



**Association of German
Teachers of Victoria Inc.**

Supporting teaching and learning since 1979

Submission to ACARA from the Association of German Teachers of Victoria Inc.

Re: DRAFT Shape of the Australian Curriculum: Languages

In the opening statement of the consultation document feedback is requested in relation to the following:

- Key concepts and understanding
- Rationale
- Integration of the general capabilities and the cross-curriculum priorities
- Description of learners and groupings of learners
- Pathways
- Organisation of the languages area
- Key considerations for development, including the relationship between hours of study and achievement standards and staging of language specific development.
- Terminology

Support for other Submissions to ACARA

The AGTV endorses the submission from the AFMLTA, as well as the '*Professional standards for accomplished teaching of languages and cultures*'. These standards reflect a contemporary approach to languages education.

The AGTV endorses the submission from the MLTAV, to which we have had input.

AGTV Submissions to ACARA

The AGTV Executive has considered the document in consultation with the Committee, and submits the following feedback in light of our experience in teaching languages and cultures in Victoria.

1. Languages as a learning area and rationale for learning them (pp 3-12)

The statements on **pp 3 -12** provide a comprehensive overview of the state of languages education in Australia, highlighting the history of the diverse experience of incorporating languages as a 'core component of the educational experience of all Australian students', and the key challenges. Languages education is confirmed as a goal for students in the Melbourne Declaration of 2008, a goal that is not yet realised in all Primary and Secondary schools in Australia. For this reason, it is probably useful to have such comprehensive background information, so that past mistakes are not repeated. We agree with AMLTA that it is regrettable that we have to continually defend languages as a core part of our in the curriculum, especially in the compulsory years of education.

Paragraph 7: If we are looking to honour the teaching and learning of all languages, then the term 'world languages' should apply to all languages used in the world, so this term is not appropriate. We either mean 'all languages' or we don't. We also strongly advocate for a system of generic achievement standards across languages like the European system of A1-C2, which will provide clarity for the teachers, the students and the community in understanding just what students can do. Each language would then articulate what the specific criteria are for meeting these standards.

NB: The only time Classical Languages and Auslan are mentioned specifically seems to be in this paragraph, so we are not sure how committed the document is towards these languages, in particular to Auslan, given that important announcements (such as those in relation to the recent QLD floods), has an Auslan interpreter present.

Paragraph 9: The reality is that there are a range of pathways in schools and across systems.

Coordinating provision for continuity of learning at the secondary level is acknowledged as problematic and could lead to the devaluing of other language learning opportunities in secondary schools. Schools and systems have limited resources (financial and human), and they make decisions about language provision. If the Primary school has a minimal program, then continuity is not as relevant, as the level of proficiency reached will be minimal. Sometimes students want to change which language they learn at secondary school and so the skills for learning languages taught at the Primary level should be transferable and relevant to any language learnt formally beyond that setting. The primary experience should be about developing a positive attitude towards languages and cultures and learning languages. All language learning should be valued, as the CiLT Language Portfolios in the UK suggest.

Again, if there is a generic set of standards like the European A1-C2 framework, schools could measure the achievement of students in their particular circumstances, and provide flexibility in the delivery of programs.

Paragraph 12: It is understood that ACARA as an independent body is bound by current government priorities. However, this means that some languages are elevated to be of greater importance than others. If we value our diverse community and language wealth, then elevating Asian languages and cultures in this document (and in funding) will influence language decisions taken by schools and successful programs in schools will be and are being threatened. Again, the document should provide a framework for 'all languages'.

Paragraph 13: This document can affirm and draw upon the diversity in the community to strengthen Australia's role globally. Again, we either mean 'globally' or we mean only parts of the world, so singling out Asia is unnecessary. Asia engages with the whole world, not just the English-speaking world.

The fundamental principle in the second paragraph is well expressed and should be true regardless of which languages are studied in schools.

Paragraphs 15 – 23: The statements provide a comprehensive overview of the potential of languages education in a well-resourced, high quality program. This section acknowledges the value of languages education, regardless of which languages are taught, and highlights to the Australian community that the languages of Aboriginal and Torres Strait Islanders are of equal value and in need of community support to reclaim and revitalise those languages.

It is uncertain how the general community (and colleagues in other learning areas) might understand what can be achieved, but it is great to have the benefits articulated for teachers of languages.

2. Key concepts and understandings in learning languages (pp 13-20)

We agree that the draft captures a contemporary understanding of language, culture and language learning. We welcome the shift in articulating how understanding of the concepts has changed, and by extension, will influence how languages programs will be delivered, as well as valued by others. Importantly, it articulates what learning languages can do to promote effective communication across cultures and understanding of self that cannot be achieved in English only learning programs. The emphasis on literacy is also welcomed, as well as literacy skills in the students' first language.

3. Australian Languages

We respect the right of Aboriginal and Torres Strait Islander peoples to determine the terminology to which their languages will be referred. We provide this feedback on how the terminology is understood.

Terminology: The term 'Australian Languages' is not clear as to its representation of languages of the first people of Australia. For better or worse, the standard language in Australia is Australian English, there is also Auslan, and together with the languages of Aboriginal and Torres Strait Islander languages, all are unique forms of languages used in Australia.

We agree it is important to recognise the unique place and to value the languages of Aboriginal and Torres Strait Islander languages have in the community. An alternative reference might be: First Peoples' Languages. This term 'First Peoples' seems to have growing currency internationally as referring to Indigenous communities. The alternative term demonstrates that Aboriginal and Torres Strait Islander people were here first, that there are many languages of equal value, and that these languages were here before Europeans decided to 'discover/invade/settle' the land Europeans decided to call Australia. The term - 'First Peoples' Languages' - infers that the speakers of those languages own their languages.

4. Curriculum Development

The draft document provides a frame of reference that can be used for curriculum development across all languages, as long as this is made clear that 'all languages' are included – apart from English, which is seemingly in a class of its own.

5. The learners

Paragraphs 50 to 54: These paragraphs describe the diversity of learners in language classrooms well. Managing diversity is challenging in all areas of the curriculum, and it would be wonderful if all teachers in schools understood the relationship between language and identity.

Paragraphs 55 to 57: The terminology for the groupings of students is partially sensitive to the diversity of learners.

We accept the complexity of the task and the need to make distinctions for designing curriculum to meet the needs of the diversity in student groupings. However, there needs to be more detail about how the distinctions between what a 1st Language User and Home User would be without making users of those languages feel discriminated against, as has been our experience when trying to make such distinctions for competitions related to users of German. Likewise, students learning languages (and their families) can demonstrate negative attitudes towards speakers of other languages if they perceive (justified or not) an advantage. It is important that speakers of all languages are valued and the potential for everyone to learn new languages is understood and welcomed.

The explanation of how the concept of Home User changes the way a student learns or is assessed in the language is not clear in the section on Pathways. We want to encourage using the resources at home to promote language proficiency, as well as encouraging those without background in the language to believe they can achieve proficiency that is valued in the wider community, and to use the language resources in their learning community.

The term 2nd Language User is not sensitive to the experience for many students in plurilingual Australia, including Aboriginal and Torres Strait Islander peoples. The language being learnt may be

their 3rd or 4th language etc. This term encourages a monolingual mindset where multilingualism is seen as being the exception, not the rule, as is the case throughout the world. Monolingual speakers of English are in the minority. A suggestion for an alternative could be “New Language User”. (The term ‘EAL’ is unfortunate for its homophone ‘eel’.)

How the distinctions between groups are verified is also problematic. We suggest that the way language proficiency is assessed could assist in making the distinction transparent and applicable across languages. A system like the European Common Framework of Reference for Languages’ model for A1- C2 concentrates on levels of independence to use the language in context, although the additional aspect related to intercultural language learning promoted in the ACARA document is not addressed in that model. The rubrics of the European model use simple statements that are readily understood by the general community, which is what we need to promote a commitment to language learning in Australia. It is also egalitarian and suggests that everyone can learn languages, with the potential to increase their skills throughout life, whilst valuing the current level of ability. A verified assessment of language skills with A1 to C2 can identify at what level the learners can apply them to life e.g. in tourism, as nurses, in retail, office work etc, as all Australians come into contact with speakers of other languages either at home, at work, or in the wider community. An outline of generic achievement would also provide a framework for comparing different systems across states and territories, who ultimately have the responsibility for implementing the curriculum.

Added to the complexity of identifying groupings, is the reality of school organisation and that different classes for different groupings are unlikely to be common. A content-based or bilingual program does this well. However, although we applaud the success of bilingual programs, especially in Primary schools (and for German at Bayswater South PS), we doubt that these will become common in primary schools in Australia. However, they could well be very common in teaching Aboriginal and Torres Strait languages in communities where these languages are spoken widely.

An innovative program for first language speakers has been achieved at Toorak PS for children from German-speaking families where students have a literacy block for German within the curriculum program, supporting their overall literacy skills. See the link to the *Spatzenschule* at: <http://www.toorakps.vic.edu.au/>

Ongoing professional development on strategies for managing diversity is required to support teachers in maximising the learning outcomes for all students, and combating the mindset that languages are for the academic elite and not for all. We need all students learning languages in Australia, in particular, students from monolingual families, and encouraging plurilingual families to keep using their languages with their children. The late Professor Michael Clyne invested much time into promoting bilingualism in families with these language resources in the home.

Significant promotion of how language classrooms enhance outcomes across the curriculum needs to be made to convince Principals, school leadership teams and the wider community that Languages education is critical to promote social cohesion, economic wealth and personal growth.

Paragraph 58: The challenge for ACARA to develop a document to progress languages education across Australia is evident in this paragraph, particularly in the area of Primary education.

By nominating only 300 to 400 hours of learning from F-6 does not value language learning as a core part of an Australian curriculum, and denies the proven benefits of early language learning. It will result in piecemeal programs. If that is the case, then the generic system of assessment used in Europe or CiLT Portfolios would be needed to promote positive attitudes to learning languages, and understanding how long it could take to become proficient.

The nominated hours to inform achievement standards falls short of what is recommended by the Department of Education and Early Childhood Development (DEECD) in Victoria and the standards developed by the Victorian Curriculum and Assessment Authority (VCAA) based on 150 minutes per week from P-10. The AGTV endorses the policy of DEECD whilst recognising that there are learning programs that can achieve more time for languages education (bilingual and content-based programs), that many Primary schools do not provide students with the 150 minutes, and that secondary schools don't recognise languages as a core part of a general education in the compulsory years and make languages an elective. Teacher supply frustrates a school's endeavour to offer languages, as does a misunderstanding of the value of languages education and a prevailing belief that languages are the 'crowd' in the curriculum.

We are uncertain that providing the nominated hours in blocks suggest language continuity at the secondary school. Rather, they suggest these are points where students can opt out, when languages should be part of a core curriculum until Year 10, so that students have the choice of continuing.

6. Curriculum Design for Languages

The aims of learning languages

The relevance for 1st language learners would need to be covered well in making comparisons between languages and 'stepping outside the known space of their own language and culture as communicators 'across languages'.

The aims seem to concentrate on the personal benefits for learners and there is no mention of the benefits for the learner's life chances and for the community. For languages to gain in the wider community and for systems to invest in languages education, the benefits for the wider community need to be included in the aims. Suggestions could be:

- a) Communicating in the target language
 - increase their repertoire of skills for employment in a global and plurilingual community
- b) Understanding language, culture and their relationship etc.
 - Learners develop intercultural language skills and respect for other languages and cultures for life in a multicultural workplace and global community
 - Learners learn about languages and the skills for learning languages that can be transferred to new languages in the future
- c) Self-awareness: understanding self as communicator
 - Learners understand how learning languages increases their options to communicate ideas and information effectively across cultures.

The organisation of learning in language: strands

Classifying strands is problematic and views about this are diverse.

The first two strands are clear with respect to what is intended by the document, but there is no mention of how skills in learning languages can be transferred to learning new languages.

If we believe that all languages and different pathways are valued, and as some students will begin a new language in secondary school, the time spent in Primary schools learning languages should not be viewed as wasted time. This is also relevant to when students change schools or states, that they have a set of skills transferable to new languages.

A suggestion for Skills (knowing how) would therefore be:

- Learning how to learn languages

And to support this, a specific mention of 'terminology' in the Knowledge section. For example:

- Knowledge of the terminology used to describe language systems

This is especially relevant to learners reclaiming and revitalising languages.

The third strand of 'Reciprocating' is not clear. Using one word is consistent with the other strands, but is perhaps not possible to express clearly what is intended. Perhaps a graphic representation would help people understand what is meant, given that we live in a visual world and this strand is dealing with abstract ideas. The paragraph takes close reading to digest. The explanation suggests a high level of language proficiency is required to demonstrate this strand, and how this is scaffolded down to be achieved in F-6 with so few hours of learning is uncertain. Professional development is required.

A suggestion to replace this third strand could be: "**Exploring identity: interpreting self in relation to others**". It makes clear that languages are inextricably linked to identity, something not understood by systems who are not convinced that you need to learn the language to access deep understandings of the cultures within the communities. Many in the educational and wider community believe you can learn all you need to know about a culture in English, and that the English language can effectively convey the meanings and identity within other languages and cultures.

General capabilities and languages

Where is '**Numeracy**' in the document? Learning about other cultures necessarily involves dealing with numeracy skills e.g. time, space, measurement, currencies, graphs etc either in the presentation of ideas and information, or the creation of texts in the target language, which includes intercultural perspectives of the target language. Not everyone thinks the same way about numbers etc.

Literacy: This statement is not strong in light of the reference to the section on page 17.

The reality for many language teachers is that others don't believe or know how learning languages supports the literacy goals for schools, including teachers of English. Some believe that those learning English as a new language should not learn other languages, as it inhibits their skills in learning English, and so withdraw students from class, some withdraw students with disabilities believing language will be too hard for them.

ICT skills: More can be made of this section.

As our students are living in a western world dominated by global media and communications technology, intercultural language skills are integral to their ability to interpret and create multimedia products.

ICT technologies are excellent tools to deliver aspects of languages curriculum, to engage students and to manage diversity. The potential for collaboration across classrooms and cultures to deepen intercultural language skills is available now and being used by teachers in Victoria.

Critical and creative thinking: This section is very good, and often not understood by others outside of languages education.

Ethical behaviour: Also very good.

Personal and social competence: This is indeed one of the true benefits of learning languages in learning to identify cultural practices for personal and social interactions across cultures, especially face-to-face interpersonal skills.

Intercultural skills: More needs to be made of the specific relevance to language learning. As mentioned before, many believe that English is sufficient to develop intercultural skills, and don't accept the inextricable relationship between languages and cultures.

Rather than direct people to the reference, why not summarise key aspects here.

The document could point out how the language teacher(s) and language/s taught at the school are rich resources for other areas of the curriculum in collaborating to develop integrated units to promote deeper understandings of those areas, and of the language/s and cultures taught. With content-based programs, the language program could enhance or deliver some of the outcomes from other learning areas in the curriculum.

General Capabilities and Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures: There should be more than just scope for making comparisons across cultures, as these languages and cultures are the first languages and cultures of the Australian community and should be honoured in all language classrooms.

The importance of using appropriate protocols or where to go for information about protocols should be stated here with a reference to where to find information about protocols.

Sustainability: Agree with statements but more could be made of relating this to languages education. A suggestion would be:

- Learning languages provides access to deeper understanding of other worldviews and how other cultures have related to their environment over time. These intercultural language skills are necessary to open respectful discussions pertaining to sustainability of the planet and finding creative solutions to global challenges.

Key considerations for developing the Australian Curriculum

Curriculum Development

After review of the Draft with respect to the feedback, it could be used to develop curriculum. Please consider feedback provided previously, as we don't need to repeat ourselves. The key considerations are based on a presumed acceptance of the document as it stands.

The first statement (p30) for consideration needs to reflect the expectation that all students will learn languages other than English as part of a core curriculum, and reflect our plurilingual citizens. So, a suggestion would be:

- (i) That the Australian Curriculum: Languages is designed to enable all students in Australia to engage in learning languages in addition to English.

This allows and values the possibility to learn more than just one language in addition to English, the reality for some students.

In reference to (iii) to (vi): We are not convinced that specific criteria are useful without a generic set of achievement standards; and that hours spent in class does not necessarily equate to what should be achieved, especially if the program is not well resourced with a qualified professional language teacher, a challenging age-appropriate learning program, the cooperation of students for sharing

responsibility for their learning, and importantly, the public support of the Principal and leadership team. There should also be high expectations that all students can learn languages.

Tagging standards to year levels is problematic because of the diversity in delivery across the nation, and of the diversity of learners themselves. Assessing the level of achievement reached on its own allows for diversity of learners, who may take longer or be faster in achieving the same outcome for a whole range of reasons not related to what year level they are in, or if they choose or are unable to engage in their learning due to personal circumstances. It also allows for the diversity of learning environments be it time on task, learning resources available, access to a qualified teachers etc.

We strongly advocate for a system to compare proficiency levels across languages by using some form of generic scale like an enhanced European A1-C2 framework, which can be understood by all as a guide to what students can do in the language. We believe employers would respect that more, as would parents. We recommend statements that everyone can understand. We don't see the need to re-invent the wheel or believe that Australian students are somehow different to others around the world. We respect that the document is advocating a contemporary approach to languages curriculum, and the simple statements can reflect that view.

We recommend mentioning the different stages of learning and how this affects the design of age-appropriate curriculum. We strongly advise mentioning that research into the development of the brain and how memory works can inform language teaching and the design of curriculum programs.

(ix) We believe that choosing only two languages to begin writing curriculum will have devastating effects to the breadth of languages being learnt in Australia. It prolongs the process unnecessarily for well-established languages being taught now, and those hoping to gain ground, especially as there is continual mention of language specific curricula. Other languages will always be 'behind', as is the case when a specific language is named and materials are developed for that language, and materials for other languages taking so long to be developed, that we are at the next stage of curriculum review before that process is complete.

If Chinese and Italian are chosen as the first two languages to be developed, then this needs to be made very clear that they are a model for all languages, as it could be inferred that these are preferred to others. Any model of assessment should reflect the level of proficiency expected to be gained with common conditions of learning from Foundation to Year 12, and these conditions clearly articulated, and the link between the two stressed.

Diagrams: The AGTV endorses the comments from the AFMLTA submission on the diagrams showing the different pathways.

We are concerned that the focus on the learning of languages from P to 10 will reduce the number of languages being offered in secondary schools and add enormous pressures to teacher supply, which if not met, will only serve to feed the arguments of opponents to having languages in the curriculum.

We are not convinced that a continuous pathway from Primary to Secondary guarantees the retention of students. The retention rates of students learning German to Year 10 and beyond in Victoria is above average in comparison to other languages. This is often the case when German is not offered as the language in feeder schools. The retention of students of German at Victorian universities is also very high, many of whom take the opportunity to study in Germany with scholarships funded by the German government through the DAAD service. [see <http://ic.daad.de/sydney/>]

There needs to be flexibility in the delivery of programs. Teachers of German in mainstream schools in Victoria are trialling new ways to teach in the 21st century. For example:

- A content-based program at Caulfield GS (relating to other areas of the curriculum)

- Blended Learning and global collaboration at CLC Eltham
- VET Certificates in LOTE at Marist-Sion in Warragul
- Using ICT at Bendigo South East College
- Virtual classrooms in the Wimmera
- Intercultural global projects at Oberon HS

Once again, an enhanced European A1-C2 framework for assessing achievement would allow for flexibility and innovation of achieving the goals of languages education across Australia.

Paragraph 77, 78 & 79: The criteria for staging of language-specific curricula use terms that could be applied to all equally to all languages e.g. languages of global importance. All languages are valued and are of global importance.

We are concerned that delaying the development of curriculum for all languages named will impact on the support for other languages from these countries and from school leadership teams by suggesting that some languages are more highly valued than others. It is already having an affect in Victoria, a stronghold for languages education.

Concluding Comments

German is the most widely spoken first language in Europe and the second most learnt language after English in Europe. German is being learnt throughout the world.

German teachers in Victoria collaborate across schools and systems through the AGTV Committee and 12 AGTV Networks across Victoria and with colleagues throughout Australia.

The AGTV is a founding member of the Network of Australian Teachers of German (NATG). We endorse the statements relating to languages on the NATG website *AusDaF*:

Statement on Languages Education from the NATG

The Network of Australian Teachers of German (NATG) values and supports the learning and teaching of all Languages in Australia. The learning of Languages strongly supports all of the goals of the Melbourne Declaration, particularly with respect to developing active and informed citizens who:

- *appreciate Australia's social, cultural, linguistic and religious diversity*
- *are able to relate to and communicate across cultures*
- *are responsible global and local citizens*

German is a valuable and important language to learn in Australia. German is the most widely spoken language in Europe and is being learnt by students throughout Australia and the world.

There is comprehensive support for teachers of German in Australia including:

- *Regional, State and Territory, and national teacher networks*
- *Outstanding professional development opportunities within Australia and overseas*
- *High quality curriculum resources for Primary and Secondary schools*
- *State or Territory and national competitions and events for students*
- *Promotional and cultural events for students and the wider community*
- *Scholarships and exchanges for teachers and students to German-speaking countries*
- *Support from the German-speaking communities and businesses in Australia and beyond*
- *Cooperative partnerships with government and curriculum authorities.*

The NATG is committed to developing further the collaborative partnerships we share for the promotion of German with the associations and networks for German throughout Australia and in partnership with Goethe-Institut Australia and the German-speaking communities in Australia and beyond.

[Extract from the Curriculum section on: <http://www.ausdaf.edu.au/>]

Thank you for providing an opportunity to comment on the Draft document. The AGTV appreciates the work that has been completed so far. We look forward to ongoing opportunities for consultation in the development of this important initiative for languages education in Australia.

We also look forward to significant funding to educate and employ teachers for implementing languages across Primary and Secondary Australian schools, and a vigorous public education program to promote the value and learning of all languages, without which the goals for increasing languages education in Australia will be compromised.

Quotes:

EU Goal: All citizens to speak 1st + 2 additional languages

“The ability to communicate in several languages is a great benefit for individuals, organisations and companies alike. It enhances creativity, breaks down cultural stereotypes, encourages thinking ‘outside the box’, and can help develop innovative products and services.”

Leonard Orban – European Commission

Australian Chamber of Commerce

“To effectively participate in a globalised world there should be the compulsory learning of a foreign language from 7 years or earlier.”

‘Skills for a Nation: A Blueprint for Improving Education and Training 2007-2017’, April 2007

Submission Prepared by the Executive of the AGTV

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*The AGTV is developing a new website that reflects the extent to which German is spoken in Europe and being learnt around the world, and the transferable skills learning German has for intercultural language skills.

Appendix:

- European Framework of Reference for Languages Global Scale
- Self-assessment grid

Common European Framework of Reference for Languages

Global Scale

Proficient	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.
User	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	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.
User	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 & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	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.
User	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 clearly and is prepared to help.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	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 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 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 programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	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 films in standard dialect.	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 names, words and very simple sentences, for example on notices and posters or in catalogues.	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.	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.	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.	I can understand long and complex factual and literary texts, appreciating 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, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a 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'm trying to say. I can ask and answer simple questions in areas of immediate need or on 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 social 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 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 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 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 ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	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 most recent job.	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 narrate a story or relate the plot of a book or film and describe my reactions.	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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	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, 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.	I can express myself in clear, well-structured text, expressing points of view at 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 in mind.	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 notice and remember significant points. I can write summaries and reviews of professional or literary works.

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