

A History of CEFR

CEFR was created by the Council of Europe

The Council of Europe was founded in 1949.

When the Council of Europe was founded, Europe was divided from East to West. The main aim of the council of Europe was to protect human rights, the rule of law, and pluralist democracy. The founding members were (*Look at the map and guess the countries!*) _____,

_____, _____, _____,
_____, _____, _____,
_____, _____, and _____.

It now has 47 member-countries.

Membership was and is open to all countries who respect the council's _____. Over the years, countries in the Council of Europe have worked together to promote international cooperation and _____ common problems.



advanced 高度な agreement 合意、協定 appropriate 適切な、ふさわしい assessment
評価 competence 能力 Council of Europe 欧州評議会 foster 育成する independently
自主的に methodology 方法論 pluralist 多元主義の principle 原理、原則 proficiency
熟達、能力 promote 促進する qualification 資格、能力 scale 尺度 tackle 取り組む

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Council of Europe and Foreign Language Education

The Council of Europe's work in the language field began when they signed an _____ at the "European Cultural Convention" in 1954. In this agreement, each member state promised that it would _____ the study of its own language, history, and civilization. Then, in the 1970s, it began a program for the modernization of language teaching.

1971: The Idea for CEFR is Born

Please put in order:

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

- A As a result of this project, three language levels were defined:
- B In 1971, a symposium was held in Switzerland.
- C These language learning skills and abilities also had to be related to the council's principles: protecting human rights and the rule of law as well as fostering a pluralistic society.
- D They began a "Council of Europe Project" to decide the types of language skills and abilities necessary to live and work in European countries.
- E They discussed foreign language education for adults.

Waystage: The learner can engage in some simple communication.

Threshold: The learner can communicate _____.

Vantage: The learner can communicate smoothly, at an _____ level.

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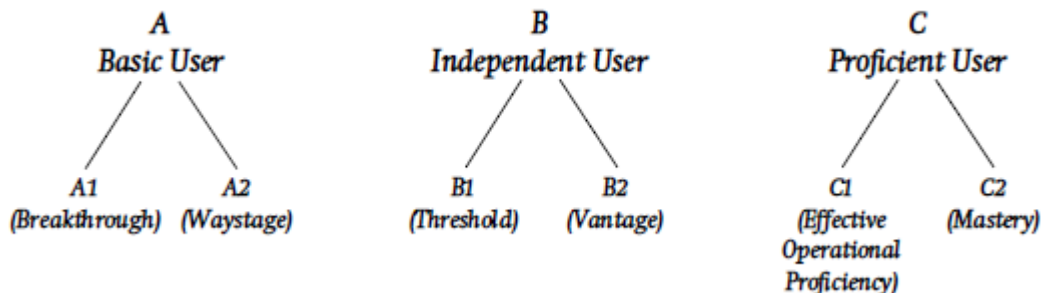
1991: The Beginning of CEFR

In 1991, a second symposium was held to create language learning _____ that could be used throughout Europe in countries with different educational systems. After this symposium, they began to make the Common European Framework of Reference (CEFR). CEFR describes

- (1) the objectives and methods for language learning and teaching
- (2) curriculum and course design.
- (3) materials design and _____.

2001: First Version of CEFR is Released

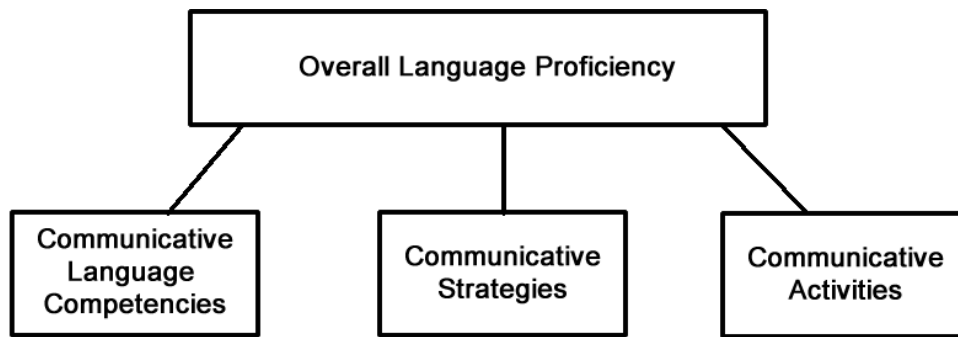
In 2001, the [Council of Europe published the Common European Framework of Reference](#). First it contained a six-level _____ of language proficiencies from A1 to C2.



CEFR gives teachers a model of language proficiency that is shown below. Communicative language _____ are communicative abilities. Communicative activities refer to the communicative things that a learner can do. Communicative strategies refer to how learners use their abilities to accomplish a communicative activity.

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In addition to this, CEFR introduces various teaching _____ and various ways to assess. CEFR does not tell teachers how to teach nor what objectives to make. Teachers are supposed to make their own objectives and use methodologies _____ for their schools.

**Do you think CEFR is appropriate for primary school in Japan?
List some advantages and disadvantages.**

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