

# Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Listening	 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 needed to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main points 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 points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is clearly and well done.	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 live in-theatre debate.	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.
	 Reading	I can understand familiar notices, texts and very simple brochures, for example in notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, practical information in simple everyday material such as advertisements, prospectuses, menus and brochures and I can understand short simple personal letters.	I can understand texts that contain mainly of high frequency vocabulary in job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports connected with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary fiction in prose.	I can understand long and complex factual and literary texts, expressing distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structural or highly specialised texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to assist or to repeat things in a slower pace 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 in very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short and simple exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared (by) conversations on topics that are familiar or of personal interest or concern in everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions on familiar subjects, according to the role and following my own views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate clear and complete statements with precision and make my contribution effectively to those of other speakers.	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 clearly the greater of meeting partners. It is not hard to have a problem (or business) and negotiate around the difficulty or ambiguity that other people are fairly aware of.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or past interests.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can handle a story or relate the plot of a book or film and describe its features.	I can present clear, detailed descriptions of a wide range of subjects related to my interests. I can explain a viewpoint in a formal tone giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects highlighting similarities, drawing particular points and conveying of with an appropriate conclusion.	I can present a clear, smoothly-flowing description of a subject in a style appropriate to the context and with an effective logical structure which helps the listener to follow 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 name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, giving an information or giving reasons in support of an opinion on particular points of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view of some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader or reader.	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 texts.

# Framework Language Learning Manual

**Gaston Maspero**



## **Framework Language Learning Manual:**

**The Bloomsbury Handbook of Language Learning and Technology** Regine Hampel, Ursula Stickler, 2024-06-27 This handbook draws together international perspectives on technology and its application to language teaching and learning written and edited by leading scholars in the field It meets the increasing demand for pedagogically informed online language instruction which is particularly important in the context of the effects that the Covid 19 pandemic has had on the education sector on a global scale as well as exploring language learning in informal and non formal contexts With contributions from 5 continents and over 20 countries including Australia Canada Cyprus Denmark Finland France Greece Ireland Japan Spain Sweden the Netherlands the UK and the USA the book offers a thorough overview of the main influential theories and explores technology tools approaches to research and applications to practice Carefully curated this is an innovative and exciting volume for students teachers researchers and lecturers in language education *The Routledge Handbook of Second Language Acquisition and Language Testing* Paula Winke, Tineke Brunfaut, 2020-12-27 This Handbook with 45 chapters written by the world's leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers **Handbook of Second Language Assessment** Dina Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous It has found its way from education into questions about access to professions and migration This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so showing the influence of linguistics politics philosophy psychology sociology and psychometrics There are four parts which when taken together address the principles and practices of second language assessment while considering its impact on society Read separately each part addresses a different aspect of the field Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment and standards and frameworks as well as matters of scoring quality assurance and test validation Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency Part III examines the challenges and opportunities of second language assessment in a range of contexts In addition to chapters on second language assessment on a national scale there are

chapters on learning oriented assessment as well as the uses of second language assessment in the workplace and for migration Part IV examines a selection of important issues in the field that deserve attention These include the alignment of language examinations to external frameworks the increasing use of technology to both deliver and score second language tests the responsibilities associated with assessing test takers with special needs the concept of voice in second language assessment and assessment literacy for teachers and other test and score users

### **Roadmap to Fluency Berk**

Aydin,2021-04-06 ROADMAP TO FLUENCY A comprehensive guide to language learning Your no nonsense evidence driven approach to language learning Brief summary Individual success stories are great to hear about but purely anecdotal This book is not only about what worked best for me or people that I know It is an easy to follow compilation of scientifically proven methods fitted into a framework that reads like a roadmap The journey begins on the day you decide to learn a new language and before you even know which one It then progresses to learning the alphabet if there is one understanding grammar practicing speech learning vocabulary and more This book will tell you not only how to go about all these essential building blocks but also when and for how long It entails a compilation of scientific studies and references to each of them to build the basis of this book s content There are many good ways to learn languages but a few methods particularly stand out I want to make sure that my readers know about them Everything in this book is easy to implement and will make your learning experience as smooth and efficient as possible What you will find is Evidence driven methods and how to make them work for you Advice on where to start and why A unique framework to understand and define the entire language learning journey Level appropriate guidelines different tools for different stages of the journey The complete roadmap from zero to fluency Roadmap to Fluency is the right book for anyone who wants fresh perspectives on language learning

*Community-Based Language Learning* Joan Clifford,Deborah Streifford Reisinger,2019 Community based Language Learning offers the first manual for world language educators interested in community based learning CBL CBL includes pedagogical approaches that connect academic learning objectives with experiential learning ranging from reciprocal partnerships with the community e g community engagement service learning to one directional learning situations e g community service site visits etc Despite this method s wide use there is a lack of pedagogical resources in CBL for language educators This handbook prepares teachers for community based language learning CBL by offering solid theoretical frameworks and well designed engaging exercises that help students build authentic relationships as they engage with world language communities in the US Case studies based on interviews with community members and students provide real world examples that foster thoughtful reflection Activities in each chapter explore modes of written and oral communication that foster second language development The authors have extensive experience in this area and bring their knowledge to this project

*Resources in Education* ,1994-08

### **Handbook for Planning an Effective Foreign Language Program**

California. State Department of Education,1985 *Manual of Egyptian Archaeology and Guide to the Study of Antiquities in*

Egypt Gaston Maspero,1895 *Common European Framework of Reference for Languages: Learning, Teaching, assessment*  
Council of Europe,2020-05-05 The CEFR Companion volume broadens the scope of language education It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages CEFR and updates the 2001 version It owes much to the contributions of members of the language teaching profession across Europe and beyond This volume contains an explanation of the key aspects of the CEFR for teaching and learning a complete set of updated CEFR descriptors that replaces the 2001 set with modality inclusive and gender neutral descriptors added detail on listening and reading a new Pre A1 level plus enriched description at A1 and C levels a replacement scale for phonological competence new scales for mediation online interaction and plurilingual pluricultural competence new scales for sign language competence a short report on the four year development validation and consultation processes The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to promote and support the learning and teaching of modern languages enhance intercultural dialogue and thus mutual understanding social cohesion and democracy protect linguistic and cultural diversity in Europe and promote the right to quality education for all *Minutes* California. State Board of Education,1995

School Idea and Resource Kit California. Department of Education,1994 The activities in this kit are designed to raise awareness and encourage children to eat five servings of fruits and vegetables every day for good health The kit is organized into six components classroom power which includes activities for a large group or classroom of children student power which includes awareness activities that students can work on independently at home or at school family power which encourages family interaction and increases family awareness of the importance of eating five servings of fruits and vegetables a day cafeteria power which includes promotional ideas that encourage students to choose a fruit and vegetable selection at breakfast and lunch school power which includes awareness activities that enhance and reinforce the 5 a day message and community power which helps students spread the 5 a day message to the local community Improving Mathematics Achievement for All California Students California. Mathematics Task Force,1995 This document is the result of the California Mathematics Task Force assigned to address the need to improve the mathematics achievement of California s students Five recommendations are made and discussed 1 The State Superintendent of Public Instruction SSPI must establish clear and specific content and performance standards for mathematics and work with districts and schools to make these standards achievable by all students 2 SSPI the California Legislature and the Governor must move quickly to establish a stable coherent and informative system of assessment for all California students 3 SSPI must take immediate steps to guarantee high quality classroom mathematics instruction for all students by providing adequate time adequate instructional materials mathematically powerful teachers and additional time during the school day and year for teachers to collaborate to help students succeed 4 SSPI must act immediately to establish a management research and information system to answer

basic questions about the operation and effectiveness of mathematics policies and programs including the implementation and effectiveness of the state's Mathematics Framework and 5 School administrators and staffs must move quickly to work with parents to identify the responsibilities of the school and home that support the parents role in their children's education

MKR **The United Editors Perpetual Encyclopedia**, 1909 **Changing Contexts, Evolving Competences** Council of Europe, 2019 This publication celebrates a momentous stage in the history of the European Centre for Modern Languages its 25th anniversary Its central aims are to review and showcase the achievements of the ECML as reflected in its many projects and publications and to put its achievements in the context of the broader work of the Council of Europe which celebrates in 2019 its 70th anniversary It includes contributions from international experts working at the cutting edge of language education as well as stakeholders responsible for supporting and implementing the outcomes of ECML projects Ready to Learn California. Superintendent's Universal Preschool Task Force, 1998 In November 1997 recognizing the critical importance of preschool as a foundation for success both in school and in life California's State Superintendent of Public Instruction convened a task force of distinguished educators parents researchers and civic and business leaders from throughout the state to consider how to make preschool programs universally available within the next 10 years to all 3 and 4 year olds whose families want this option This report presents the findings and recommendations of the Universal Preschool Task Force offering details and proposals for a comprehensive program The report details six major recommendations 1 offering universal preschool 2 developing a master plan 3 taking immediate action to phase in universal preschool 4 raising program standards of preschool providers 5 making universal preschool available in a variety of settings and coordinating programs with other services and 6 committing funds for the long term The report's two appendices include the accreditation criteria and procedures of the National Association for the Education of Young Children and the Child Development Permit Matrix JPB Building the Future California. Department of Education, 1994 This guide is intended to help school administrators teachers and technology directors sort through the confusion and develop a base for understanding technical issues relating to network planning **Dr. Dobb's Journal of Software Tools for the Professional Programmer**, 1989 Manual Training Magazine Charles Alpheus Bennett, William Thomas Bawden, 1930 **First Class** Ada J. Hand, Patricia Monighan-Nourot, 1999 Focusing on the argument that early childhood education plays a crucial role in children's future success this guide provides information to educators about development based education that leads to active and productive learning for children ages 4 through 6 The guide provides examples for planning and organizing classroom environments scheduling the day's activities guiding interactions between children and adults and planning challenging curriculum and assessment activities Chapter one Guiding Principles for Quality Early Primary Programs focuses on models of child development and explanations of development based education Chapter two Planning Environments for Early Primary Programs addresses the importance of environment and physical space in meeting children's needs Chapter three Scheduling

the Day in the Early Primary Program addresses the need to balance classroom activities in the daily schedule while chapter four Planning Classroom Instruction and Management focuses on the goals of quality learning and managing inevitable issues that arise in the classrooms of young children Chapter five Applying Child Development Principles to Curriculum addresses specific areas of study and how they fit into the education of young children Chapter six Planning an Integrated Early Primary Program addresses incorporation and integration of diversity special services and teaching strategies into the program The guide s four appendices address specific issues of reading writing assessment and working with English language learners Contains approximately 350 references SD **Australian Education Index** ,1988

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