



Language Frameworks ACTFL / CEFR

#Excellence Through Bilingualism

September 2022

Learning languages - European benchmarks

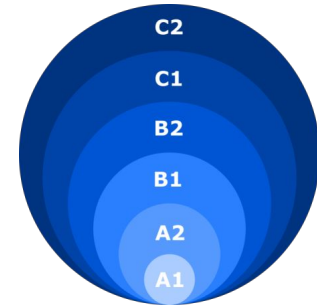
European benchmark CEFR: <https://www.coe.int/en/web/common-european-framework-reference-languages>

Six levels of foreign language proficiency

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+)

Based on empirical research and widespread consultation, this scheme makes it possible:

- to establish learning and teaching objectives
- to review curricula
- to design teaching materials and
- to provide a basis for recognising language qualifications thus facilitating educational and occupational mobility.



Learning languages - European benchmarks

European benchmark CEFR:

<https://www.coe.int/en/web/common-european-framework-reference-languages>

The CEFR is much more than proficiency scales

The CEFR's scales of foreign language proficiency are accompanied by a detailed analysis of communicative contexts, themes, tasks and purposes as well as scaled descriptions of the competences on which we draw when we communicate.

The CEFR is used in teacher education, the reform of foreign language curricula, the development of teaching materials and for the comparability of qualifications.



Learning languages -American benchmarks

ACTFL



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

Learning languages - competencies

What are the components of language proficiency?

	Reception	Production
Oral language	Listening comprehension	Spoken interaction and production
Written language	Reading comprehension	Writing production

Example: Passport program at FASRI: <https://www.fasri.org/academics/passport-program>

Learning languages - ACTFL & CEFR

ONE-DIRECTIONAL ALIGNMENT:
Receptive Skills – Reading and Listening

ONE-DIRECTIONAL ALIGNMENT:
Productive Skills – Speaking and Writing

Rating on ACTFL Assessment (LPT, RPT or L&Rcat)	Corresponding CEFR Rating	Rating on ACTFL Assessment (OPI, OPIc or WPT)	Corresponding CEFR Rating
Distinguished	C2		
Superior	C1.2	Superior	C2
Advanced High	C1.1	Advanced High	C1
Advanced Mid	B2	Advanced Mid	B2.2
Advanced Low	B1.2	Advanced Low	B2.1
Intermediate High	B1.1	Intermediate High	B1.2
Intermediate Mid	A2	Intermediate Mid	B1.1
Intermediate Low	A1.2	Intermediate Low	A2
Novice High	A1.1	Novice High	A1
Novice Mid	0	Novice Mid	0
Novice Low	0	Novice Low	0
0	0	0	0
