

CORRESPONDING LEVELS AND TEST SCORES

Theoretical framework for analyzing language levels without an associated assessment test.

Referenzniveau des Gemeinsamen Europäischen Referenzrahmens (GEr): Eine Beschreibung der Business Englisch Sprachschule OWL Level in Korrelation zum Europäischen Referenzrahmen für Sprachen finden Sie unten.

(CEFR) Common European Framework of Reference	Elementary			Communication			Conversation			Negotiation		Near native speaker-B2 / B2.3		Native speaker level C1 / C2														
	A1	A1-...+	A1-...+	A1-...+	A2-...+	A2-...+	A2-...+	B1-...+	B1-...+	B1-...+	B2-...+	B2-...+	B2-...+	B2-...+	B2-...+	B2-...+	C1-...+	C1-...+	C1-...+	C1-...+	C2-...+	C2-...+	C2-...+	C2-...+				
VEL(S) SKILLS LEARNED or RUBRIC	<p><b>Beginner/Novice</b> has no previous knowledge or has never studied... Learn the basics of the specific target language including greetings and how to ask questions. Use "survival language" and create sentences.</p>			<p><b>Intermediate</b> can deal with or interact in many basic day to day activities and make simple plan with others. <b>Breakthrough...</b> learn to interact in a simple, direct way and provide descriptions about people and places, learn how to ask and answer questions.</p>			<p><b>Intermediate/Advanced Low</b> can communicate and understand simple routine tasks, deal with predictable day to day activities and solve basic problems. <b>Waystages...</b> Learn to describe appearance and personality, scenes and pictures, even past experiences and vacations. Successfully make plans and write short personal letters.</p>			<p><b>Intermediate/Advanced Low</b> can describe experiences, events and deal with familiar everyday activities and handle situations when traveling. <b>Threshold...</b> Understand the main points in conversation and texts in subjects such as family, work, school, leisure, food, and relationships. Learn how to organize ideas in a clear manner.</p>			<p><b>Intermediate Middle</b> can deal with simple key tasks at school and at work, give complex presentations, write complex essays, and interact easily with native speakers. <b>Vantage...</b> Learn how to use conditionals to discuss talking about risks, regret, wishes and hypothetical situations. Connect phrases and thoughts in a simple way. Present detailed descriptions on a wide range of subjects such as literature, art, money, health and medicine. Develop lengthy narrations regarding personal experiences and their significance.</p>		<p><b>Intermediate/Advanced High</b> can understand the main ideas of complex texts on both concrete and abstract topics and write about current affairs. Can produce language appropriate for a university course. <b>VGC-Very Good Command...</b> Has the ability to understand a wide range of demanding, longer texts including those about historical events and find implied meaning. Use clauses to relate thoughts and viewpoints on mysteries and hypothetical situations.</p>		<p><b>Advanced</b> can deal with complex tasks at school and at work. You have an excellent command of the language being consistently fluent, accurate and organized. <b>Effective operational proficiency...</b> Understands most everything heard or read even in a fast, native speed and summarizes the subject matter in a clear manner. Expresses themselves effectively in social, academic and professional situations and formulates ideas and opinions with precision. <b>(EOP Effective Operational Proficiency)</b></p>						<p><b>Proficiency</b> can use language fluently, accurately and appropriately with an exceptional level of fluency, communicate as a natural speaker... <b>Mastery...</b> Expresses complicated thoughts, descriptions and viewpoints with natural turn-taking, referencing and allusion making. Focus on colloquialisms, phrasal verbs, and useful slang. <b>MASTERY</b></p>					
Description(s)	<p>Understands familiar everyday words, expressions, and very basic and simple phrases aimed at the satisfaction of needs of a concrete type. Your language is sufficient enough to answer simple everyday questions and answers.</p>			<p>Understands sentences and frequently used expressions (personal and family information, shopping, local geography, employment, travel, work-life). Capable of understanding simple daily business questions and expressions as well as basic phrases in regards to work. Interact in a simple way with communication.</p>			<p>Understands the main points of clear, standard input on familiar matters regularly encountered in work, school, &amp; leisure. Capable of understanding basic business correspondence and follow more sophisticated communication as related to work and international contacts, reports, minutes, email, telephone conversations.</p>			<p>Understands the main ideas of complex text or speech on both concrete and abstract topics, including technical discussions in his field of specialisation. Can understand the majority of films, TV, news and current affairs in in standard dialect.</p>		<p>Understands a wide range of demanding, longer texts, and recognises implicit or nuanced meanings.</p>		<p>Understands with ease virtually every form of material read, including abstract or linguistically complex text such as manuals, specialized articles and literary works, and any kind of spoken language, including live broadcasts delivered at native speed.</p>														
AREAS OF COMPETENCE	<p><b>Level I</b></p>																											
Comprehension (Reception) READING	<p>By using aids such as dictionaries and illustrations the learner can understand clearly defined information in simple structured text that are very frequent in use to their field of work. They can understand the content of short messages relating to everyday work life when these are spoken clearly and slowly and there is an opportunity to listen to them more than once.</p>			<p>Using aids such as dictionaries and illustrations the learner can quickly understand details contained in texts that are in frequent use in their field of work. They can understand virtually all the content of messages when spoken clearly and at an appropriate, natural speed when the items of information are not too close together and there is an opportunity to listen to the message more than once. Can find simple predictable information in simple everyday material such as advertisements, prospectus, menus, and timetable and can understand short personal letters.</p>			<p>The learner can analyse and understand fairly complex text in his/her field of work, using words of reference if necessary. He/she can follow Messages spoken at a natural speed and recognise and record the main ideas even when these are spoken with a slight regional accent. Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Understands contemporary prose (compositions, stories, essays, fiction, euphemism).</p>		<p>IV: Managing communication... Learner has a strong command of the language being able to express themselves in a business context fluently and spontaneously. Recognises idiomatic expressions and can follow complicated negotiations at a normal speed. Is able to correspond in business topics at any level and near native language proficiency. Can understand long and complex factual and literary texts, appreciating distinction of style. Understands technical instructions and articles even when they do not</p>						<p>V: Mastering communication... Uses the language and idiomatic expressions as a native speaker. Uses the target language at native proficiency. Can communicate in any business situation with ease. Reads with ease virtually all forms of writing, including abstracts, structurally or linguistically complex texts such as manuals, specialized articles and literary works.</p>													
Production SPEAKING	<p>The learner can fill in forms used in everyday working life and form short sentences. Acting on clear instructions, he/she can successfully undertake more extensive text production with the aid of dictionaries and/or a repertoire of text modules. The candidate has sufficient knowledge of the language at his/her disposal to convey the most commonly used, job-related factual information (even if the language employed is not always completely correct).</p>			<p>Can produce standard written and oral messages in the foreign language to a relatively high degree of language accuracy, acting on instructions and with the aid of works of reference. Can express functional information concerning their field of work comprehensibly in the foreign language despite a limited range of vocabulary. Can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe their reactions.</p>			<p>The learner can compose text and convey messages that are typical of his or her field of work with a general high degree of language accuracy and stylistic appropriateness of form, without necessarily having to resort to the use of works of reference. Can present clear detailed descriptions on a wide range of subjects related to their field of interests. Can explain a viewpoint on a topical issue giving the advantages of various options.</p>		<p>Uses the language at or near a native speakers level. Presents clear, detailed descriptions of complex subject matters, developing sub-themes and developing particular points and an appropriate conclusions. Presents a clear descriptive argument, with the style appropriate to the context and with an effective logical structure.</p>																			
Interaction/Understanding LISTENING READING SPEAKING	<p>The learner can render or recognize in their native language simple facts expressed in the foreign language or, in the foreign language, express in his/her own words simple facts given in the native language, using words of reference. Recognizes familiar words and very basic phrases concerning themselves, family, and immediate concrete surroundings when people speak slowly and clearly.</p>			<p>The learner can render or recognize in their native language facts expressed in the foreign language or reproduce in the foreign language things given in their native language, using words of reference. Of primary concern is the appropriate context of the content, not the accuracy of the language and the suitability of the style. Can write simple connected text on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions. Understands the main points on familiar matters regularly encountered in work, school, leisure, etc. Understands the main points of man radio and TV programmes on current affairs or topics of personal or professional interests when the delivery is relatively slow and clear.</p>			<p>The learner can present clearly in their native language fairly complex information expressed in the foreign language, or, vice-a-versa, convey in their own words the message, while paying attention to stylistic appropriacy, fairly complex information given in their native language using words of reference. Can write clearly detailed texts on a wide range of subjects related to their interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences.</p>		<p>Uses the language at or near a native speakers level. Complex, well structured texts, essays, reports and style appropriateness with the reader in mind. Smooth flowing text, effective logical structure, remembering and summarizing professional or literary works. Expresses themselves fluently and spontaneously without much obviousness searching for expressions. Is flexible with the language in social and professional settings. Can formulate ideas and opinions with precision. Can take part effortlessly in a conversation or discussion and has a good familiarity of idiomatic expressions and colloquialisms. Can convey shades of meaning precisely.</p>																			
Interaction SPEAKING	<p>The learner can cope with simple conversation situations in the foreign language dealing purely with the exchange of information in his/her field of work, making use of the help provided by the person to whom he/she is talking. He/she is aware of into cultural differences existing between the speakers of the two languages. He/she is able to react to very frequently used, standard written messages using the simple language at his/her disposal. Pronunciation, choice of vocabulary and use of structure may still be strongly influenced by his/her mother language.</p>			<p>The learner can cope with conversational situations in the foreign language that arises frequently in his or her field of work, on occasion making use of the help provided by the person to whom he/she is talking, and react to the standard written message. He/she can also express and explain his/her own opinions and plans. In the process, they are able to take into consideration the most important inter-cultural differences existing between speakers of the two languages. Pronunciation, choice of vocabulary and use of structures may still be influenced by the native language. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can inter unprepared into conversations where topics are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>			<p>The learner can cope confidently with conversational situations in foreign language that relate to their field of work. In the process, they can also take the initiative and adapt to the needs and wishes of the other person. They can react to fairly complex written pieces of text as the situation demands. They can explain things in details and maintain a standpoint both in writing and orally. In this context, they are able to pay appropriate attention to the inter-cultural differences existing in the occupational environment of the speakers of the two languages. Although the influence of the mother language may still be recognizable with regard to articulation, choice of vocabulary and use of structures, they have an appropriate idiomatic mode of expression at their disposal. Can interact with a degree of fluency and spontaneity that takes regular interactions with native speakers quite possible. Can take an active part in discussions in familiar contexts, accounting for and sustaining their views.</p>		<p>Uses the language at or near a native speakers level.</p>																			
Bloom's Taxonomy	<p><b>REMEMBERING:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and</p> <p><b>UNDERSTANDING:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate</p> <p>Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why.</p>			<p><b>APPLYING:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and skills in a different way. Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize</p>			<p><b>ANALYZING:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Analyze, Assume, Categorize, Classify, Compare, Conclude, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Infer, Inspect, List, Motive, Relationships, Simplify, Survey, Take part in, Test for, Theme</p>		<p><b>EVALUATING:</b> Present and defend opinions by making judgments about on a set of criteria. Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Describe, Defend, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value</p>		<p><b>CREATING:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory</p>																	
	Elementary / Basic User (elementare Sprachverwendung)										Independent User (selbständige Sprachverwendung)										Consistent / Proficient User (kompetente Sprachverwendung)							
	ESL or English as a Second Language Program										Speciality Program																	