CEFR in Taiwan and in Hong Kong: What Adopted and What Not

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Hong Kong Institute of Education

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The 3rd International Workshop on Advanced Learning Sciences

COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT

CEFR – a brief introduction

- CEFR is published by the Council of Europe in 2001
- It deploys an action-oriented approach
- It describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels.

Context

- The CEFR can be date back to the 1970s
- A response to a need for a common international framework for language learning that would:
  - facilitate co-operation among educational institutions in different countries across Europe.
  - provide a basis for the mutual recognition of language qualifications
  - help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts
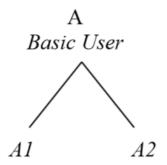
The Common European Framework is divided into three basic levels:

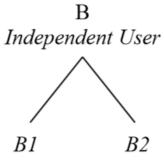C – Proficient User
B – Independent User
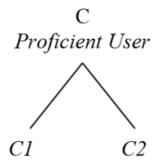A – Basic User

These can be subdivided as follows:

A	B	C
Basic User	*Independent User*	*Proficient User*

A1   *A2*   *B1*   *B2*   *C1*   *C2*

Table 1. *Common Reference Levels: global scale*

Proficient User	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 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.
Independent User	B2	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	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 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.
Basic User	A2	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.
	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

BUT

- The CEFR is not an international standard or seal of approval

- The scales in the CEFR are not exhaustive

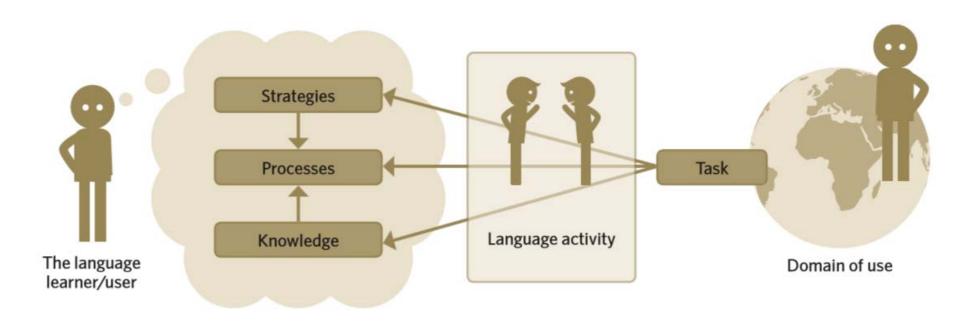- The CEFR is not language or context specific

Figure 2. A representation of the CEFR's model of language use and learning

Common European Framework of Reference for Lang[...]

Domain of language use

Table 5. External context of use: descriptive categori[...]

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

CEFR in Taiwan

- Academic Perspectives from Taiwan
~ Partial Adoption of CEFR in Taiwan

The introduction, rejection and negotiation of the CEFR within major education system reforms of moving from a centralized, controlled system to a more flexible, diverse one

CEFR officially adopted in Taiwan on June 28, 2005

公務人員英語檢測陞任評分計分標準對照表

行政院民國94年9月28日院授人力字第0940065062號

劍橋大學英語能力認證分級測驗 (Cambridge Main Suite)	劍橋大學國際商務英語能力測驗 (BULATS)	外語能力測驗 (FLPT)		全民英檢 (GEPT)	CEF語言能力參考指標	公務人員陞任評分計分標準	托福 (TOEFL)		多益測驗 (TOEIC)	大學校院英語能力測驗 (CSEPT)		IELTS
		三項比試總分	口試				紙筆型態	電腦型態		第一級	第二級	
Key English Test (KET)	ALTE Level 1	150	S-1+	初級	A2(基礎級) Waystage	2分	390以上	90以上	350以上	170	- - -	3以上
Preliminary English Test (PET)	ALTE Level 2	195	S-2	中級	B1(進階級) Threshold	4分	457以上	137以上	550以上	230	240	4以上
First Certificate in English (FCE)	ALTE Level 3	240	S-2+	中高級	B2(高階級) Vantage	由機關自訂分數	527以上	197以上	750以上	- - -	330	5.5以上
Certificate in Advanced English (CAE)	ALTE Level 4	315	S-3以上	高級	C1(流利級) Effective Operational Proficiency	由機關自訂分數	560以上	220以上	880以上	- - -	- - -	6.5以上
Certificate of Proficiency in English (CPE)	ALTE Level 5	- - -		優級	C2(精通級) Mastery	由機關自訂分數	630以上	267以上	950以上	- - -	- - -	7.5以上

Back to 2003

Introduction and Negotiation
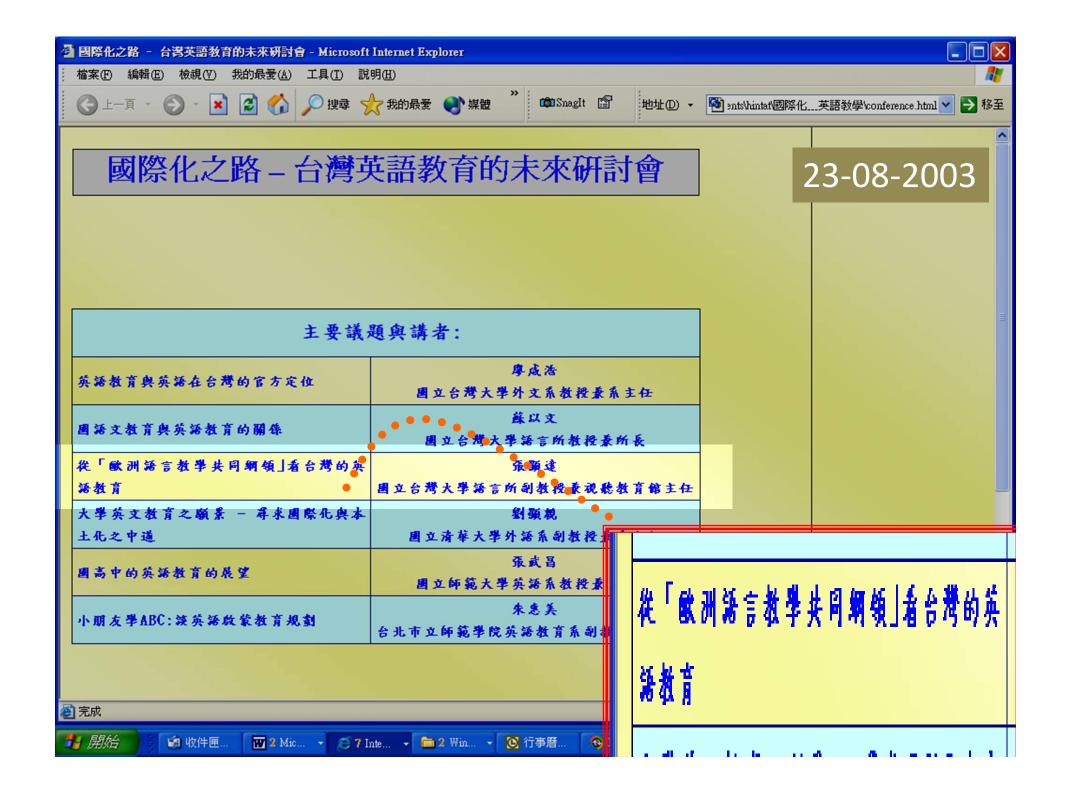
- Cheung, H. (2003) What can we learn from the CEFR? Invited speech presented in On the Future of English Education in Taiwan. Taipei, National Taiwan University.

The social context
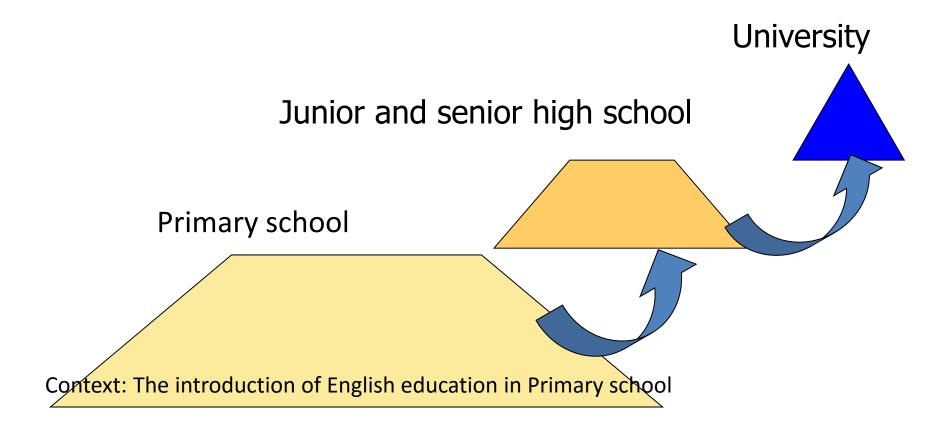
- With the education reform that took place in 1998, the past centralized education system was liberalized and decentralized.

- For example, before that standardized textbooks received more attention from school teachers while official syllabi were often ignored.

Social context (2)

- After the reform, new policies and programmes in enhancing English proficiency emerged but a lack of coordination
- For example, the high school English curricula were not revised hand in hand with the introduction of new English programme in the primary school.
- a road map for EFL professionals is needed in this confusing situation.

Alignment and integration of English education across the three tiers

University

Junior and senior high school

Primary school

Context: The introduction of English education in Primary school

What were suggested (to be modeled after CEFR)

❖ Develop a common proficiency scale for English language education in Taiwan

❖ To benchmark the learning outcome of each stage of English learning

❖ Review aspects that progress can be made and dimensions that fail to be interfaced across stages

❖ Develop life-long learning programs to fill up gaps and unfulfilled goals

Task Force on English Language Education

- Cheung, H. and Su, I. (2003). Common English Yardstick for English Education in Taiwan (written in Chinese). MOE technical report, archived at http://ejee.ncu.edu.tw/committe/hintatntu.pdf.

- Cheung, H., Su, I., Jau, S. and Chen, M. (2004). Towards a Proficiency Scale for College English Education in Taiwan (written in Chinese). MOE technical report, archived at http://ejee.ncu.edu.tw/committe/ejee02.pdf

「共同英語能力指標」的編寫

Common English Yardstick for English Education in Taiwan

Common English Yardstick for English Education in Taiwan

主 持 人： 張顯達 （台灣大學語言學研究所）

共 同 主 持 人： 蘇以文 （台灣大學語言學研究所）

研 究 助 理： 謝富惠

丁麗萍

鍾曉芳

蔡桑妮

July 1 2003 to Nov 30 2003

Why not adopting CEFR directly

- The six-level proficiency scale could not meet the need of English education in primary and secondary school.

- The action-oriented approach was totally foreign to school English language teachers.

- A short time frame for the project to work on the above two points.

-

Modeling after three major frameworks

- Canadian Language Benchmarks (CLB) – text and tasks and text types

- ACTFL Performance Guideline for K-12 Learner – dimensions in performance analysis (such as comprehensibility, control, communication strategies)

- Common European Framework (CEFR) – action-oriented approach

Common English Yardstick
for English Education in Taiwan

表一 共同英語能力指標整體架構

		人際互動		理解		陳述與表達	
		口語	書寫	口語	書寫	口語	書寫
B1	可理解度	● 學習者會說的語句很少，……	● 能夠抄寫、記錄時間、……	● 無顯著的溝通需要。	● 無顯著的溝通需要。	● 發音上的困難明顯妨礙溝通。	● 學習者認識別的語言中的字母系統。
	理解力	● 學習者能聽懂的訊息很少，……	● 無顯著的溝通需要。	● 聽得懂非常有限的字彙與片語，……	● 學習者讀得懂別的語言中的字母系統，……	● 無顯著自發性的表現。	● 無顯著自發性的表現。
	語言掌控	● 完全不能掌控基本文法結構和時態。	● 學習者之語言知識很有限，……	● 可以將聲音與字母做正確的字音連結，……	● 除了極少數在特定場合會固定出現的常用字詞或片語，……	● 幾乎無法掌握基本文法結構。	● 學習者對語言知識有限，……
	詞彙與文化意識	● 只能說獨立的字或2~3個字或……	● 使用的字詞或片語主要是語彙，……	● 需利用本身的背景文化經驗，……	● 文化知識方面，從一開始完全沒有，……	● 能說獨立的字或是兩三個字的詞語。	● 使用的字詞或片語主要是語彙，……
	溝通策略	● 停頓很長，……	● 無顯著的溝通需要	● 聽得懂簡單的指示用語，……	● 大量倚賴視覺的輔助……	● 需要相當大的協助。	● 無顯著自發性的的表現。
B2	可理解度						

建立我國大學生英語能力指標之研究

Towards a Proficiency Scale for College English Education in Taiwan

主持人： 張顯達 台灣大學

共同主持人： 蘇以文 台灣大學

共同主持人： 周碩貴 雲林科技大學

共同主持人： 陳美華 文藻外語學院

April 23 2004 to Dec 22 2004

How well CEFR is received?

(Cheung et al 2004）

	Never heard of	Just title	Basic undestanding	Well-understood	Total
Common Yardstick of Taiwan	55.89%	28.52%	12.93%	2.66%	263
Canadian Language Benchmarks	74.33%	16.09%	8.43%	1.15%	261
ACTFL Proficiency Guideline	68.44 %	19.77 %	11.03%	0.76%	263
Common European	66.16 %	15.21 %	12.55%	6.08 %	263

Benchmarking in university English education

- Entry and exit requirements are determined by professional needs, with college as the basic unit.

- Three levels of exit requirement A2, B1 and B2 according to professional needs and nature of the training

- Entry level equals to exit level minus 2 sublevels. For example, for programs with exit requirement at B1, the entry level should be set at A2

- Remedial support should be provided to students who performed below entry level requirement.

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When CEFR is intended for

? - The planning of language learning program

✓ - The planning of language certification

X - The planning of self-directed learning

CEFR in Hong Kong – an indirect path

van Ek, J A (1976) *The threshold level for modern language learning in schools,* London: Longman.

van Ek, J A and Alexander, L G (1980a) *Threshold level English,* Oxford: Pergamon.

van Ek, J A and Trim, J L M (1990a/1998a) *Threshold 1990,* Cambridge: Cambridge University Press.

van Ek, J A and Trim, J L M (1990b/1998b) *Waystage 1990,* Cambridge: Cambridge University Press.

van Ek, J A and Trim, J L M (2001) *Vantage,* Cambridge: Cambridge University Press.

香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

評核促進學習
Assessment for Learning

PRESS RELEASE
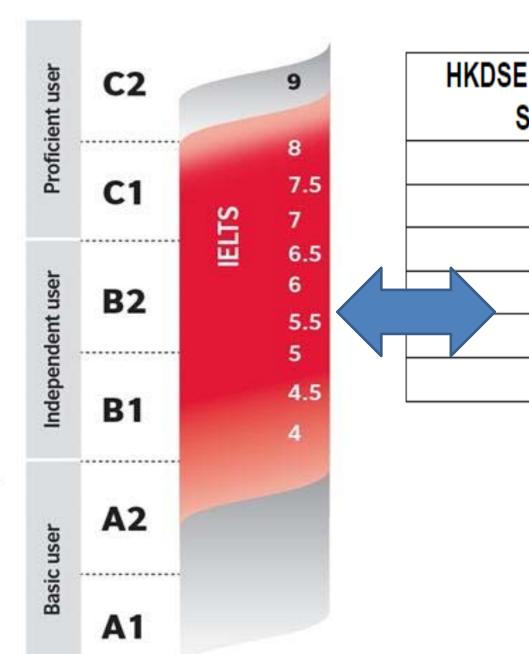
Results of the Benchmarking Study between
IELTS and HKDSE English Language Examination

The Hong Kong Examinations and Assessment Authority (HKEAA) released today (30 April 2013) the results of a benchmarking study aiming at establishing the equivalence of standards between the International English Language Testing System (IELTS) and the 2012 Hong Kong Diploma of Secondary Education (HKDSE) English Language Examination.

A summary of the major findings is given below:

HKDSE English Language Subject Level	Equivalent Range of Overall IELTS Band Score
5**	7.51 – 7.77
5*	7.16 – 7.32
5	6.81 – 6.99
4	6.31 – 6.51
3	5.48 – 5.68
2	4.79 – 5.07

Common European Framework of Reference (CEFR)

CEFR		IELTS	HKDSE English Language Subject Level
Proficient user	C2	9	
		8	5**
	C1	7.5	5*
		7	
Independent user	B2	6.5	5
		6	4
		5.5	
		5	3
	B1	4.5	2
		4	
Basic user	A2		
	A1		

Common English Proficiency Assessment Scheme (CEPAS)
2002-03 to 2014-15

Broad Discipline	No. of final year students participated in CEPAS#	Average Reading Sub-score	Average Listening Sub-score	Average Writing Sub-score	Average Speaking Sub-score	Average Overall Score
Arts & Humanities	1,330	7.46	7.26	6.09	6.15	6.80
Business & Management	3,314	7.49	7.22	6.04	6.09	6.77
Education	578	6.89	6.73	5.84	5.92	6.42
Engineering & Technology	2,048	7.11	6.84	5.84	5.83	6.47
Medicine, Dentistry & Health	412	7.78	7.40	6.08	6.12	6.91
Physical Sciences	2,089	7.38	7.07	5.91	5.88	6.63
Social Sciences	1,718	7.60	7.31	6.16	6.30	6.90
Total:	11,489	7.39	7.12	6.00	6.04	6.70

CEPAS – by institutions

Institution	No. and percentage of final year students participated in CEPAS[1]	Average Reading Sub-score	Average Listening Sub-score	Average Writing Sub-score	Average Speaking Sub-score	Average Overall Score
CityU	2,135 68 %	7.09	6.77	5.85	5.87	6.46
HKBU	1,018 60%	7.18	6.97	5.94	6.01	6.59
LU	499 71 %	6.92	6.67	5.89	5.80	6.37
CUHK	2,133 61%	7.79	7.44	6.13	6.17	6.95
HKIEd[2]	468 65 %	6.78	6.56	5.79	5.83	6.33
PolyU	2,135 66 %	7.17	6.92	5.91	5.90	6.53
HKUST	1,334 64 %	7.49	7.23	5.98	6.04	6.75
HKU	1,767 50%	7.90	7.69	6.24	6.38	7.11
Total:	11,489 60%	7.39	7.12	6.00	6.04	6.70

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 3)

Diagrammatic Representation of the English Language Education KLA
Curriculum Framework

The English Language Education Curriculum
provides learners with learning experiences to increase their language proficiency for study, work, leisure and personal enrichment; develop their knowledge, skills, values and attitudes; and promote lifelong learning so as to enhance their personal and intellectual development, cultural understanding and global competitiveness.

Strands*

to organize learning content and activities for developing learners' knowledge (general and linguistic), skills (language, communication and learning how to learn), values and attitudes as a holistic process

9 Generic Skills	Interpersonal	Knowledge	Experience	Values and Attitudes

Flexible and diversified modes of curriculum planning

+

Effective learning, teaching and assessment

**Overall Aims and Learning Targets of
English Language Education**

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* Strands have been referred to as "Dimensions" in earlier English Language curriculum documents such as the *CDC Syllabus for English Language (Primary 1-6) 1997* and *CDC Syllabus for English Language (Secondary 1-5)*

ELPA

English Language Proficiency Assessment

What is ELPA?   **Test Components**   **Learner Resources**   **Undergraduate Students**   **Postgraduate Students**   **Online Registration**

ELPA Written Test
ELPA Speaking Test
Performance Descriptors

ELPA Written Test

ELPA Written Test (2 hours 30 minutes)		Duration
Paper 1	**Reading** (MC Questions)	40 mins

The Reading Paper assesses your ability to

- understand the development of ideas of the given texts;
- identify the main ideas and details; and infer some of the less obvious meanings of the texts.

Sample Reading Passage 1

Sample Reading Passage 2

Paper 2	**Listening** (MC Questions)	30 mins

The Listening Paper assesses your ability to:

- understand social conversations, lectures and discussions in academic situations;
- understand the main ideas and details, and infer some of the less obvious meanings of such spoken discourse.

Paper 3	**Vocabulary** (MC and Gap Fill Questions)	40 mins

The Vocabulary Paper assesses your ability to recognize and use words at

- the most frequent 3,000 words level (3K)
- the most frequent 5,000 words level (5K)
- the most frequent 10,000 words level (10K)

ELPA Descriptors of Speaking Proficiency

Student Version

	Topic development and coherence	Vocabulary range and accuracy	Grammar range and accuracy	Pronunciation
7	**You communicate substantial, skillfully connected ideas.** You **organise** what you say **very well**. You can refer to things said previously (by yourself or someone else) with **ease and skill**.	**You accurately use quite a wide range of vocabulary, appropriately and with some precision, to talk about a given topic. This range includes** idiomatic and specialised vocabulary. You might make **occasional minor errors**, for example, in the form of a word, just as a native speaker might.	**You accurately use quite a wide range of grammatical structures and show an awareness of language style.** You might make **occasional minor errors**, or the kind of **slips** that a native speaker might make.	You pronounce sounds and words **clearly**, and you **always** use rhythm and intonation **naturally**, to communicate a clear and **meaningful** message.
6	**You can speak for a long time and in a well-organised way, without thinking first about** *how* **to communicate your ideas.** This does not mean that you speak at length every time you speak, but you can develop an idea with explanations, examples, or supporting details, when you need to. You use a **range of cohesive devices–not just connectives–**appropriately.	**You use a range of vocabulary, which includes less-common, low frequency, words and phrases, to talk about a given topic.** You may also show an awareness of language style and how words collocate. You might make **occasional errors** but these **do not affect the clarity** of your message.	**You use a range of complex structures.** You may also show an awareness of language style. You often use **complex sentences which have no mistakes** in them. You might make **occasional errors** but these **do not affect the clarity** of your message. .	You pronounce sounds and words **clearly**. You use rhythm and intonation appropriately, and can also use it to **enhance your message**.
5	**You can speak for a long time and in a well-organised way.** If you hesitate, it seems that you are searching for ideas, not for words or structures. You use a range of connectives appropriately, and **you may try to use other ways of referring to things said previously.** You might say, for example, 'As I was saying a few minutes ago...' or 'In situations like that one...'	**You use a range of vocabulary with some flexibility to talk about a given topic. This** means you don't have to repeat words, for example, because you can use synonyms or alternate word forms. You make **a few errors** but these **do not affect** anyone's **understanding** of your message.	**You use a range of simple and complex structures with some flexibility. This** means that you don't have to repeat the same structure. You make **a few errors** but these **do not affect** anyone's **understanding** of your message.	You pronounce sounds and words **clearly**. You use rhythm and intonation **appropriately**.
4	**You can speak for a long time and usually in a well-organised way.** Sometimes when you hesitate, you seem to be searching for words or structures; at other times it seems quite natural. You use a **range of connectives**, although you may make errors. You may use **too many fillers** (e.g., 'you know', 'like').	**You use an adequate range of vocabulary to talk about a given topic.** You might repeat words and phrases. You may quite often choose the wrong word or the wrong form of a word, especially if you are a risk-taker and like to try out new words and phrases, but this **rarely affects** other people's **understanding** of your message.	**You use both simple structures and complex structures.** You might repeat particular structures. You may quite often make mistakes, especially if you are a risk-taker and like to try out different structures, but this **rarely affects** other people's **understanding** of your message.	You pronounce **most sounds and words correctly**, and **on the whole** your pronunciation **does not cause difficulties** for the listener. You **mostly** use rhythm and intonation **appropriately**.

1314 ASLLC Accelerated Learning Track

Turn editing on

Your progress ⑦

Recent activity

Activity since Wednesday, 29 July 2015, 10:30 PM

Full report of recent activity...

Nothing new since your last login

Navigation

Administration

▼ Course administration
  - 🖉 Turn editing on
  - ⚙ Edit settings
  - ⚙ Course completion
  - ▶ Users
  - ▼ Filters
  - ▶ Reports
  - ▦ Grades
  - ▶ Badges
  - ⬆ Backup
  - ⬇ Restore
  - ⬇ Import
  - ▶ Question bank

Quick Links

My Grade Report

GO TO MODULE 1

GO TO MODULE 2

GO TO MODULE 3

DIAGNOSTIC TESTS

DIAGNOSTIC TESTS

DIAGNOSTIC TESTS

HANDOUTS & ASSIGNMENTS

HANDOUTS & ASSIGNMENTS

HANDOUTS & ASSIGNMENTS

ONLINE LEARNING PACKAGES

ONLINE LEARNING PACKAGES

ONLINE LEARNING PACKAGES

MODULE 1: Self-evaluation

Back to Top

MODULE 1: Self-evaluating Your English Proficiency

Want to know more about your English proficiency level?

Just complete a few questions in the questionnaires below!

✓ Self-evaluating Your English Reading Proficiency

✓ Self-evaluating Your English Writing Proficiency

✓ Self-evaluating Your English Listening Proficiency

✓ Self-evaluating Your English Speaking Proficiency

MODULE 1.1

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MODULE 1: Session 1

This session aims to help you

- Know yourself as a language learner
- Understand and be able to use IELTS writing descriptors to evaluate writing scripts,
- Tell the difference between simple, compound and complex sentences and analyze the sentence types in writing, and
- Learn to use online resources for independent learning.

1314 ASLLC Accelerated Learning Track

Question 1

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

The most advanced things I can do in English are

Select one:

○ a. giving short talks about every-day activities, introducing people or things, asking about prices or for directions, telling short stories about my family, my hobbies, or other topics that I am familiar with

○ b. giving talks or presentations on topics I am familiar with, telling stories or jokes, discussing with classmates on the subjects I study at school, discussing with my colleagues about work at my part-time workplace

○ c. giving talks or presentations on many different topics, reporting on professional or academic (學術的) matters

Question 2

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I talk in English, I can

Select one:

○ a. only talk for a short period of time

○ b. talk or give presentations for 5 to 20 minutes on a topic

○ c. talk or give presentations for more than 30 minutes on a topic

Question 3

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I talk in English, I

Select one:

○ a. often need to stop and think what I want to say next

○ b. sometimes need to stop and think what I want to say next

○ c. seldom need to stop and think what I want to say next

Question 4

Not yet answered

When I talk in English, I

Quiz navigation

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Question 3

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I read a text, I

Select one:
- ○ a. need to reread the text very often before I can understand it
- ○ b. sometimes need to reread the text before I can identify (識別) some of the details
- ○ c. seldom need to reread

Question 4

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I meet an unknown word during reading, I

Select one:
- ○ a. have difficulty guessing its meaning based on the rest of the text
- ○ b. sometimes can successfully guess its meaning based on the rest of the text
- ○ c. can usually guess its meaning successfully with the help of the rest of the text

Question 5

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I read a text,

Select one:
- ○ a. I often find it very difficult to understand long and complex (複雜的) sentences
- ○ b. I can understand some complex sentences, but may have difficulty with certain complex sentences
- ○ c. I do not have much difficulty understanding long and complex sentences

Question 6

Not yet answered

Marked out of 10.00

⚑ Flag question

⚙ Edit question

When I read a text,

Select one:
- ○ a. I often read word by word and need some time to understand the organisation of the paragraphs
- ○ b. I can understand the organisation of the paragraphs but it might not be easy sometimes
- ○ c. I do not have much difficulty understanding the organisation of the paragraphs

Question 7

When I read a text,

To be Biliterate
and Trilingual

" Language is fundamental to all learning for life-long education and whole-person development. We use language to acquire and construct knowledge. "

- Functional Trilingualism
- Written languages: Chinese and English
- Spoken languages: Cantonese, Putonghua and English
- Concepts from CEFR can only be found in English language education

When CEFR is intended for

? - The planning of language learning program

✓ - The planning of language certification

✓ - The planning of self-directed learning

3. CEFR in Examination-Driven communities

- How can the action-oriented approach be accommodated?

- Learners' understanding of their own role as an social agent, not just a test taker

Action-oriented Approach for Examination-driven learners?

- CEFR views users and learners of a language primarily as "social agents", i.e. members of society who have <u>tasks</u> to accomplish in a given set of <u>circumstances</u>, in a specific <u>environment</u> and within a particular field of <u>action</u>.

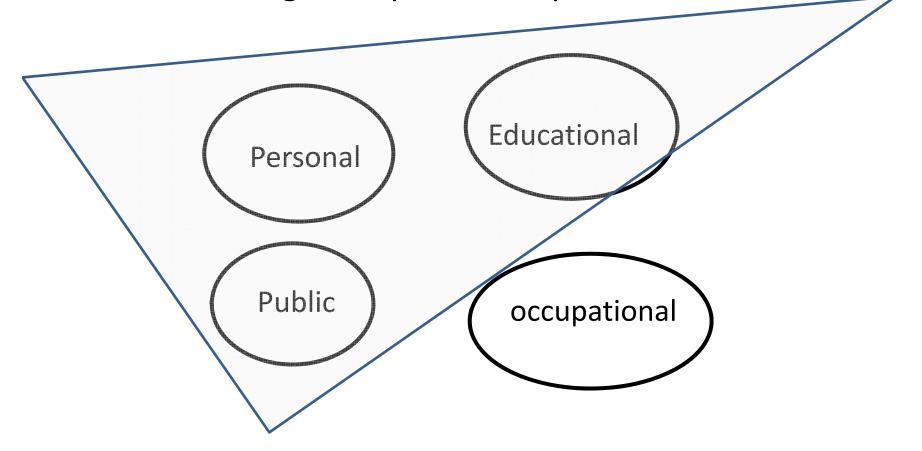# How to bring "social agents" to the language classroom

- When describing language competence, the following should be included:
  - General competence
  - Communicative competence (linguistic, sociolinguistic and pragmatic)
  - Language activities (what would they do with the target language, in reception, production and interaction)
  - Language domains (public, educational, occupational, and personal)

How about young social agent?

- Listening to audio media and recordings
  - Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in standard speech.
- How can this descriptor be applied to primary school students?

The adoption of CEFR in school curriculum

- Language domain of language use is a concept not commonly used in Taiwan
- General English is preferred, plus ESP and EAP

Personal

Educational

Public

occupational

Final Remarks

- CEFR provides a framework for the planning of language education across contexts.
- Although it is originally targeted at European languages, the framework demonstrates the value and benefits in doing so for non-European languages
- An indirect adoption can be more practical in many situations, such as that of Hong Kong.

What CEFR can do

- 'What [the CEFR] can do is to stand as a central point of reference, itself always open to amendment and further development, in an interactive international system of co-operating institutions … whose cumulative experience and expertise produces a solid structure of knowledge, understanding and practice shared by all.' Trim (2011)

Q&A

Cambridge English exams for higher education

Cambridge English offers a range of level-based English language exams.

Our exams are aligned to the Common European Framework of Reference for Languages, or CEFR* – the international standard for describing language ability, and each is targeted at a different level.

We recommend the following exams for successful study in English:

CEFR C2

Postgraduate

Cambridge English: Proficiency

- Our highest level exam, indicating a level of English ability approaching that of a sophisticated native speaker.
- Targeted at **Level C2** of the CEFR.

See more about this exam on page 64

CEFR C1

Undergraduate & postgraduate

Cambridge English: Advanced

- Gives students the English skills needed for academic success.
- Targeted at **Level C1** of the CEFR.

See more about this exam on page 38

CEFR B2

Foundation/pre-sessional

Cambridge English: First

- Gives students the practical English skills they need for foundation programmes and technical and vocational courses.
- Targeted at **Level B2** of the CEFR.

See more about this exam on page 12