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FOR TEACHERS OF FOREIGN LANGUAGES WITH REFERENCE TO THE CEFR

Mastering a foreign language is one of the keys to access the new period of globalization in education, science, economy, politics, and social life. Education is becoming global and both learners and teachers are now able to pursue their further education and academic careers throughout the world.

All these changes have brought the international world of educators together and they are creating global programs which are comparable from one country to another.

Authentic use of language and an emphasis on the communicative skills of the learners will be the focus of this approach.

The world is adopting this new, as Uzbekistan more effective approach to foreign language teaching, learning and assessment and it is our responsibility to keep up with the best practices on behalf of our students and the country's future.

The CEFR is the most comprehensive, and the most widely used set of foreign language education standards throughout the world. Please note that it does not tell language professionals what their objectives should be. Both curricula and assessments for language learning need to be developed for, and adapted to, the context in which they are to be used.

The CEFR started as a reliable way to compare the curriculum, the qualifications and the assessments of different schools, different colleges and universities in the same country or different countries.

It is the result of thousands of teachers and researchers establishing detailed descriptions of language proficiency at different levels.

The CEFR provides a reference point for language competency around the world as in the Table N1:

Global scale	CEFR	General Level	TOEFL (ICT)	Uzbek system of Education	IELTS Level
Proficient User	C2	Advanced	110–120	–	IELTS 8–9
	C1	Upper–Intermediate	100–110	C1	IELTS 6.5 –7
Independent User	B2	Intermediate/Upper Intermediate	80–90	B2	IELTS 6
	B1	Pre-Intermediate	65–75	B1 – B1+	IELTS 4.5–5.5
Basic User	A2	Elementary	60	A2–A2+	IELTS 4
	A1	Beginner	–	A1 – 1-4	IELTS 0–2

The result is a framework designed to provide a descriptive means of comparing and guiding the objectives, achievement standards, and qualifications of learners in different national and local contexts. It has expanded to include the many skills (or ‘competences’) needed by language learners, and therefore is a guide to appropriate curricula, appropriate learning activities and appropriate assessments.

The competences are classified into six levels of proficiency, as is shown in **Table N2**:

C2	Proficient User
C1	
B2	Independent User
B1	
A1	Basic User
A2	

The detailed global descriptions for the levels range from C2 to A1 in Global CEFR Scales in **Table N3**

Proficient User	2	<ul style="list-style-type: none"> • 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.
	1	<ul style="list-style-type: none"> • 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	2	<ul style="list-style-type: none"> • 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.
	1	<ul style="list-style-type: none"> • 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 User	2	<ul style="list-style-type: none"> • 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.
	1	<ul style="list-style-type: none"> • 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.

The CEFR does **not** ignore grammar, but it does not encourage the teaching of a ‘passive’ knowledge of grammar, nor does it make grammar the **primary** objective of the curriculum. For example there is no objective such as “the learner knows relative clauses”. Each objective describes a communicative use of the language, so we may see, for example, “the learner can give detailed descriptions of people, places, and events in complex sentences”. This would require the use of ‘relative clauses’, so they will appear in the supporting list of grammatical items to be taught at that level, along with a list of required vocabulary authentic to their field. So the CEFR encourages the **active, purposeful use of grammar** in the appropriate context.

1. Grammar, along with other language items, will appear on the syllabus, not in the curriculum.

2. An example of what grammar **might** be needed at each level is created already by CEFR descriptors. Please note that this can be adapted for different courses and contexts according to their chosen specialities - it does not necessarily apply to all courses.

3. For more information about the content of a syllabus in vocabulary, other language items, and topics or themes, please see the Appendix N2: British Council/EAQUALS Core Inventory.

According to these main requirements as a User all CEFR Learner, Teacher or Assessor have to follow the level of teaching, learning and assessing. In this case all objective and subjective view will be accumulated in one direction – for the result.

Course documents. A course needs a set of documents, available to all teachers and all learners in certain course or subject. It might be designed using different sources according to the objectives of the curriculum and the level:

1) The curriculum detailing the “can do” statements for that level (C2, C1, B2, B1, A2 or A1).

2) A syllabus listing the themes, topics, functions, grammar, vocabulary, and other language items required to support and fulfill the curriculum objectives at that level.

3) A proposed scheme of work (yearly, weekly, daily plans) for teachers, including recommended resources.

4) A formative and summative assessment scheme for that level.

By describing the outcomes of a curriculum and its assessment in terms of what a learner **can do** in English, the CEFR encourages:

- the design of a **communicative curriculum**,
- teachers to **teach communicatively**,
- the design of **assessments that show a learner’s communication skills**.

It is very important that the assessment matches the course so that it tests learners’ communicative skills.

REFERENCE

1. CEFR Guidebook at Common European Framework of Reference for Languages www.coe.int.
2. Manual at Manual for Relating language examinations to the CEFR//www.coe.int/.../Manuel1_EN
3. The Association of Language Teachers in Europe (ALTE) has established a six-level framework of language examination standards.
4. British Council/EAQUALS Core Inventory (print pages 6, 19–36).