
From: ESCT, BA-Team
To: Dr. Bryan Beyer, Dean CAS
Re.: Transfer Credit for Language Learning
Date: January 2015

ESCT Korntal respectfully requests credit to be granted to students in the BA-Program at Korntal according to the following guidelines:

a) World Languages

(e.g. English, Spanish, French, German, which are not a student's mother tongue).

Students may earn a maximum of 12 credit hours per language as is congruent with the program level goal of preparing students for cross-cultural life and ministry. 6 hours are applied to the General Education requirements (B1, B2) and 6 hours to the electives (C1, C2).

b) Ministry Languages

Students may earn a maximum of 12 credit hours as part of their

- o Culture and Theology Major/General Studies Major for documented competency on level A1, A2 = 6 cr.hrs.
- o Electives for documented competency on level B1 and B2 = 6 cr.hrs.

Rationale:

Language is key to successful ministry and cross-cultural communication because:

- a) World languages like English, Spanish or French are often used as official languages by governments as well as cross-cultural teams on the field.
- b) The local language of the targeted people group is one of the most important keys not only for communication, but for getting an understanding and insight into the culture, their values and worldviews.

With provision for extensive language studies within the program, we would like to encourage our students to invest richly into language studies for the sake of reaching the nations for Christ.

Evaluation of Language Learning & Credit Allocation:

- a) Competency will be evaluated using results of standardized language tests. Credits will be awarded according to the Common European Framework of Reference for Languages (page 2).
- b) Where no such tests are available (tribal languages) the language competency will be evaluated by a linguistic expert using the same Framework

Level A1 = 3 credits

Level A2 = 3 credits

Level B1 = 3 credits

Level B2 = 3 credits

Level C1 = 3 credits

Level C2 = 3 credits

Reaching the competencies required for the various levels in a world language and tribal language is very challenging and we do not expect too many students to earn the theoretical maximum of 24 credit hours for two languages.

The Common European Framework of Reference for Languages:

http://www.coe.int/t/dg4/Linguistic/CADRE_EN.asp

Language Learning & Teaching Assessment, abbreviated as **CEFR**, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries (for example, Colombia and the Philippines). It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see supporting document on CEFR) are becoming widely accepted as the European standard for grading an individual's language proficiency:

		A1	A2	B1	B2	C1	C2
U N D E R S T	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.
	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.
	Writing	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.
	Spoken Production	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.
	Reading						

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