

# Globally Recognized Proficiency Scales: The Goals and Uses of the Common European Framework of Reference (CEFR)

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# What is the CEFR?

- A language framework:
  - What users *can* do at different stages
  - What learners have to *learn* in order to *communicate*
  - Reference levels of proficiency
- Not just a global scale



# Part 1

# Background

***Common European Framework  
of Reference for Languages:  
Learning, teaching, assessment***



Modern Languages Division, Strasbourg

**CAMBRIDGE**  
UNIVERSITY PRESS

- Council of Europe's Language Policy division
- Began in 1971
- Published in 2001
- Revision in 2018
- 9 chapters and 270 pages long
- [www.coe.int/en/web/common-european-framework-reference-languages](http://www.coe.int/en/web/common-european-framework-reference-languages)

## Goals and Aims

### **PROVIDE**

a common reference point for developing

- Language syllabuses
- Curriculum guidelines
- Examinations
- Textbooks

### **DEFINE**

levels of proficiency

- Measures progress at each level of language learning
- Life-long progress

### **FACILITATE**

mutual recognition of qualifications

- In different learning contexts
- To increase global mobility

# Purpose

## The CEFR

➔ is founded on the conviction that language learning outcomes are likely to benefit internationally if syllabuses and curricula, textbooks and examinations are shaped by a **common understanding**

➔ does not claim to be that common understanding, but rather a **means of promoting various forms of international collaboration** out of which such understanding can arise and gradually be refined

# Action-Oriented Approach

➔ Language is used for **communicative acts**:

- External and social
- Internal and private

➔ Communicative acts occur in **language activity**:

- **Reception**
- **Production**
- **Interaction**
- **Mediation**



# Communicative Language Ability

➔ **Communicative language ability** is our ability to engage in language activity.

➔ Always occurs in a **context**:

- personal
- public
- educational
- occupational

➔ **Sociolinguistic** and **pragmatic** components

➔ Performance of **tasks** and the use of **strategies**

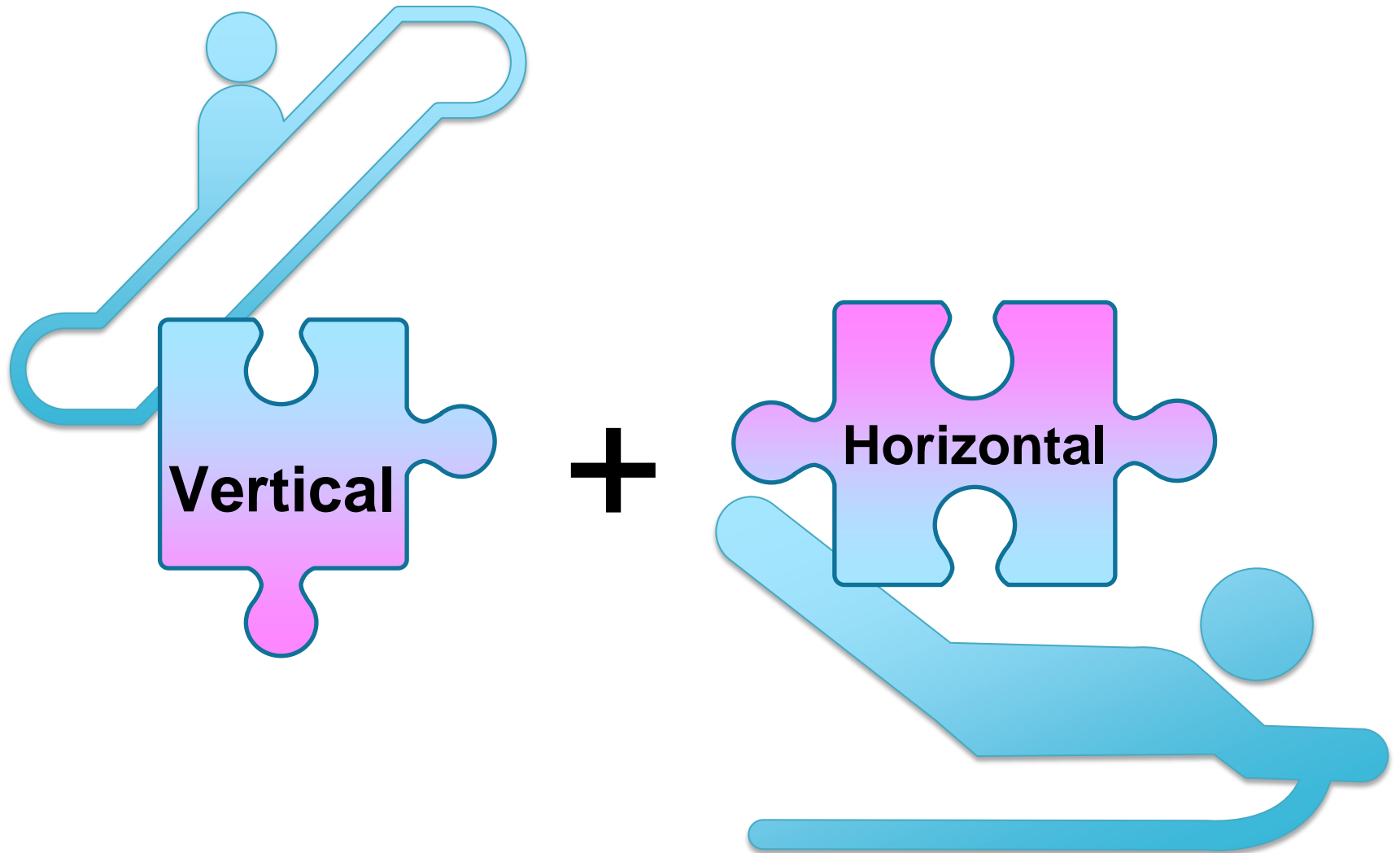




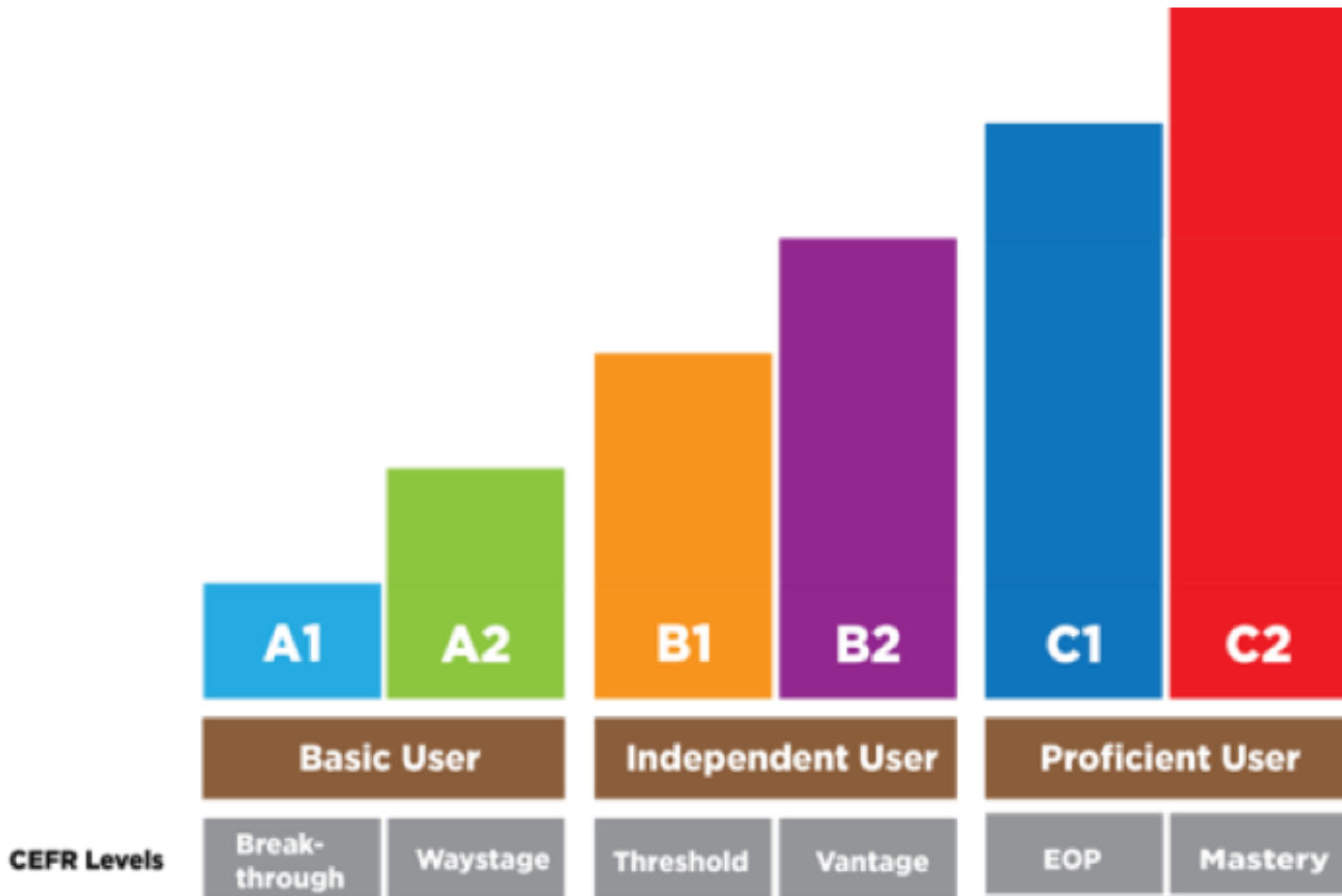
# Part 2

# The CEFR

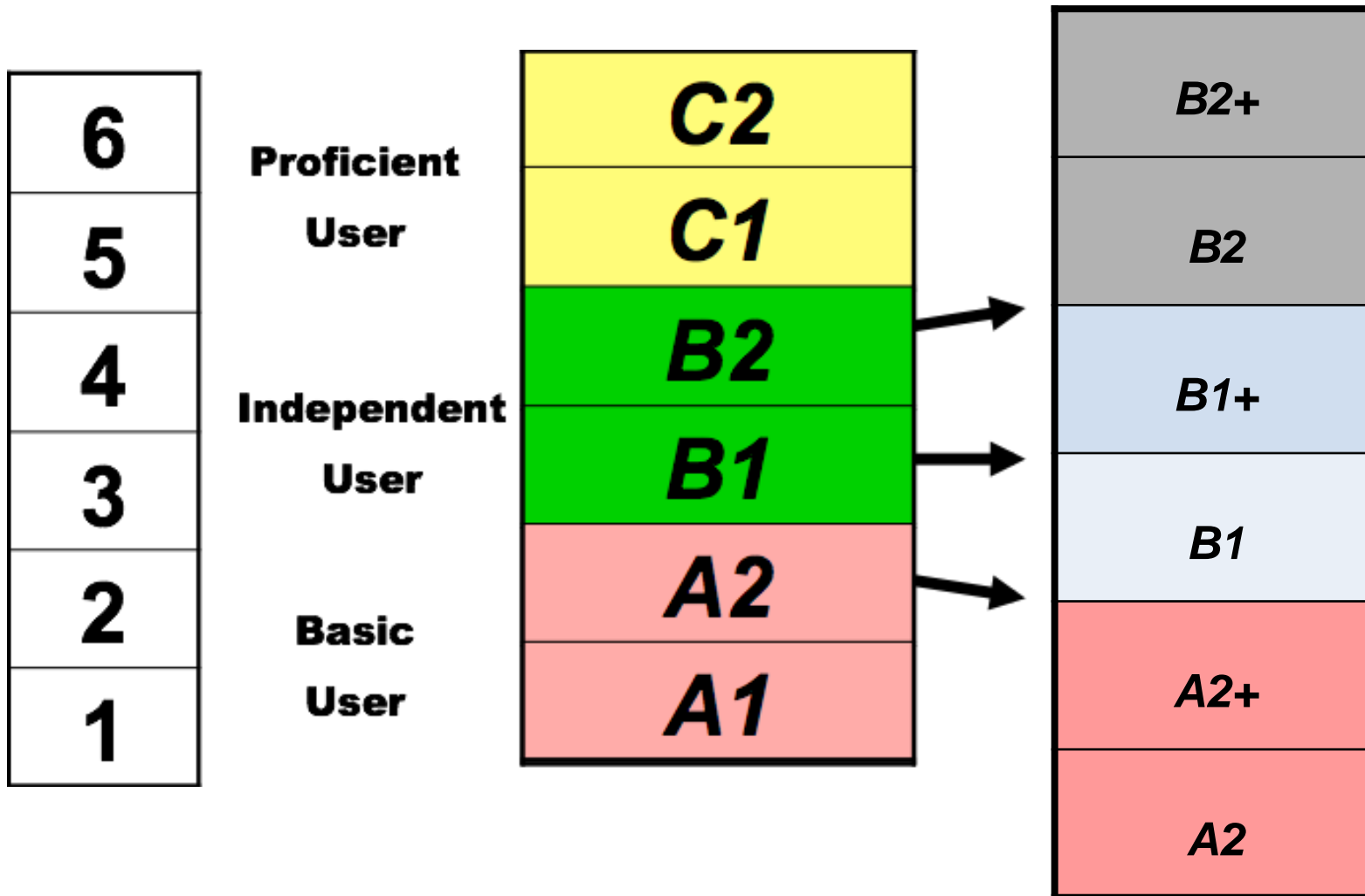
# CEFR Stages



# CEFR Vertical Stages



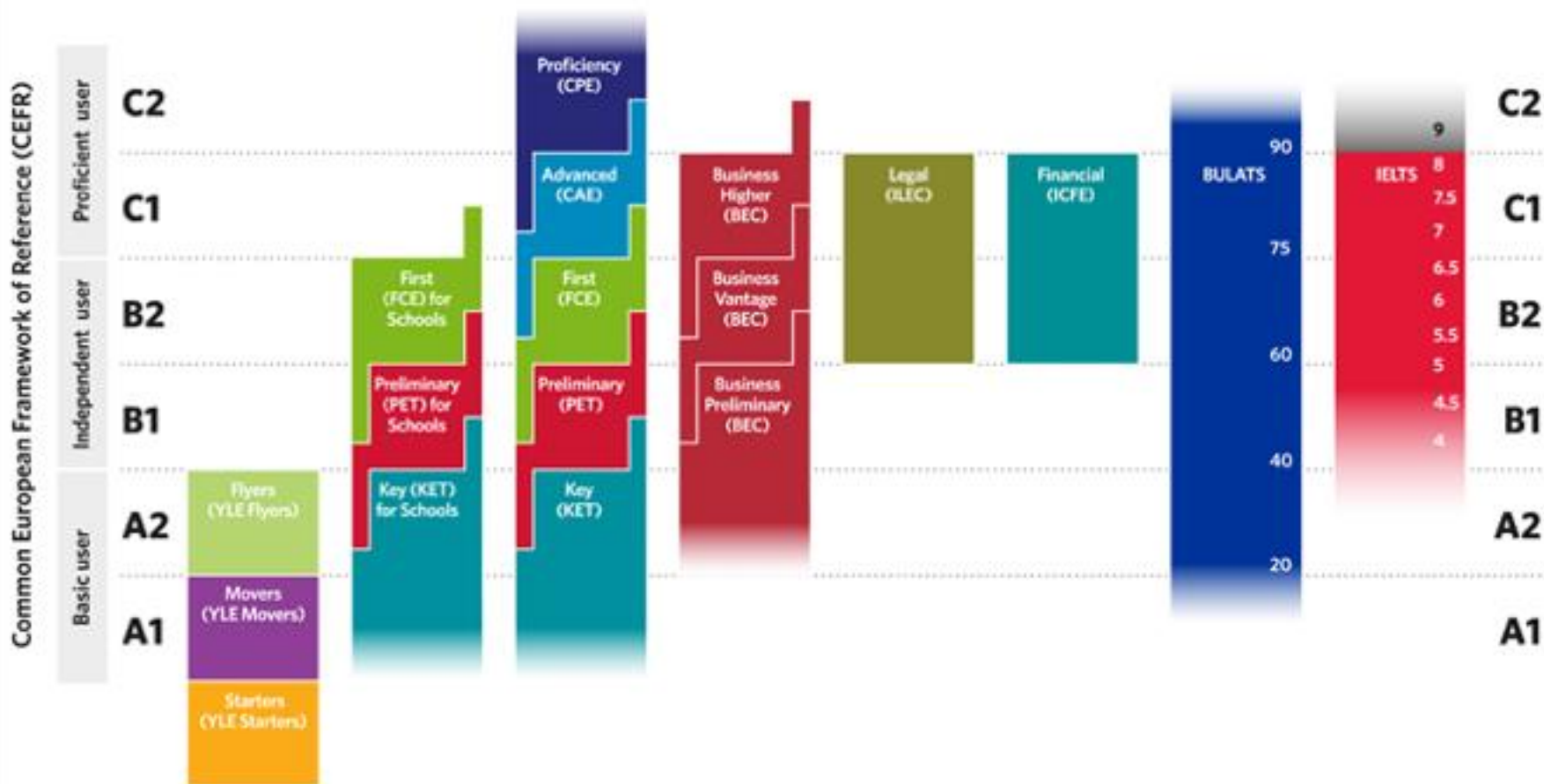
# Substages



# Comparison

## Cambridge English

A range of exams to meet different needs



## Comparison

<b>CEFR LEVEL</b>	<b>IELTS</b>	<b>Cambridge</b>	<b>TOEFL iBT</b>	<b>GEPT (Taiwan)</b>	<b>EIKEN (Japan)</b>
<b>C2</b>	<b>8.5</b>	<b>CPE</b>			
<b>C1</b>	<b>7.0</b>	<b>CAE</b>	<b>95</b>	<b>Advanced</b>	<b>Grade 1</b>
<b>B2</b>	<b>5.5</b>	<b>FCE</b>	<b>72</b>	<b>High Intermediate</b>	<b>Grade Pre-1</b>
<b>B1</b>	<b>4</b>	<b>PET</b>	<b>42</b>	<b>Intermediate</b>	<b>Grade 2</b>
<b>A2</b>	<b>3</b>	<b>KET</b>			<b>Grade Pre-2</b>
<b>A1</b>					<b>3, 4, 5</b>

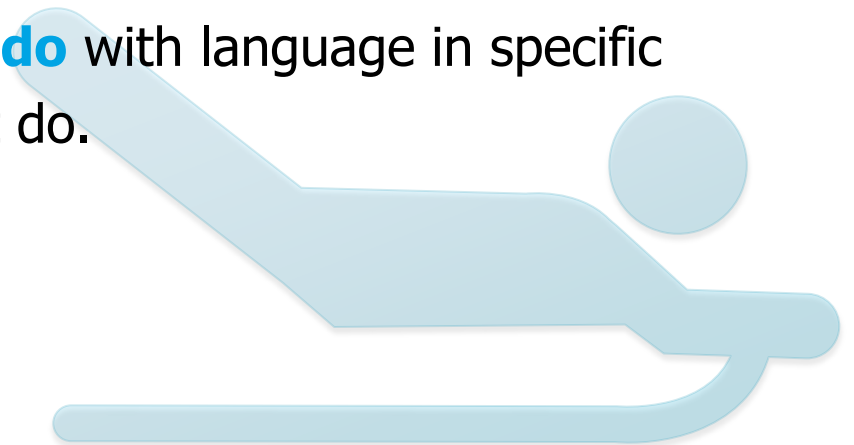
# Horizontal Dimensions

**Horizontal** categories enable us to consider how

- the **capacities** of the language learner
- the different aspects of **language activity**
- the conditions and constraints imposed by **context**

combine with one another to shape communication.

➔ These reflect what learners **can do** with language in specific contexts. Not what learners can't do.








# Global Scale

<b>C2</b>	<p>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.</p>
<b>C1</b>	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can</p> <ul style="list-style-type: none"><li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</li></ul>
<b>B2</b>	<ul style="list-style-type: none"><li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li><li>• 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.</li></ul>
<b>B1</b>	<p>personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
<b>A2</b>	<ul style="list-style-type: none"><li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li><li>• 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.</li></ul>
<b>A1</b>	<ul style="list-style-type: none"><li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li></ul>



# CEFR Self-Assessment Grid

	A1	A2	B1	B2	C1	C2
<b>Understanding</b>  Listening	I can understand 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.	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.
<b>Reading</b> 	I can understand familiar words, words and very simple sentences, e.g. on notices and posters or catalogues.	I can understand the main points of simple written texts such as brochures or leaflets about things I am interested in. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.	I can understand the main points of clear standard written texts. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can read for pleasure.	I can understand clear standard written texts. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can read for pleasure.	I can understand clear standard written texts. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can read for pleasure.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialist articles and literary works.
<b>Speaking</b>  Speaking interaction	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.	I can interact in a simple way with the other person if prepared to do so or react to 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 familiar topics.
<b>Spoken production</b> 	I can use simple phrases and sentences to describe where I live and people I know.	I can use simple phrases and sentences to describe where I live and people I know.	I can use simple phrases and sentences to describe where I live and people I know.	I can use simple phrases and sentences to describe where I live and people I know.	I can use simple phrases and sentences to describe where I live and people I know.	I can use simple phrases and sentences to describe where I live and people I know.
<b>Writing</b> 	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my nationality and address on a hotel registration form.	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my nationality and address on a hotel registration form.	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my nationality and address on a hotel registration form.	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my nationality and address on a hotel registration form.	I can write a short, simple postcard for example sending holiday greetings. I can fill in forms with personal details, for example entering my nationality and address on a hotel registration form.	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 follow and remember significant points. I can write summaries and reviews of professional or literary works.

**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)**

## Illustrative Scales

B1

*Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.*

A2

*Can control a narrow repertoire dealing with concrete everyday needs.*

B2

*Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.*

**Vocabulary  
Control**

# Part 3

# Conclusion

## Benefits of the CEFR

Easier to explain language proficiency

Define and describe classroom objectives

Design tasks and adapt materials for 'next level'

Overcome barriers to communication between professionals

Learning at center of process

# Thank You!

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