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ACTFL

H195 A 1005-9245 2024 03-0117-08

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2021 3 24

HSK HSKK
YCT

GF0025-2021

2023 6 CNKI
81
43
12
9

7 7

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2008

2014

② ACTFL
 “ ” Performance Descriptor
 ACTFL
 Do Statements^③ NCSSFL-ACTFL Can-

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CEFR				ACTFL	
	C2 Mastery			Distinguished	
	C1 Effective Operational			Superior	
Independent User	B2 Vantage			Advanced	high
	B1 Threshold				mid
Basic User	A2 Wantage			Intermediate	low
	A1 Breakthrough				high
				Novice	mid
					low

1

ILR

500

HSK

150

300

600

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		A1	160	
	3	40	A2	
180	4	45	B1	
225	5	45	B2	
270	6	45		
C1	450			

Liskin-Gasparro

ILR 0+

② 0

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① <https://www.afshanghai.org/>.

② ILR

Interagency Language Roundtable scale

0 0+ 1 1+ 2 2+ 3 3+ 4 4+ 5 11

ILR

ILR 0/0+

The Correspondences are Attributed by the Center to an ACTFL Administrator

A1

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Communication
Presentation

Interpersonal
Interpretation

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Global Tasks & Functions /
Context/Content Accuracy
Text Type ^①

On the Teaching Application of “ Chinese Language Education” from a Comparative Perspective

1. School of International Chinese Studies

2. Research Center for Global Chinese Language Development East China Normal University Shanghai 200062

Abstract:

for Language Learning Teaching Assessment this paper clarifies the nature of Chinese Proficiency Grading Standards for International Chinese Language Education. It goes on to discuss the teaching application of the Chinese Proficiency Grading Standards for International Chinese Language Education from the aspects of teaching concept curriculum lesson type teaching resources and teaching method and put forward corresponding suggestions for possible misunderstandings. This paper points out and special attention should be paid to the concepts of language teaching such as equal emphasis on structure and function and the trinity of knowledge skills and communication so as to avoid the old road of learning for the sake of examination.

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