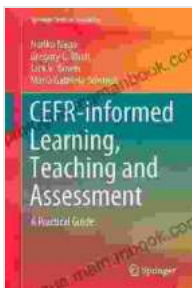


# CEFR Informed Learning, Teaching, and Assessment

The Common European Framework of Reference for Languages (CEFR) is a widely recognized framework for describing language ability. It was developed by the Council of Europe in order to provide a common basis for the teaching, learning, and assessment of languages across Europe. The CEFR has been adopted by many countries and organizations around the world, and it is now considered to be the international standard for language proficiency.

The CEFR is based on the principle that language ability is a continuum, and that learners progress through different levels of proficiency as they develop their skills. The CEFR defines six levels of language proficiency, from A1 (beginner) to C2 (proficient). Each level is described by a set of "can-do" statements, which specify the tasks that learners are able to perform at that level.

The CEFR can be used for a variety of purposes, including:



## CEFR-informed Learning, Teaching and Assessment: A Practical Guide (Springer Texts in Education)

★★★★★ 5 out of 5

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Word Wise : Enabled  
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- Describing the language proficiency of learners
- Setting goals for language learning
- Developing language teaching materials
- Assessing language proficiency
- Certifying language skills

The CEFR defines six levels of language proficiency, from A1 (beginner) to C2 (proficient). Each level is described by a set of "can-do" statements, which specify the tasks that learners are able to perform at that level.

The CEFR levels are as follows:

- **A1 (beginner):** Can understand and use familiar everyday expressions and very basic phrases aimed at satisfying concrete needs. 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.
- **A2 (elementary):** 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.

- **B1 (intermediate):** 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 that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- **B2 (upper intermediate):** 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.
- **C1 (advanced):** 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.
- **C2 (proficient):** 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 the most complex situations.

The CEFR can-do statements are a set of descriptors that specify the tasks that learners are able to perform at each level of proficiency. The can-do statements are based on the following four language skills:

- **Listening**
- **Reading**
- **Speaking**
- **Writing**

For each skill, the can-do statements are divided into three levels:

- **Basic**
- **Intermediate**
- **Advanced**

The basic level statements describe the tasks that learners are able to perform at the beginning of a given level. The intermediate level statements describe the tasks that learners are able to perform at the middle of a given level. The advanced level statements describe the tasks that learners are able to perform at the end of a given level.

The CEFR can-do statements are a valuable resource for teachers and learners. They can be used to:

- Set goals for language learning
- Develop language teaching materials
- Assess language proficiency
- Certify language skills

The CEFR assessment criteria are a set of descriptors that are used to evaluate language proficiency. The assessment criteria are based on the following four language skills:

- **Listening**
- **Reading**
- **Speaking**
- **Writing**

For each skill, the assessment criteria are divided into three levels:

- **A**
- **B**
- **C**

The A level criteria describe the performance of learners who have a basic level of proficiency in a given skill. The B level criteria describe the performance of learners who have an intermediate level of proficiency in a given skill. The C level criteria describe the performance of learners who have an advanced level of proficiency in a given skill.

The CEFR assessment criteria are a valuable resource for teachers and examiners. They can be used to:

- Develop assessment tasks
- Assess language proficiency
- Certify language skills

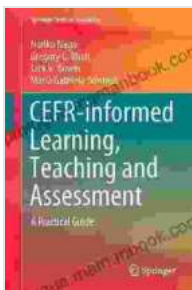
There are many benefits to using the CEFR as a framework for language education. Some of the benefits include:

- **Provides a common basis for language teaching and learning.** The CEFR provides a common language that can be used by teachers, learners, and assessment providers. This helps to ensure that all stakeholders are on the same page and that there is a clear understanding of what is expected of learners at each level of proficiency.
- **Helps to set goals for language learning.** The CEFR can-do statements can be used to help learners set goals for their language learning. This can help to motivate learners and keep them on track.
- **Facilitates the development of language teaching materials.** The CEFR can be used to help develop language teaching materials that are aligned with the needs of learners at different levels of proficiency. This can help to ensure that learners are getting the most out of their learning experience.
- **Supports the assessment of language proficiency.** The CEFR assessment criteria can be used to help assess language proficiency.

This can help to ensure that learners are getting an accurate assessment of their language skills.

- **Promotes the certification of language skills.** The CEFR can be used to help certify language skills. This can help learners to demonstrate their language proficiency to potential employers or educational institutions.

The CEFR is a valuable framework for language education. It can be used to help teachers, learners, and assessment providers to work together to improve the quality of language teaching and learning.



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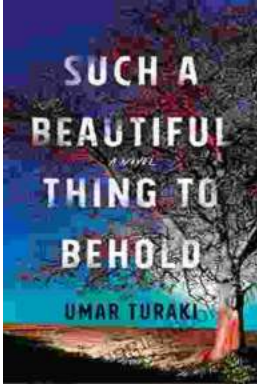
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