



4th National Symposium on English Language Assessment

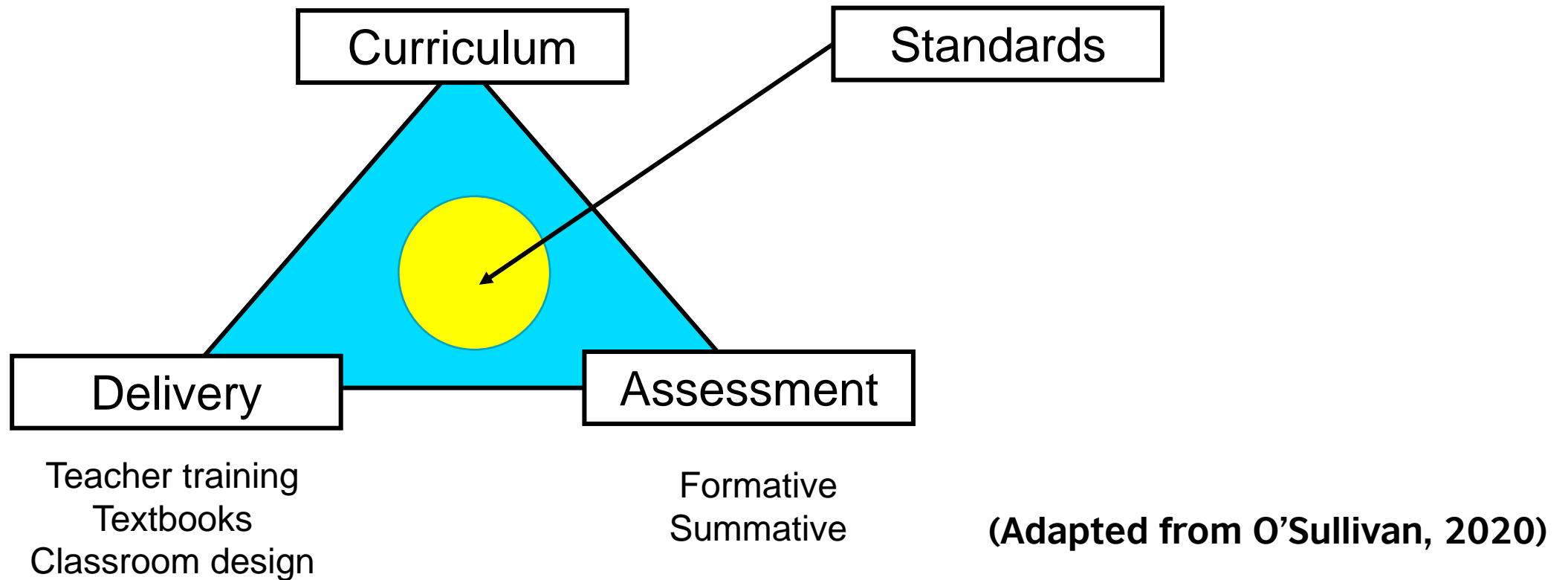
Standards and frameworks: learning from 20 years of the CEFR

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Assessment Research Group

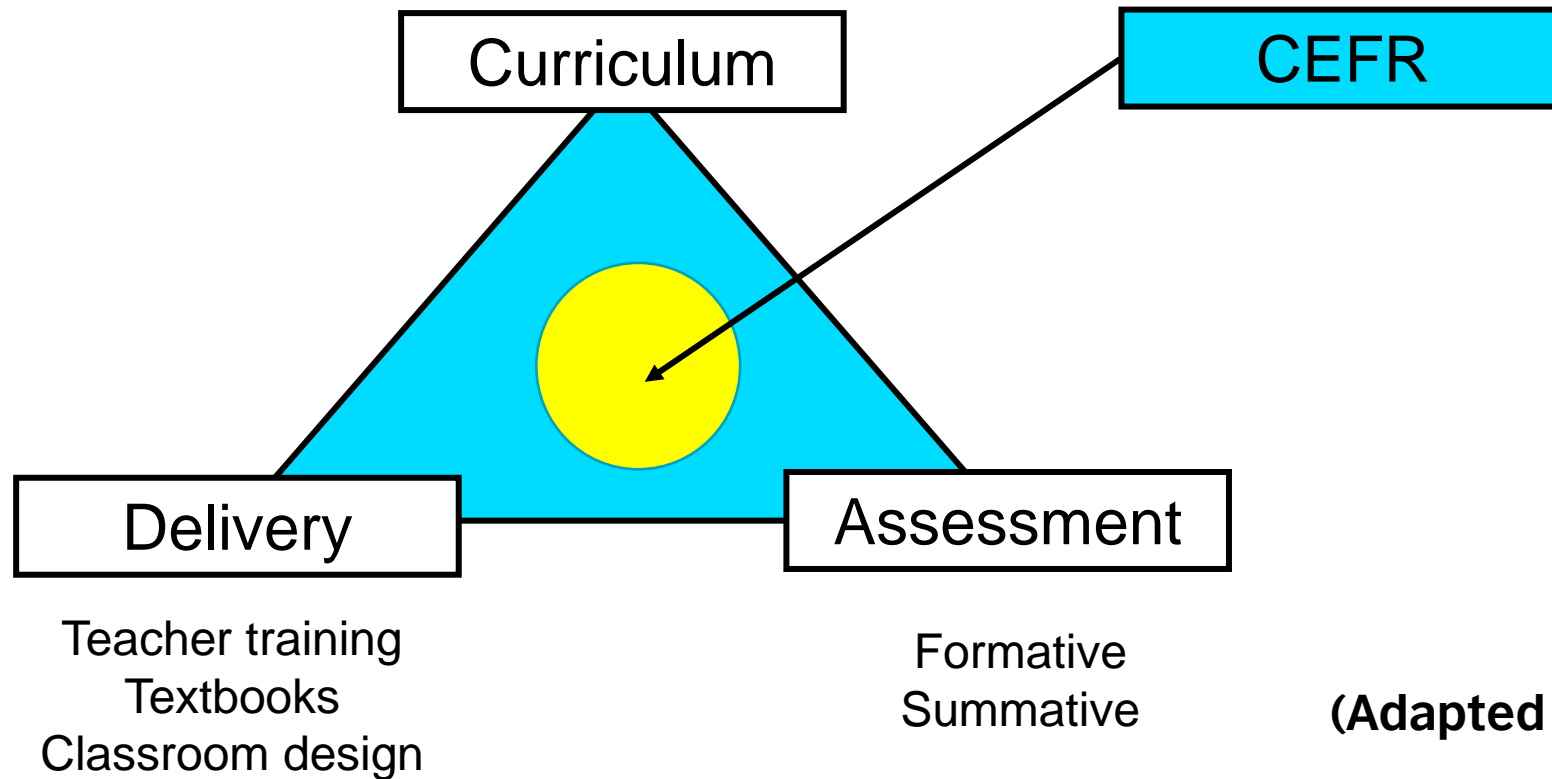
Standards as part of a Comprehensive Learning System

<https://www.britishcouncil.org/comprehensive-learning-system>



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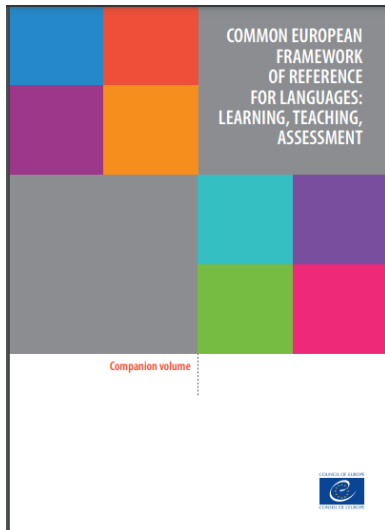


(Adapted from O’Sullivan, 2020)

The CEFR: a journey



Published by the Council of Europe in 2001



Companion Volume: 2018, 2020

Is it useful: Goals of the CEFR

CEFR LEVEL	IELTS	Cambridge	TOEFL iBT	GEPT (Taiwan)	EIKEN (Japan)
C2	8.5	CPE			
C1	7	CAE	95	Advanced	Grade 1
B2	5.5	FCE	72	High Intermediate	Grade Pre-1
B1	4	PET	42	Intermediate	Grade 2
A2		KET			Grade Pre-2
A1					3, 4, 5

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Local or global?

How far can we stretch common or international standards?



Localization and the CEFR

Some descriptors don't "travel" well

A1	Can write a short, simple postcard.	CEFR, 2001
A1	Can compose a short, simple postcard.	CV, 2021

Localization and the CEFR

C2
C1
B2
B1
A2
A1

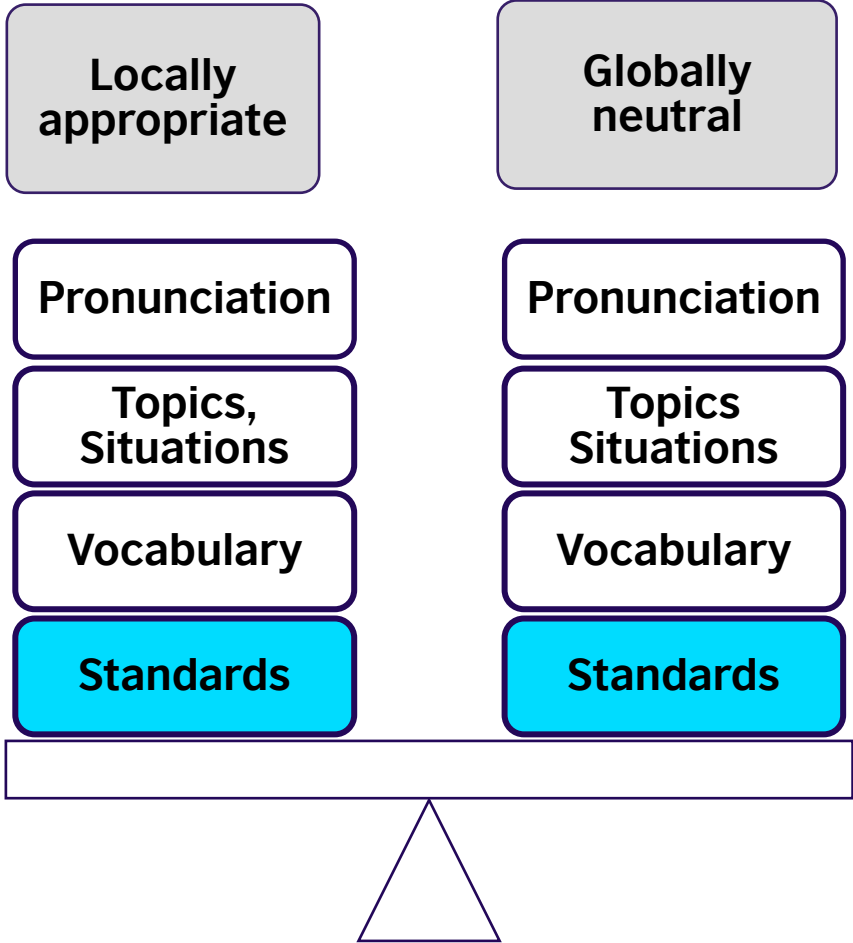
Can understand and use **familiar everyday** expressions and **very basic phrases** aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and **can ask and answer questions about personal details** such as where he/she lives, people he/she knows and things he/she has. Can **interact in a simple way** provided the other person talks **slowly and clearly** and is prepared to help.

Localization and the CEFR

C2
C1
B2
B1
A2
A1

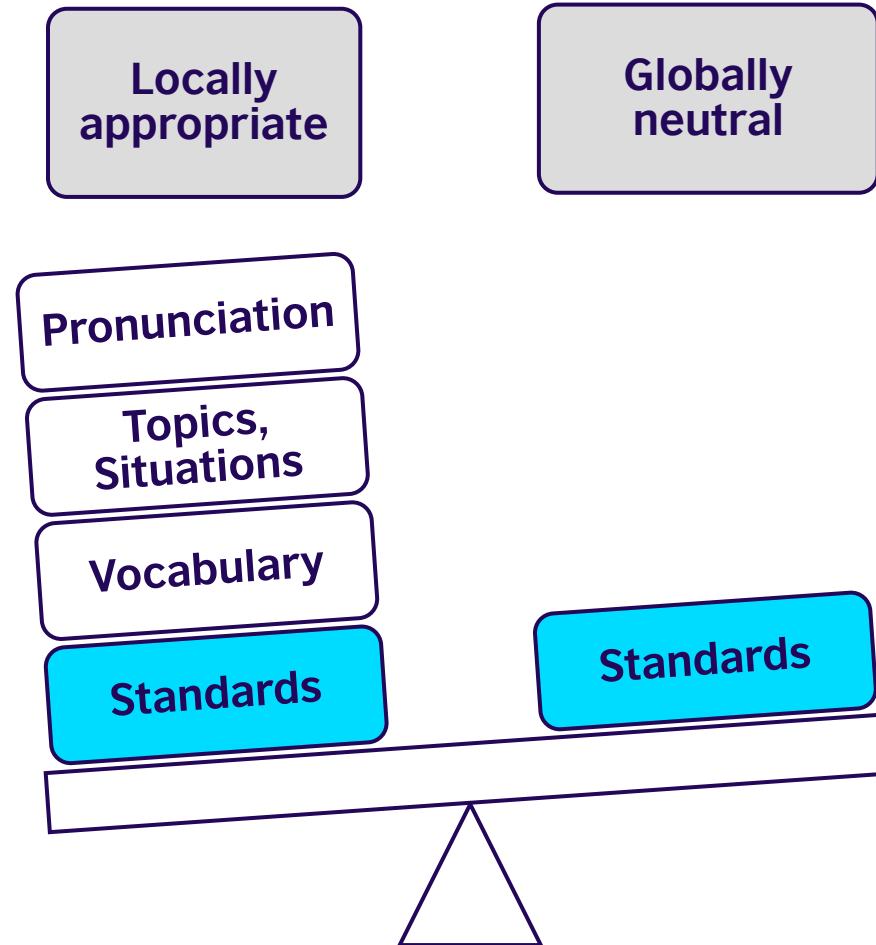
Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without strain 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.

Adapting frameworks to local contexts

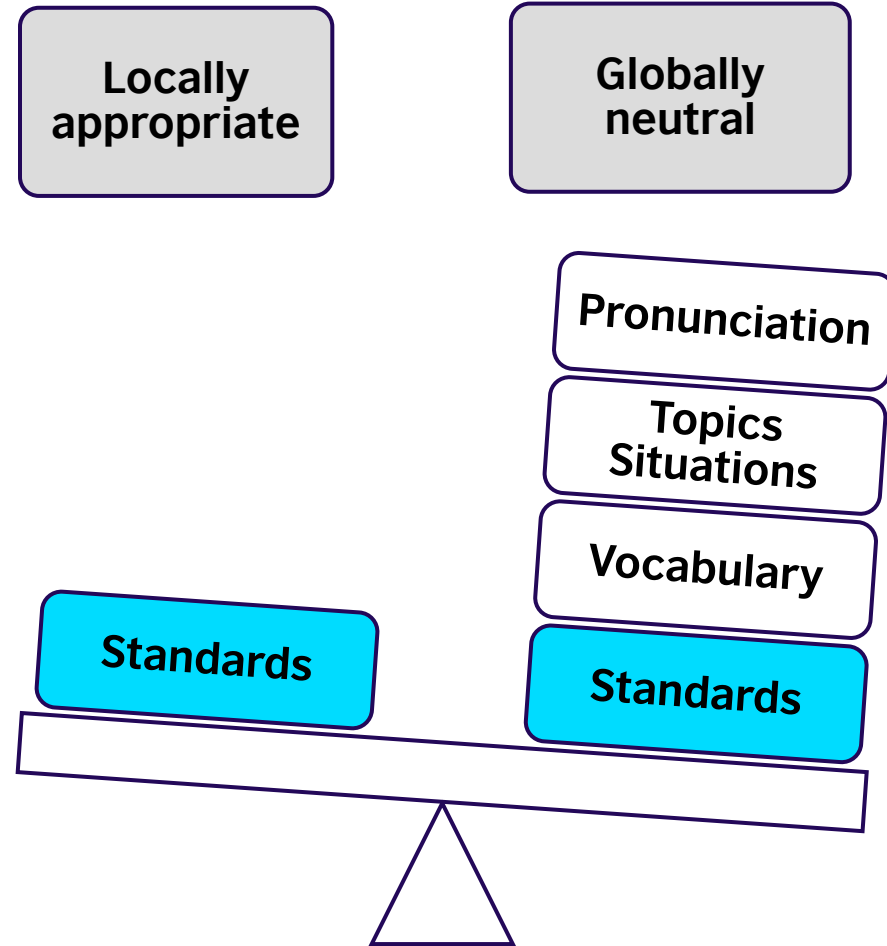


Adapting frameworks to local contexts

- Beginner level (Pre-A1, A1)
- Uses in local school system
- Younger learners



Adapting frameworks to local contexts



- Advanced level (e.g. B2)
- Accessing information from global source
- Interacting with speakers from a range of contexts
- Adult learners

Adapting frameworks to local contexts

CEFR-J: Developed in Japan to be relevant to local context of learning and teaching in schools.



European Language Portfolio (the original intention of authors of the CEFR: it must be localized, adapted, and evolve).



European Language Portfolio (ELP) - Homepage

Thank you

Implementation: what can we learn?

Key conclusion 2: Major challenges in the implementation concern firstly, the lack of empirical evidence to establish links between learning outcomes and the CEFR levels and secondly, the ability of MFL teachers to use the CEFR in their lessons as intended.

Key conclusion 4: A majority of the selected countries implement the CEFR in tests or examinations; however the links between MFL learning outcomes to CEFR levels lack in general empirical evidence.

Key conclusion 7: Whether teachers know about the CEFR depends on the emphasis placed on the CEFR in curriculum and in teacher training within the country.

The Implementation of the Common European Framework for Languages in European Education Systems. (European Parliament.)

<http://www.europarl.europa.eu/studies>

Implementation: what can we learn?

CEFR levels First language Reading

