



Contextualising ESOL  
assessments

Bridget Smith  
Spring 2020

# Purpose of webinar

We will be looking at:

- What we mean by contextualisation
- Why you might want to contextualise tasks
- When you can do it
- How you might do it
- What the practicalities are



# What do we mean by contextualisation?

- Contexts of the specification cover:

Daily life

Community

Employment and work

Social issues

Family and friends

Leisure

Education and training

- Assessments have to cover a range of contexts
- Some are more specific than others
- You might download an assessment and think ‘my learners will not be familiar with this’

**So what can you do?**

# Which assessments can you contextualise?

- Entry 1 Reading, Speaking and listening, Writing
- Entry 2 Reading, Speaking and listening, Writing
- Entry 3 Reading, Speaking and listening, Writing
- Levels 1 and 2 Speaking and listening

# What are the parameters around contextualisation?

- You must still ensure a range of contexts are covered across the paper
- You may change the format (for example, an email to a letter)
- You may change a rubric or amend a whole task

Any alterations must:

- reflect the mark scheme
- assess all the criteria for the level
- not change the difficulty or complexity of the task
- be similar in register and/or tone

# Why might you want to contextualise?

- Particular circumstances of a learner or group of learners
- To make learners' assessment experience more relevant
- The context of the assessment is not within your learners' experience
- Your learners are studying ESOL in a specialised or vocational context



# Using contextualisation to support embedded ESOL learning

Centres may want to contextualise the task to a particular vocational setting which is relevant to the learners' vocational course / experience or the development of employability skills. For example:

- Making a presentation related to a vocational area
- Talking about themselves in the context of a job interview, their job, their vocational course
- Discussing a job, a work or vocational issue
- Writing a CV, personal statement letter of application
- Writing an article - day in the life of...
- Writing an email about a new job

# E1 Reading example

## **City Library** Opening Hours



**Monday to Friday** 9 a.m. – 8 p.m.

**Saturday and Sunday** 11 a.m. – 6 p.m.

**Closed: Bank Holidays**

**Café:** 12 p.m. – 5 p.m.

One free cup of coffee per person on weekends!



# E1 Speaking and listening example

## Task 1 - Listening

### Transcript

I am a friend telling you about my plans for the weekend.

On Friday I am visiting my uncle. He is ill. I am going to buy food for him. On Saturday I am going to a wedding. My cousin is getting married. On Sunday I will stay at home with my family and watch television.

# E1 Speaking and listening example

## Task 1 - Listening

### Adapted transcript

I am a work colleague / work mate telling you about my plans for the weekend.

On Friday I am seeing my girlfriend. She is very nice. I will take her some flowers. On Saturday we are going to the cinema. We like adventure films. On Sunday I will stay at home and study for my computer exam.

# E1 Speaking and listening example

## Task 2 - Individual speaking activity

### Task

You are taking part in a survey about the area you live in.

- Say where you live
- Say what there is to do where you live – give 2 details
- Say what you like about where you live



# E1 Speaking and listening example

## Task 2 - Individual speaking activity

### Adapted task

You are taking part in a survey about your life at home.

- Say where your home is
- Say what you do at home – give 2 details
- Say what you like or dislike about your home



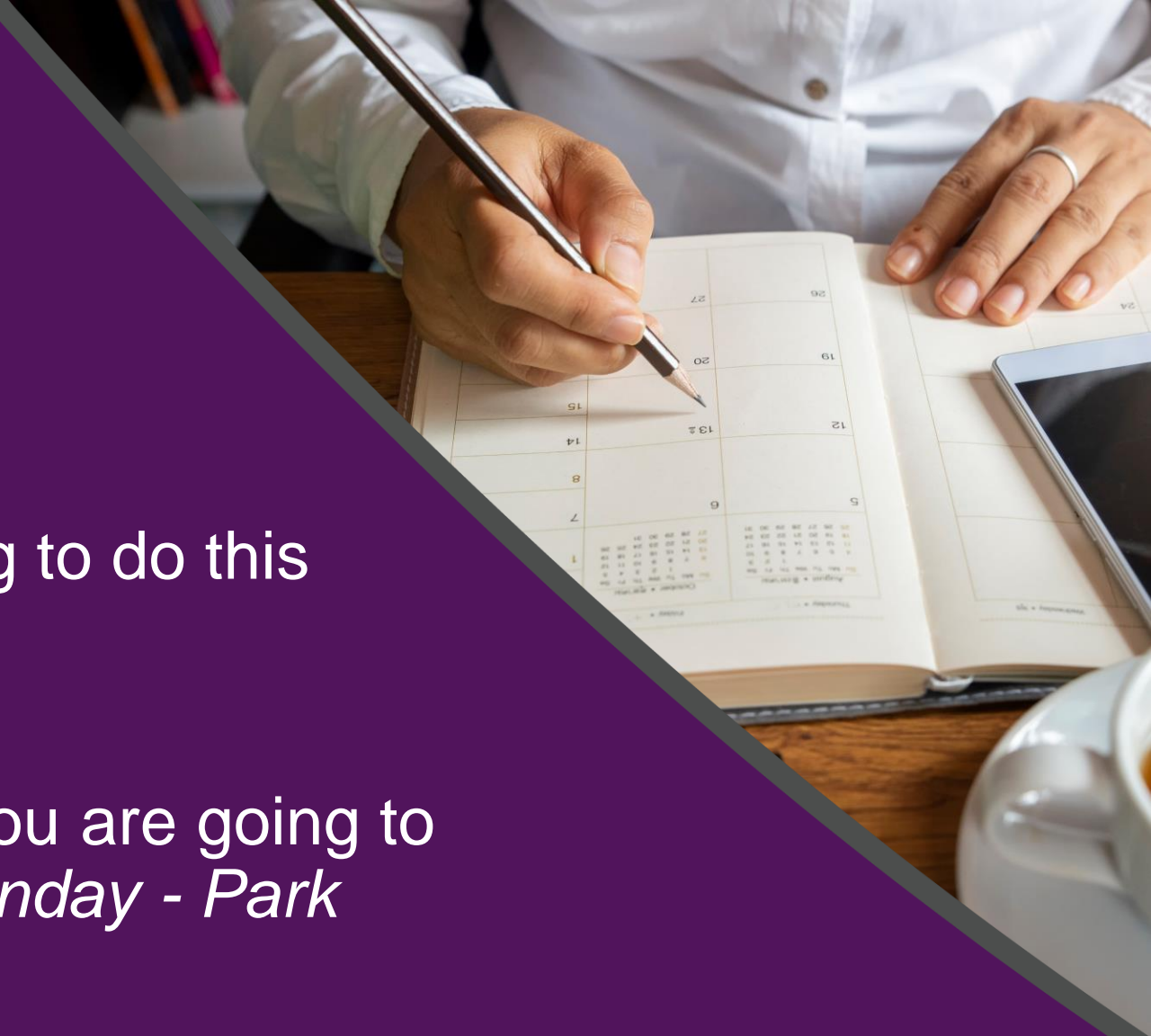
# E1 Writing example

## Task 2

### Task

You are planning what you are going to do this week.

Write a list of what *different* things you are going to do for the next 5 days. *Example: Sunday - Park*



# E1 Writing example

## Task 2

### Adapted task

You are planning what you are going to do this week at work.

Write a list of what *different* things you are going to do for the next 5 days. *Example: Monday - Computer*



# E2 Speaking and listening example

## Task 2 - individual speaking activity

### Task

*You will complete this task in a small group with between 2 to 5 people.*

You are talking to your friend about your home.

- Describe your home
- Say what you like about your home
- Say what can be made better

# E2 Speaking and listening example

## Task 2 - Individual speaking activity

### Adapted task

*You will complete this task in a small group with between 2 to 5 people.*

You are talking to your friend about where you work

- Describe where you work
- Say what you like about where you work
- Say what can be made better



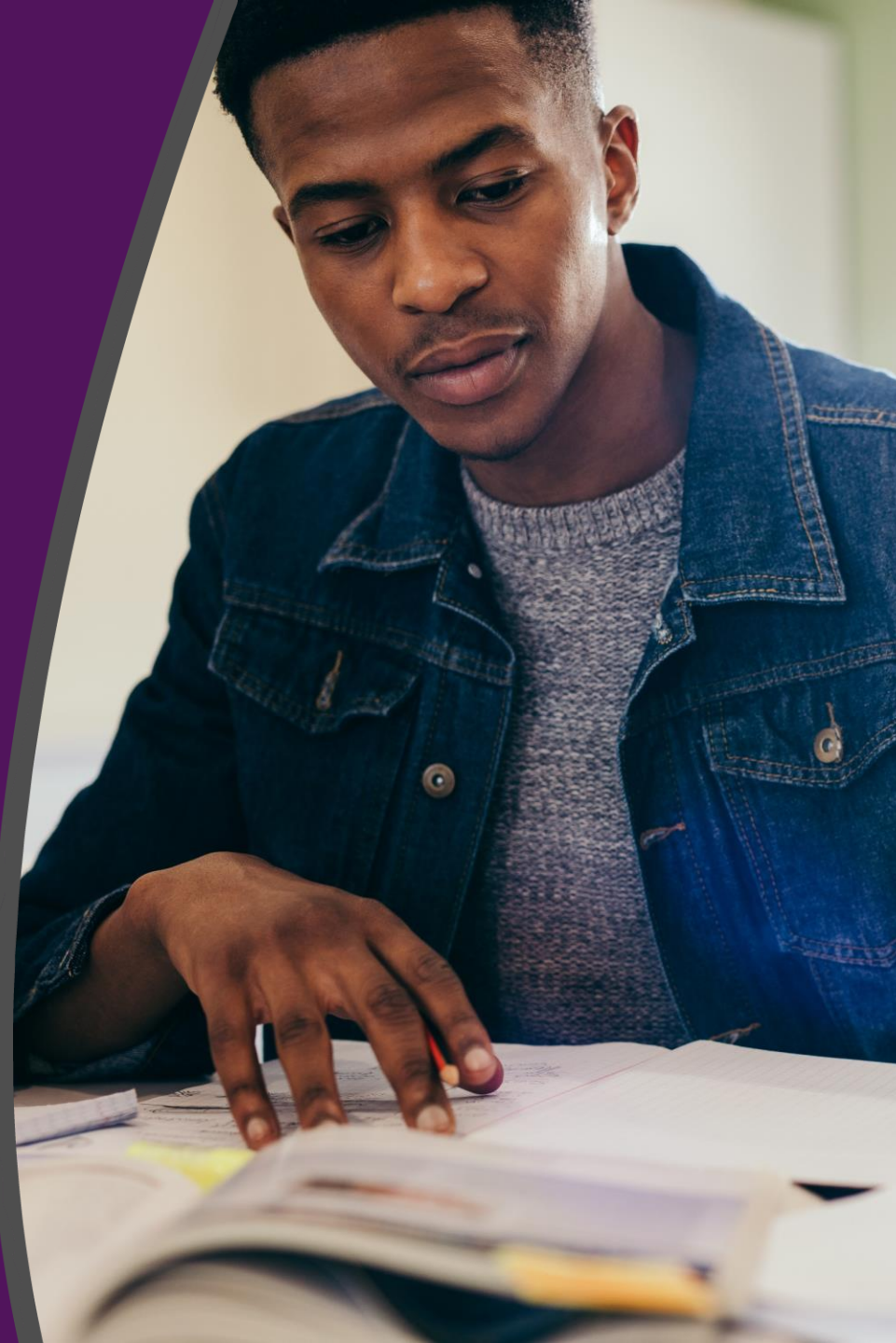
# E2 Writing example

## Task 3

### Task

A newspaper wants local people to write about where they live. Write an article for the newspaper about your local area.

- Say where you live
- Describe the area
- Write about the local places you enjoy visiting
- Write about things that children or younger people can do there



# E2 Writing example

## Task 3

### Adapted task

- Community magazine?
- Where they lived before?
- What they miss doing?



# E3 Speaking and listening example

## Task 2 - Individual speaking activity

### Task

You're at the first day of a new course at college and your teacher asked you to introduce yourself to the group

- Say which course you are starting
- Introduce yourself and give 2 details about yourself
- Say why you decided to do the course
- Say what you hope to do after the course has finished

# E3 Speaking and listening example

## Task 2 - Individual speaking activity

### Adapted task

You've started a new job and the manager has asked you to introduce yourself to the other people working there.

- Say which job you are starting
- Introduce yourself and give 2 details about yourself
- Say why you decided to do this job
- Say what you hope to learn

# E3 Speaking and listening example

## Task 3 - Discussion with a Group

### Task

Your class is planning an end of term celebration. Suggestions include:

- Going out for a meal in the evening
- A cinema trip
- Afternoon tea and cakes
- A class picnic
- A party at somebody's house



# E3 Speaking and listening example

## Task 3 - Discussion with a Group

### Adapted task

Your group is planning a weekend activity. Suggestions include:

- Cooking a meal together
- Having a picnic
- Watching a film
- Listening to or playing music
- Doing an art or craft activity



# E3 Speaking and listening example

## Task 3 - Discussion with a Group

### Task

You are asked to talk about an interesting place you have visited in Britain to give other group members some ideas for trips.

- First describe the place you have chosen, say where it is and give at least two examples of what you can do there
- Say why you like it and give at least two reasons why
- Ask questions of others (at least 2)
- Listen to the contributions of others and respond politely
- Remember to take turns and interrupt politely

# E3 Speaking and listening example

## Task 3 - Discussion with a Group

### Adapted task

You are asked to talk about the best job you have done in the UK or another country, and to agree who has had or has the best job in the group

- First describe the job you have chosen, say when you worked there and give at least two examples of what you have to do
- Say why you think it is the best job and give at least two reasons why



# E3 Writing example

## Task 2

### Task

Write an email to your friend to tell them about an interesting place that you visited recently

- Tell them which place you visited
- Say where it was and how you got there
- Give two examples of what you liked about the place
- Say what you did not like about the place
- Say why your friend should visit the place



# E3 Writing example

## Task 2

### Adapted task

Write a short, informal letter to a friend to tell them about:

- A place you once visited
- A course you have just finished
- A work placement you have just completed
- A holiday or trip you have been on



# E3 Writing example

## Task 3

### Task

You are writing a letter of complaint to your local council (for example you might want to complain about graffiti, street lights not working, noise from local club, lack of parking)

- Explain the issue that is concerning you
- Tell the Council how it affects you and/or other people in the community
- Say what you hope the Council will do about it
- Ask the Council to reply by a certain date

# E3 Writing example

## Task 3

### Adapted task

You are unhappy at work and decide to email your manager to explain why (for example, you might want to complain about canteen food, worker facilities, work conditions, training opportunities)

- Explain the issue or issues concerning you
- Tell your manager how it affects you and/or other colleagues
- Say what you hope the manager will do about it
- Request a reply

# L1 Speaking and listening example

## Task 3 – Discussion with a Group

### Task

Plan an event to celebrate a festival in the local community. Your discussion should cover:

- What festival to celebrate and why
- Where it will take place
- What it will cost
- Activities for the event

# L1 Speaking and listening example

## Task 3 – Discussion with a Group

### Adapted task

Plan an event to raise money for charity. Your discussion should cover:

- What charity to support and why
- What the event will be
- Where the event will take place
- Activities for the event



# L1 Speaking and listening example

## Task 3 – Discussion with a Group

### Adapted task

Plan an open day / recruitment event at work to provide information for customers / local people. Your discussion should cover:

- What you want to show and provide information about
- When and where it will take place
- Activities for the event e.g. talks, demonstrations, tours
- Benefits and challenges of the event

# Practicalities

- Leave enough time
- Look carefully at the tasks and select which one/s you might want to contextualise
- Think about who needs a task or tasks contextualised and the added value
- Listening - recording or reading aloud
- Reading - text and/or questions
- Speaking - context only or context and bullets
- Writing - context only or context and bullets
- How to present



# Contextualisation – a check list

- ✓ Is the context of this task appropriate for my learners?
- ✓ Are there aspects of the content that require amending?
- ✓ Does the paper overall still cover a range of contexts if I change the context of a task or tasks?
- ✓ Do the changes retain the level of difficulty of the original task?
- ✓ Is the tone/register similar to the original task?
- ✓ Does the amended task allow my learners to meet the requirements of the mark scheme?
- ✓ How will I present the amended task/s to my learners?
- ✓ What will I keep as evidence for the EQA?

Any questions?



# Resources available to centres

- Contextualising ESOL
- Teaching and learning resources for tutors to support the delivery of ESOL covering 7 contexts
- Independent learning materials covering 3 levels



Any questions?



# Contact us



[www.gatewayqualifications.org.uk](http://www.gatewayqualifications.org.uk)



[enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)



01206 911 211

