

REFERENCE LEVEL FOR ENGLISH AS A FOREIGN LANGUAGE AT THE IAG

(zusammengestellt von Gerhard Sihorsch)

Background information on the motivation for creating a CEF/ERS:

The Common (European) Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

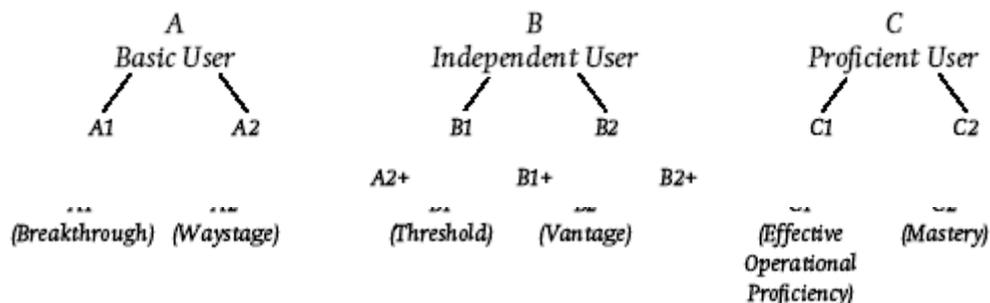
The Common (European) Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages.

The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid mobility.

Framework of language learners / users:

(based on the European Reference Standards for Languages in a common European framework of learning and teaching, Council of Europe, coe_language_learning.pdf)



Situations for communication

Domain	Locations	Institutions	Persons
Personal	Home: house, rooms, garden own of family of friends of strangers Own space in hostel, hotel The countryside, seaside	The family Social networks	(Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances
Public	Public spaces: street, square, park Public transport Shops (super)markets Hospitals, surgeries, clinics Sports stadia, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship	Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations	Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators Actors, audiences Waiters, barpersons Receptionists Priests, congregation
Occupational	Offices Factories Workshops Ports, railways Farms Airports Stores, shops Service industries Hotels Civil Service	Firms Multinational corporations Nationalised industries Trade unions	Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, secretaries Cleaners
Educational	Schools: hall classrooms, playground, Sports fields, corridors Colleges Universities Lecture theatres Seminar rooms Student Union Halls of residence Laboratories Canteen	School College University Learned societies Professional Institutions Adult education bodies	Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors, lecturers (Fellow) students Library and laboratory staff Refectory staff, cleaners Porters, secretaries

Situations for communication

Domain	Objects	Events	Operations	Texts
Personal	Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Objets d'art, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment	Family occasions Encounters Incidents, accidents Natural phenomena Parties, visits Walking, cycling motoring Holidays, excursions Sports events	Living routines: dressing, undressing cooking, eating, washing DIY, gardening Reading, radio and TV Entertaining Hobbies Games and sports	Teletext Guarantees Recipes Instructional material Novels, magazines Newspapers Junk mail Brochures Personal letters Broadcast and recorded spoken texts
Public	Money, purse, wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programmes Meals, drinks, snacks Passports, licences	Incidents Accidents, illnesses Public meetings Law-suits, court trials Ragdays, fines, arrests Matches, contests Performances Weddings, funerals	Buying and obtaining public services Using medical services Journeys by road/ rail/ship/air Public entertainment and leisure activities Religious services	Public announcements and notices Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programmes Contracts Menus Sacred texts, sermons, hymns
Occupational	Business machinery Industrial machinery Industrial and craft tools	Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales Industrial accidents Industrial disputes	Business admin. Industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Office maintenance	Business letter Report memorandum Life and safety notices Instructional manuals Regulations Advertising material Labelling and packaging Job description Sign posting Visiting cards
Educational	Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags	Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems	Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Library work Seminars and tutorials Homework Debates and discussions	Authentic texts (as above) Textbooks, readers Reference books Blackboard text OP text Computer screen text Vidiotext Exercise materials Journal articles Abstracts Dictionaries

General abilities on a global scale:

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.

Listening and reading comprehension abilities:

I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Speaking abilities:

I can interact in simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

I can use simple phrases and sentences to describe where I live and people I know.

Writing abilities:

I can write a short and 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.

6 primaria

A2 / basic user

General abilities on a global scale:

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.

Listening and reading comprehension abilities:

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 read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short, simple personal letters.

Speaking abilities:

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 social exchanges, even though I can usually understand enough to keep the conversation going myself.
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 most recent job.

Writing abilities:

I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

I basico

A2+ / basic user advanced
(extended language awareness + themes/topics)

II basico

B1 / independent user

General abilities on a global scale:

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 traveling in an area where the language is spoken. Can produce simple connected text on topics which 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.

Listening and reading comprehension abilities:

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 programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
I can understand texts that consist mainly of high frequency, everyday or job related language. I can understand the description of events, feelings and wishes in personal letters.

Speaking abilities:

I can deal with most situations likely to arise while traveling 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).
I can connect phrases in a simple way in order to describe experience and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Writing abilities:

I can write simple, connected texts on topics which are familiar or of a personal interest. I can write personal letters describing experiences and impressions.

III basico

B1+ / independent user (extended language awareness + themes/topics)

General abilities on a global scale:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. 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.

Listening and reading comprehension abilities:

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 programs.

I can understand the majority of films in standard dialect.

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

I can understand contemporary literary prose.

Speaking abilities:

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 discussion in familiar contexts, accounting for and sustaining my views.

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.

I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing abilities:

I can write clear, detailed text on a wide range of subjects related to my interests.

I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

I can write letters highlighting the personal significance of events and experiences.