duration: 35 minutes**

**Number of Questions: 25**

Section	Tasks and Functions
Section 1	10 short conversations (multiple choice out of 3)
Section 2	3 longer conversations (multiple choice out of 3)
Section 3	1 longer monologues (multiple choice out of 3)
Skills tested	<ul style="list-style-type: none"> <li>• extract information from texts of varying length;</li> <li>• listen for grammatical and phonological detail;</li> <li>• listen for gist and specific information;</li> <li>• recognise a variety of feelings and viewpoints expressed by a speaker.</li> </ul>



## Reading and use of English:

**Duration: 60 minutes**

**Number of Questions: 50**

Section	Tasks and Functions
<b>Section 1 &amp; 2</b>	3 texts (multiple choice out of 3), 20 questions.
<b>Section 3 &amp; 4</b>	Use of English (cloze test/multiple choice out of 3), 30 questions.
<b>Skills tested</b>	<ul style="list-style-type: none"><li>• understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity;</li><li>• identify the purposes of a wide range of texts, whether inferred or explicitly stated;</li><li>• identify the main points and specific detail as they occur in a range of different types of text of varying length and detail;</li><li>• understand and identify how written arguments are structured;</li><li>• read critically to evaluate information, and compare information, ideas and opinions from different sources;</li><li>• extract the main points and ideas, and predict words from context;</li><li>• use different reading strategies to find and obtain information, e.g. skimming, scanning, detailed reading;</li><li>• summarise information from longer documents;</li><li>• use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text;</li><li>• read and understand technical vocabulary;</li><li>• recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose.</li></ul>

## CEFR Global Scale

<b>Proficient User</b>	<b>C2</b>	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.
	<b>C1</b>	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.
<b>Independent User</b>	<b>B2</b>	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.
	<b>B1</b>	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.
<b>Basic User</b>	<b>A2</b>	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.
	<b>A1</b>	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.

## CAN DO SUMMARY

### The ALTE 'Can Do' Project

The CAN do Project has been developed by [Association of Language Testers in Europe \(ALTE\)](#) which offers a framework that covers six levels of language competency that is aligned to the [Council of Europe Common European Framework \(CEFR\)](#) – see Appendix D of the CEFR for more information. The CAN do summary outlines how language candidates can perform and what they can do at each level. They are divided into three areas, Social & Tourism, Work and Study, and are detailed below for CEFR Level C1 and give examples of typical ability.

### Summary of overall ability

	Speaking & Listening	Reading	Writing
C1	<p>CAN contribute effectively to meetings and seminars within own area of work.</p> <p>CAN keep up a casual conversation with a good degree of fluency, coping with abstract expressions.</p>	<p>CAN read quickly to cope with an academic course, read different types of media for information or to understand non-standard correspondence.</p>	<p>Can prepare / draft professional correspondence</p> <p>CAN take notes, of reasonable accuracy, in meetings.</p> <p>CAN write an essay which shows the ability to communicate.</p>

### Social & Tourist Skill Area

	Speaking & Listening	Reading	Writing
C1	<p>CAN keep up a casual conversation for an extended period of time</p>	<p>CAN understand complex opinions/arguments as expressed in serious newspapers.</p>	<p>CAN write letters on most subjects.</p>

CAN discuss abstract/cultural topics with a good degree of fluency and range of expression.

CAN understand what is said in a personal letter, even where colloquial language is used.

**Work Skill Area**

**Speaking & Listening**

**C1**

CAN contribute effectively to meetings and seminars within own area of work.

CAN argue his/her case effectively, justifying, if necessary and specifying needs precisely.

**Reading**

CAN understand correspondence expressed in non-standard language.

CAN handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts.

**Writing**

CAN handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts.

**Study Skill Area**

**Speaking & Listening**

**C1**

CAN follow abstract argumentation – balancing and drawing a conclusion.

CAN argue his/her case effectively, justifying, if necessary.

**Reading**

CAN read quickly enough to cope with the demands of an academic course.

**Writing**

CAN write an essay which shows ability to communicate giving few difficulties for the reader.

## **RESULTS**

LRN trained examiners are allowed to mark the writing and speaking components of the LRN Level 2 Certificate in ESOL International (CEF C1). Marks are allocated for each candidate in accordance with the LRN Level 2 Certificate in ESOL International (CEF C1) mark scheme for writing and speaking. The timescales in which LRN will issue its results is between 4 to 6 weeks (upon receiving the candidate results from the test centre).

## **READING AND LISTENING**

The marking of Reading and Listening components of LRN Level 2 Certificate in ESOL International (CEF C1) are completed by clerical markers using answer keys for each question paper. To ensure standardisation of each exam, the Reading and Listening clerical markers completed induction training followed by standardisation exercises prior to each paper (where required).

Results are then moderated by the moderation team in accordance with LRN's moderation policy. Moderated results are then forwarded to the Lead Moderator for final approval.

## **SPEAKING & WRITING**

Speaking examination is conducted by one examiner, trained by LRN, and is recorded on a dictaphone. Marks are allocated for speaking and writing skill to each candidate in accordance with the LRN Level 2 Certificate in ESOL International (CEF C1) mark scheme. LRN Level 2 Certificate in ESOL International (CEF C1) is 100% externally assessed by an LRN examiner.

Speaking sub skill are assessed in pairs, where there are odd number of registered candidate, the dummy candidate will be use as a pair candidate.

Candidate will receive pre-released speaking topics 5 working days prior to exam from their centre.

Results are then moderated by the moderation team in accordance with LRN's moderation policy. Moderated results are then forwarded to the Lead Moderator for final approval.

## MARKING

- Each Reading question carries 0.5 marks (50 questions)
- Each Listening question carries 1 mark (25 questions)
- Writing is based on 2 questions and carries a maximum of 25 marks
- Speaking is a three part exam and carries a maximum of 25 marks

For each sub-component candidates will be graded as follows:

- **0-12 = Fail**
- **13-16 = Pass**
- **17-19 = Merit**
- **20+ = Distinction**

Each sub-component skill mark is out of 25 and the total marks for this qualification are 100.

## GRADING

Results are reported as distinction, merit, pass or fail grades.

Candidates marks for all sub-components will be added together to give an overall grade based on the minimum marks per grade level below:

<b>Minimum Marks require (overall)</b>	<b>Grade</b>
0-49	Fail
50-64	Pass
65-79	Merit
80+	Distinction

## **RELIABILITY AND VALIDITY**

LRN Level 2 Certificate in ESOL International (CEF C1) has been designed in line with the Common European Framework for Reference for Languages (CEFR) and follows the principles of reliability and validity through the following steps:

### **Validity**

1. Producing quality items to the required standard that measure performance with links to the CEFR.
2. Validating performance through piloting and feeding back into the test development cycle to ensure consistency of items.

The validity of LRN tests is evaluated in terms of the uses and interpretations of scores. The two main concerns in validation studies are:

1. The uses and their meaning to which scores are put in terms of the latent trait(s) they engage and measure. Several validation frameworks, such as Messick (1989) and Kane (2012), emerge from this. Supporting evidence of validity arguments potentially vary from test to test as every test produced has a unique validity argument.

The following inferences are included, following Kane's framework (2012):

- a. Evaluation - clear and sufficient domain definition and operationalisation.
- b. Generalisation - how confidently performance can be extrapolated on the test to a universe of the tasks.
- c. Explanation - analogous to conventional construct validity.
- d. Accuracy of scores - representing the amount of the latent trait under assessment.
- e. Extrapolation - analogous to conventional criterion validity.
- f. Accuracy of candidate performance on the test - prediction of performance on similar devices as well as the target language domain.

Tests developed by LRN are subjected to rigorous data analysis methods in order to ascertain the validity of the uses and interpretations of scores. Consultation is received by a team of experts who assist in undergoing latent trait model analysis on data sets in order to determine the quality of the test.

Evidence yielded from these analyses is used to judge the validity argument of the test.

### **Reliability**

1. Delivering examiner training against LRN Entry Level 3 Certificate in ESOL International (CEF B1), LRN Level 1 Certificate in ESOL International (CEF B2), LRN Level 2 Certificate in ESOL International (CEF C1) and LRN Level 3 Certificate in ESOL International (CEF C2) mark scheme with links to the CEFR.
2. Conducting standardisation and monitoring to ensure consistent interlocutor performance and accurate grading.
3. Carrying out moderation to ensure consistent, accurate and reliable results.

4. The LRN validation team work with a variety of models relevant to language testing and psycholinguistics. Validation studies for each qualification are produced for every 800 - 1000 responses / grades generated.

\*Please visit the LRN website for further updates on validation and reliability under our Research section.

## **ADMINISTRATION AND ASSESSMENT DELIVERY**

The duration of LRN Level 2 Certificate in ESOL International (CEF C1) is 2 hours and 53 minutes with the main test sitting (reading, listening and writing) lasting 2 hours and 35 minutes in one continuous assessment session on the same day (with a short break in between each component). Speaking tests are scheduled between one and three days before or after the main test sitting.

One invigilator is assigned to, every 15 candidates, for reading, listening and writing sub skills with an additional invigilator to accompany candidates, in instances where they leaving the assessment room for any reason. The invigilator is also responsible for checking candidate identification and is always present for the duration of the assessment. Invigilators are also responsible for ensuring candidates have no unauthorised materials in the examination room.