

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

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

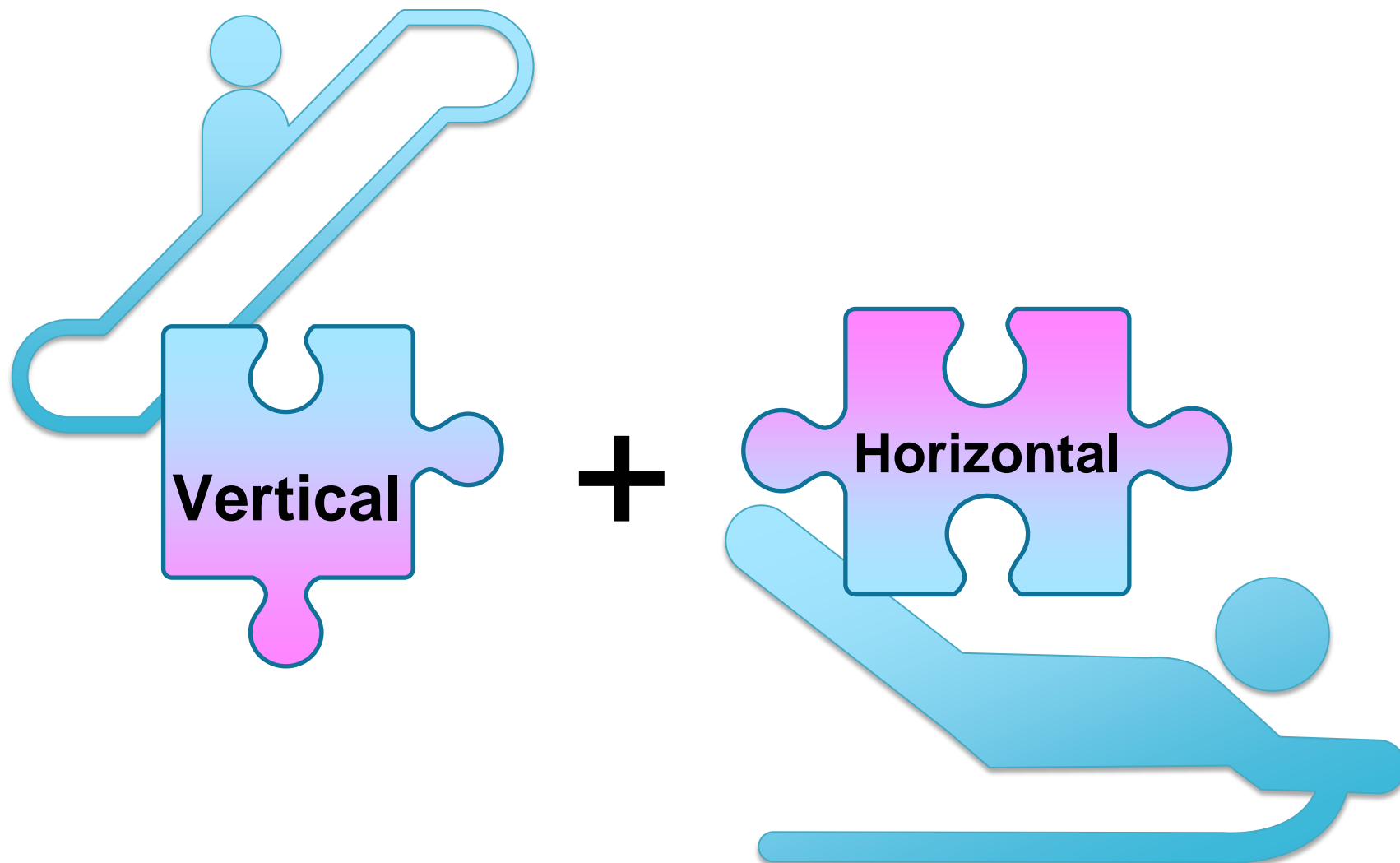
➔ Performance of **tasks** and the use of **strategies**



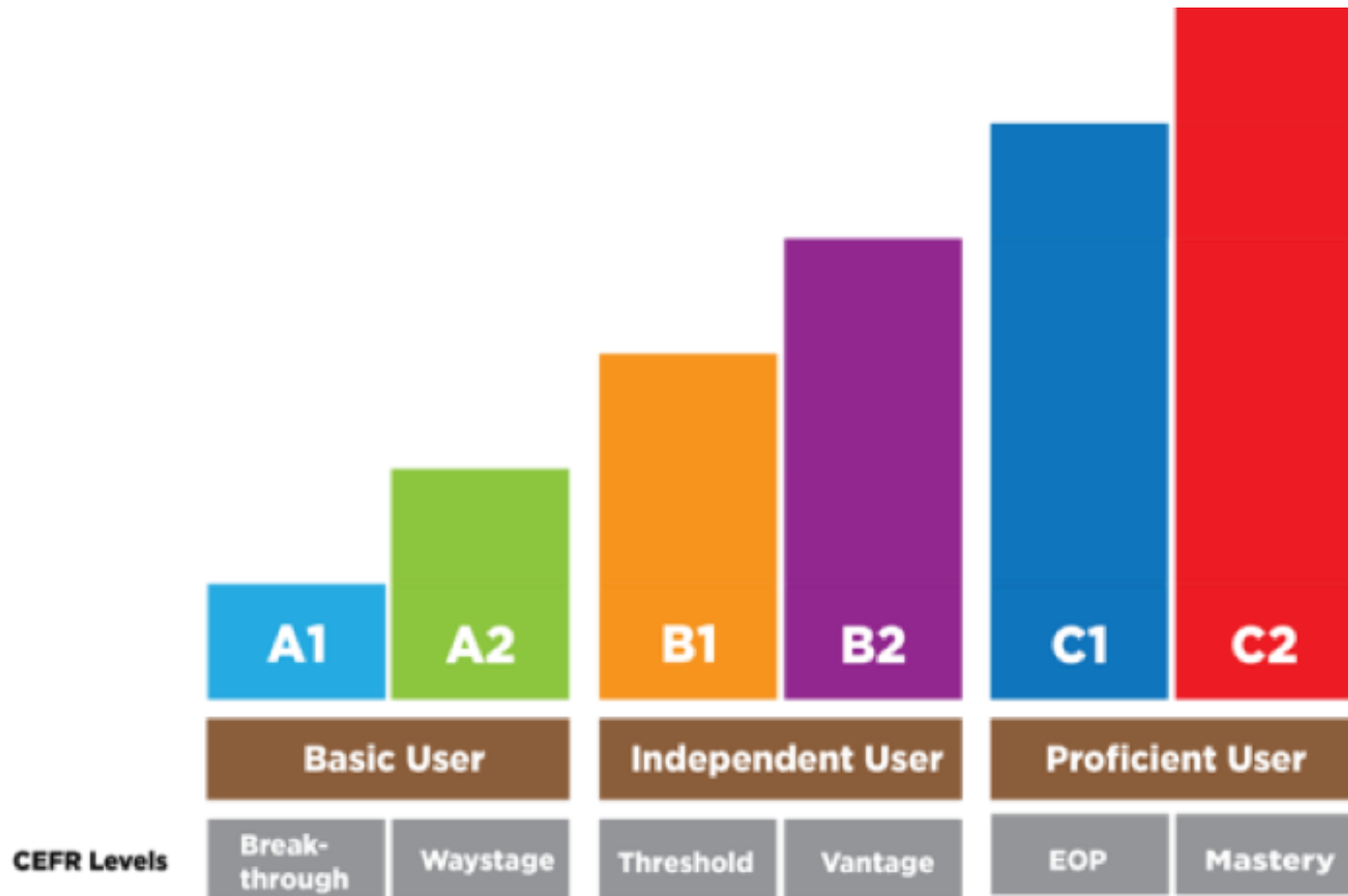
Part 2

The CEFR

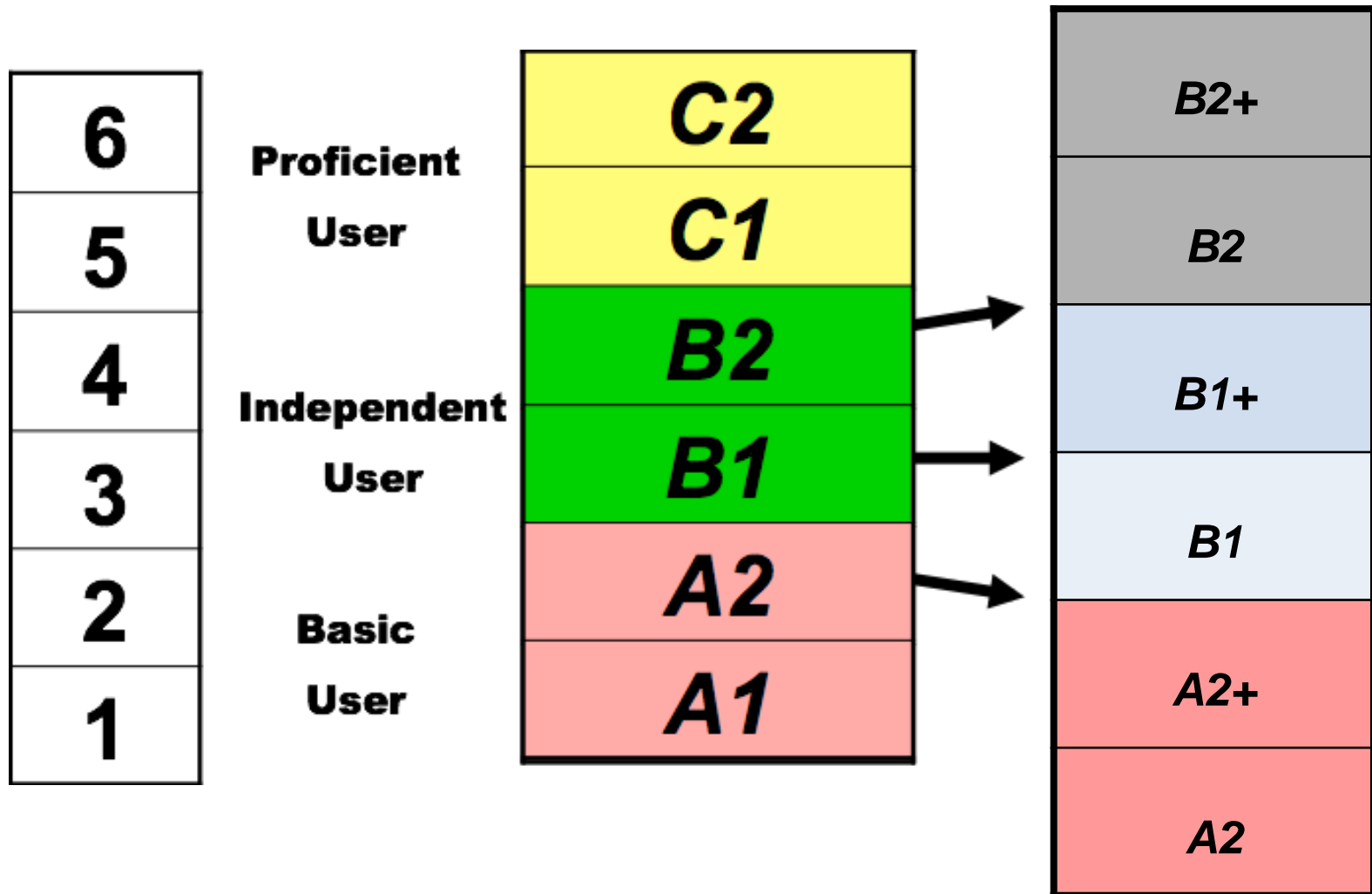
CEFR Stages



CEFR Vertical Stages



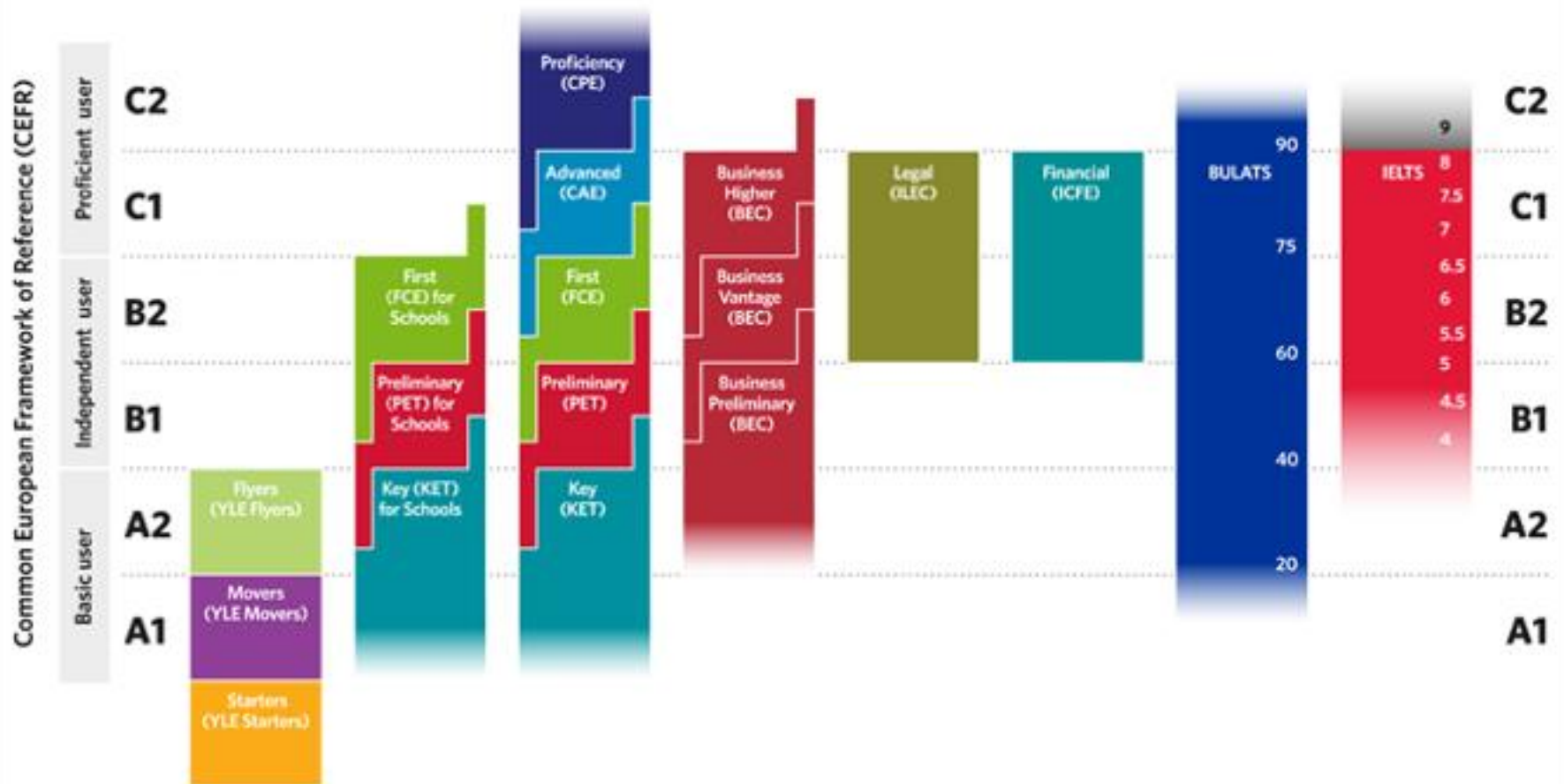
Substages



Comparison

Cambridge English

A range of exams to meet different needs



Comparison

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

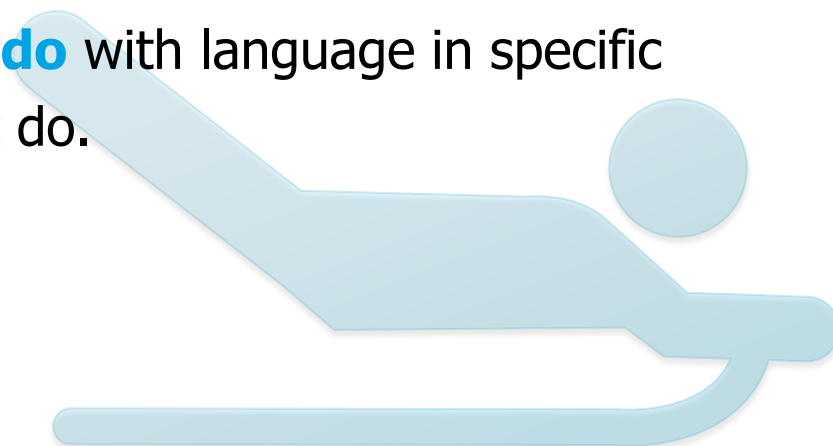
Horizontal Dimensions

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

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
B2	<ul style="list-style-type: none"> 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	personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	<ul style="list-style-type: none"> 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.
A1	<ul style="list-style-type: none"> Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

CEFR Self-Assessment Grid

	A1	A2	B1	B2	C1	C2
Understanding  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 form 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.
 Reading	I can understand familiar words, words and very simple sentences, examples in notices and posters or catalogues.					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.
Speaking  Spoken interaction	I can interact in a simple way and the other person is prepared to be or rephrase things at a slower rate of speech and help me formulate I'm trying to say. I can ask and answer simple questions in areas of immediate need or on familiar topics.					I can take part effectively in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey fine shades of meaning precisely. If I do have a problem I can find it and rectify it so smoothly that other people are hardly aware of it.
 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.					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.
Writing  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 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 notice 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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