

COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

COMPANION VOLUME  
WITH NEW DESCRIPTORS

Provisional Edition

September 2017



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référence pour les langues :  
apprendre, enseigner, évaluer.  
Volume complémentaire avec de  
nouveaux descripteurs*

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# Preface with acknowledgements

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This companion volume to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) represents another step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and beyond.

This Companion Volume was authored by Brian North and Tim Goodier (Eurocentres Foundation) and Enrica Piccardo (University of Toronto / Université Grenoble-Alpes).

Publication has been assisted by a project follow-up advisory group consisting of: Marisa Cavalli, Mirjam Egli Cuenat, Neus Figueras, Francis Goullier, David Little, Günther Schneider and Joseph Sheils.

In order to ensure complete coherence and continuity with the existing CEFR scales, the Council of Europe asked the Eurocentres Foundation to take once again the responsibility for co-ordinating the development of the descriptors published in this Volume, with Brian North co-ordinating the work. The Education Policy Division (Language Policy Programme) wishes to express its gratitude to Eurocentres for the professionalism and reliability with which the work has been carried out.

The entire process of updating and extending the illustrative descriptors took place in four stages:

**Stage 1:** Filling gaps on the original illustrative descriptor scales with materials then available (2014–2015)

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Sounding Board : Gilles Breton, Hanan Khalifa, Christine Tagliante, Sauli Takala

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ALTE	Can do statements
AMMKIA project (Finland)	Descriptors for grammar and vocabulary
Cambridge English Language Assessment	BULATS Summary of Typical Candidate Abilities Common Scales for Speaking and for Writing Assessment Scales for Speaking and for Writing
CEFR-J project	Descriptors for secondary school learners
Eaquals	Eaquals bank of CEFR-related descriptors
English Profile	Descriptors for the C level
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Sounding Board : Gilles Breton, Coreen Docherty, Hanan Khalifa, Ángeles Ortega, Christine Tagliante, Sauli Takala

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CIEP : Centre international d'études pédagogiques

Eaquals : Evaluation and Accreditation of Quality in Language Services

EALTA : European Association for Language Testing and Assessment

ECML : European Centre for Modern Language

FIPLV : International Federation of Language Teaching Associations

Instituto Cervantes

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<b>Greece</b>	
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Institute of Philology, Taras Shevchenko National  
University of Kyiv, Ukraine

Odessa National Mechnikov University, Ukraine

#### **United Kingdom**

Anglia Examinations, Chichester College, UK  
Cambridge English Language Assessment, UK

Eurocentres, Bournemouth, UK

Eurocentres, Brighton, UK

Eurocentres, London, UK

Experience English, UK

Instituto Cervantes, Manchester, UK

International Study and Language Institute,

Universidad Católica de Valencia, Spain  
Universidad de Cantabria, Spain  
Universidad de Jaén, Spain  
Universidad Pablo de Olavide, Sevilla, Spain

University of Gothenburg, Sweden

UNIL, EPFL, Switzerland

Universität Fribourg, Switzerland

University of Lausanne, Switzerland

ZHAW, Winterthur, Switzerland

IDV Bilkent University, Ankara, Turkey

Middle East Technical University,  
Ankara, Turkey

Sabanci University, Istanbul, Turkey

Sumy State University, Institute for Business  
Technologies, Ukraine

Taras Shevchenko National University of Kyiv,  
Ukraine

Pearson Education, UK

School of Modern Languages and Culture,  
University of Warwick, UK

Southampton Solent University, School of  
Business and Law, UK

St Giles International London Central, UK

Trinity College London, UK

University of Exeter, UK

University of Hull, UK

University of Liverpool, UK

University of Reading, UK

Kaplan International College, London, UK

NILE (Norwich Institute for Language Education),  
UK

Westminster Professional Language Centre

University of Westminster, UK

### **Uruguay**

Centro Educativo Rowan, Montevideo, Uruguay

### **United States of America**

Alliance Française de Porto Rico, USA

Cambridge Michigan Language Assessments

Columbia University, New York, USA

Eastern Michigan University, USA

ETS (Educational Testing Service), USA

Purdue University, USA

University of Michigan, USA

### **Taiwan / “Chinese Taipei”**

The Language Training and Testing Center,  
“Chinese Taipei”, Taiwan

# Foreword

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The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) was published in 2001 (European Year of Languages) after a comprehensive process of drafting, piloting and consultation undertaken by the Council of Europe in Strasbourg. Available in 40 languages the CEFR is one of the best known and most used Council of Europe policy instruments and has been the subject of [Recommendations by its Committee of Ministers and Parliamentary Assembly](#). The CEFR has also been adopted by the European Commission, including in their [EUROPASS project](#) and the project to establish a European Indicator of Language Competence.

The CEFR is one of a number of major initiatives in the language field by the Council of Europe in an engagement that has been continuous since 1964. Engagement in languages started as a means to increase international understanding, promote lifelong learning and increase the quality and practicality of language education in schools. It is evident that language education is fundamental to the effective enjoyment of the right to education and other individual human rights and the rights of minorities.

Since the CEFR was published, the engagement of the Council's Language Policy Programme has broadened, building on the success of the CEFR and other projects. A number of policy documents and resources that further develop the underlying educational principles and objectives of the CEFR are available, not only concerning foreign/second languages but also as regards the language of schooling, and the development of curricula to promote plurilingual and intercultural education. Many of these are available on the [Platform of resources and references for plurilingual and intercultural education](#), for example:

- ▶ [a Guide for the development and implementation of curricula for plurilingual and intercultural education](#));
- ▶ [a Handbook for curriculum development and teacher education concerning the language dimension in all subjects](#).

Others are available separately:

- ▶ [a Guide for the development of language education policies in Europe – from linguistic diversity to plurilingual education](#);
- ▶ [policy guidelines and resources for the linguistic integration of adult migrants](#);
- ▶ [guidelines for intercultural education and an Autobiography of Intercultural Encounters](#);
- ▶ [the framework of competences for democratic culture](#).

Since its launch, the CEFR, together with its related instrument for learners, the [European Language Portfolio \(ELP\)](#), has been a central feature of the Council of Europe's intergovernmental programmes in the field of education, including their initiatives to promote the right to quality education for all. The development of language competences is essential for social inclusion, mutual understanding and professional development. The CEFR has contributed to the implementation of the Council of Europe's language education principles, including the promotion of reflective learning and learner autonomy.

A comprehensive set of resources has been developed around the CEFR since its publication in order to support implementation and, like the CEFR itself, is presented on the Council's [CEFR website](#). However, regardless of all the support material provided, the Council of Europe has frequently received requests to continue to develop aspects of the CEFR, particularly the illustrative descriptors of second/foreign language proficiency. Requests have been made to complement the original illustrative scales with descriptors for mediation, reactions to literature and online interaction, to produce versions for young learners and for sign languages, as well as to develop more detailed coverage in the descriptors for A1 and the C levels. Much work done by other institutions and professional bodies since the publication of the CEFR has confirmed the validity of the initial research conducted in a Swiss National Science Research project by Brian North and Günther Schneider. To respond to the requests received and in keeping with the open, dynamic character of the CEFR, the Education Policy Division (Language Policy Programme) therefore resolved to build on the widespread adoption and use of the

CEFR to produce an extended version of the illustrative descriptors that complements the original ones contained in the body of the CEFR text. For this purpose, validated and calibrated descriptors were generously offered to the Council of Europe by a number of institutions in the field of language education.

However, for mediation, an important concept introduced in the CEFR which has assumed even greater importance with the increasing linguistic and cultural diversity of our societies, no validated and calibrated descriptors existed. The development of descriptors for mediation was, therefore, the longest and most complex part of the project that led to the production of this CEFR Companion Volume. Descriptor scales are provided for mediating a text, for mediating concepts, for mediating communication, as well as for the related mediation strategies and plurilingual/pluricultural competences. In addition, illustrative descriptor scales specifically for sign languages are provided, again informed by a Swiss National Science Research project<sup>1</sup>. Links to variants of the original CEFR illustrative descriptors scales produced for sign language in the **PROSIGN** project of the Council of [Europe's European Centre for Modern Languages](#) are also provided.

The fact that this extension takes the CEFR descriptors beyond the area of modern language learning to encompass aspects relevant to language education across the curriculum was overwhelmingly welcomed in the extensive consultation process undertaken in 2016–17. This reflects the increasing awareness of the need for an integrated approach to language education across the curriculum. Language teaching practitioners particularly welcomed descriptors concerned with online interaction, collaborative learning and mediating text. The consultation also confirmed the importance that policy makers attach to the provision of descriptors for plurilingualism/pluriculturalism. This is reflected in the Council of Europe's recent initiative to develop [a framework of competences for democratic culture](#), such as valuing cultural diversity and openness to cultural otherness and to other beliefs, world views and practices.

In addition to the extended illustrative descriptors, this CEFR Companion Volume contains an introduction to the aims and main principles of the CEFR that the Council of Europe hopes will help to increase awareness of all of the messages of the CEFR. The main functions of the CEFR are: (a) to provide a metalanguage for discussing the complexity of language proficiency and for reflecting on and communicating decisions on learning objectives and outcomes that are coherent and transparent, and (b) to provide inspiration for curriculum development and teacher education. To assist in these functions, each descriptor scale is now presented with a rationale.

In addition to the Companion Volume, [a new collation of descriptors relevant for young learners](#), put together by the Eurocentres Foundation, is also available to assist with course planning and self-assessment. Here, a different approach was adopted: descriptors in the extended illustrative descriptors that are relevant for two age groups (7–10 and 11–15) were selected. Then a collation was made of the adaptations of these descriptors relevant to young learners that appeared in ELPs, complemented with assessment descriptors for young learners generously offered by Cambridge English Language Assessment.

The Council of Europe hopes that this Companion Volume, with its extension of the CEFR illustrative descriptors to include areas such as mediation, plurilingual/pluricultural competence and sign language will contribute to the inclusive right to Quality Education for all, and the promotion of plurilingualism and pluriculturalism. It is important to note that the additions do not impact on the construct described in the CEFR, or on its Common Reference Levels. The Companion Volume, and in particular the descriptors for new areas, represent an enrichment of the original descriptive apparatus. Those responsible for curriculum planning for foreign languages and languages of schooling will find further guidance for promoting plurilingual and intercultural education in the [Guide for the development and implementation of curricula for plurilingual and intercultural education](#).

Sjur Bergan

Head of Education Department

Villano Qiriazzi

Head of Education Policy Division

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<sup>1</sup> The descriptor scales for sign languages will be added in December 2017. Validation is following stages similar to those undertaken in the main project.

# Introduction to the CEFR Companion Volume

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The *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*, and this current extension of it, are part of the Council of Europe's goal to ensure quality inclusive education as a right of all citizens. This CEFR Companion Volume is intended as a complement to the CEFR, which was published as a book in 2001 and which is available in 40 languages at the time of writing. The present document does not change the status of that 2001 publication.

Following this brief introduction, the Volume elaborates some of the key notions of the CEFR as a vehicle for promoting quality in second/foreign language teaching and learning as well as plurilingual and intercultural education. The CEFR consists of far more than a set of language proficiency levels. As explained in the text, the CEFR broadens the perspective of language education in a number of ways, not least by its vision of the user/learner as a social agent, co-constructing meaning in interaction, and by the notions of mediation and plurilingual / pluricultural competences. The CEFR has proved successful precisely because it encompasses educational values, a clear model of language-related competences and language use, and practical tools, in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning.

The Companion Volume is the product of a project of the Education Policy Division (Language Policy Programme) of the Council of Europe. The focus in that project was to update the CEFR illustrative descriptors by:

- ▶ highlighting certain innovative areas of the CEFR for which no descriptor scales had been provided in the 2001 set of descriptors, but which have become increasingly relevant over the past twenty years, especially mediation and plurilingual / pluricultural competence;
- ▶ building on the successful implementation and further development of the CEFR, for example by more fully defining 'plus levels' and a new 'Pre-A1' level;
- ▶ responding to demands for more elaborate description of listening and reading in existing scales, and for descriptors for other communicative activities such as online interaction, using telecommunications, expressing reactions to creative text and literature;
- ▶ enriching the description at A1, and at the C levels, particularly C2.

Following the text on the CEFR, therefore, the Companion volume presents the extended version of the illustrative descriptors:

- ▶ newly developed illustrative descriptor scales are introduced alongside the existing ones;
- ▶ schematic tables are provided, which group scales belonging to the same category (communicative language activities or aspects of competence);
- ▶ a short rationale is presented for each scale, explaining the thinking behind the categorisation;
- ▶ descriptors that were developed and validated in the project, but not subsequently included in the illustrative descriptors are presented in an appendix (Appendix 9).

In addition to the Companion Volume's clarification of aspects of the CEFR, and the extended illustrative descriptors that it provides, users may wish to consult the following two fundamental policy documents related to plurilingual, intercultural and inclusive education:

- ▶ [\*Guide for the development and implementation of curricula for plurilingual and intercultural education\*](#) (2015), which constitutes an operationalization and further development of CEFR Chapter 8 on language diversification and the curriculum.

- ▶ [\*Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies\*](#) (2016), the sources for which helped to inspire some of the new descriptors for mediation included in this volume.

Users concerned with school education may also wish to consult the paper [\*Education, mobility, otherness: the role of mediation in schools\*](#) (2015), which helped the conceptualisation of mediation in the descriptor development project.

# Key aspects of the CEFR for teaching and learning

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The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education, further elaborated in the [Guide](#) mentioned in the introduction.

**One of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels.** Its 'Can do' definition of aspects of proficiency provides a clear, shared roadmap for learning, and a far more nuanced instrument to gauge progress than an exclusive focus on scores in tests and examinations. This principle is based on the CEFR view of language as a vehicle for opportunity and success in social, educational and professional domains. This key feature contributes to the Council of Europe's goal of **quality inclusive education** as a right of all citizens. The Council of Europe's Committee of Ministers recommends the 'use of the CEFR as a tool for coherent, transparent and effective plurilingual education in such a way as to promote democratic citizenship, social cohesion and intercultural dialogue' ([click here](#)).

As well as being used as a reference tool by almost all member states of the Council of Europe and the European Union, the CEFR has also had a considerable influence beyond Europe and this is an on-going process. In fact, the CEFR is being used not only to provide **transparency and clear reference points** for assessment purposes, but also increasingly to inform **curriculum reform and pedagogy**. This development reflects the forward-looking conceptual underpinning of the CEFR and has paved the way for a new phase of work around the CEFR, leading to the extension of the illustrative descriptors published in this CEFR Companion Volume. Before presenting the illustrative descriptors, however, a reminder of the purpose and nature of the CEFR is outlined. First we consider the aims of the CEFR, its descriptive scheme and the action-oriented approach, then the Common Reference Levels and creating profiles in relation to them, plus the illustrative descriptors themselves, and finally the concepts of plurilingualism/pluriculturalism and mediation that were introduced to language education by the CEFR.

## The aims of the CEFR

The stated aims of the CEFR are to:

- ▶ promote and facilitate **co-operation** among educational institutions in different countries;
- ▶ provide a sound basis for the **mutual recognition** of language qualifications;
- ▶ assist learners, teachers, course designers, examining bodies and educational administrators to **situate and co-ordinate** their efforts. (CEFR: Section 1.4)

### Background to the CEFR

The CEFR was developed as a continuation of the Council of Europe's work in language education during the 1970s and 1980s. The CEFR 'action-oriented approach' builds on and goes beyond the communicative approach proposed in the mid-1970s in *The Threshold Level*, the first functional/notional specification of language needs.

The CEFR, and the related *European Language Portfolio* that accompanied it, were recommended by an inter-governmental Symposium held in Switzerland in 1991. As its title suggests, the CEFR is concerned principally with learning and teaching. It aims to facilitate transparency and coherence between curriculum, teaching and assessment *within* an institution and transparency and coherence *between* institutions, educational sectors, regions and countries.

The CEFR was piloted in draft versions in 1996 and 1998 before being published in English (Cambridge University Press) and French (Hatier-Didier) in 2001 and has since been translated into 40 languages.

But besides these formal and institutional aims, the CEFR seeks to continue the impetus that Council of Europe projects have given to educational reform. In addition to promoting the teaching and learning of languages as a means of communication, the CEFR brings a new, empowering vision of the learner. The CEFR presents the language user/learner as a **'social agent,'** acting in the social world and exerting agency in the learning process. This implies a real **paradigm shift** in both course planning and teaching, promoting learner engagement and autonomy.

The CEFR's **action-oriented approach** represents a shift away from syllabuses based on a linear progression through language structures, or a pre-determined set of notions and functions, towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a *proficiency* perspective guided by **'Can do' descriptors** rather than a *deficiency* perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners. Fundamentally, the CEFR is a tool to assist the planning of curricula, courses and examinations by working backwards from **what the users/learners need to be able to do in the language**. The provision of a comprehensive descriptive scheme containing illustrative 'Can do' descriptor scales for as many aspects of the scheme as proves feasible (CEFR Chapters 4 and 5), plus associated content specifications published separately for different languages (= [Reference Level Descriptions: RLDs](#)) is intended to provide a basis for such planning.

To further promote and facilitate cooperation, the CEFR also provides **common reference levels** A1 – C2, defined by the illustrative descriptors. The Common Reference Levels are introduced in CEFR Chapter 3 and distributed throughout CEFR Chapters 4 and 5. The provision of a common descriptive scheme, common reference levels, and illustrative descriptors defining aspects of the scheme at the different levels, is intended to **provide a common metalanguage for the language education profession in order to facilitate communication, networking, mobility and the recognition of courses taken and examinations passed**. In relation to examinations, the Council's Language Policy Programme has published a [Manual for Relating language examinations to the CEFR](#), now accompanied by a toolkit of accompanying material and a volume of case studies published by Cambridge University Press, together with a [Manual for Language Test Development and Examining](#).

However, it is important to underline once again that **the CEFR is a tool to facilitate educational reform projects, not a standardisation tool**. Equally, there is no body monitoring or even coordinating its use. The CEFR itself states right at the very beginning:

'One thing should be made clear right away. We have NOT set out to tell practitioners what to do, or how to do it. We are raising questions, not answering them. It is not the function of the Common European Framework to lay down the objectives that users should pursue or the methods they should employ'. (CEFR: Notes to the User)

#### Priorities of the CEFR

The provision of common reference points is subsidiary to the CEFR's main aim of facilitating quality in language education and promoting a Europe of open-minded plurilingual citizens. This was clearly confirmed at the intergovernmental Language Policy Forum that reviewed progress with the CEFR in 2007, as well as in several recommendations from the Committee of Ministers. This main focus is emphasized yet again in the [Guide for the development and implementation of curricula for plurilingual and intercultural education](#). However, at the same time, the Language Policy Forum underlined the need for responsible use of the CEFR levels, exploitation of the methodologies and resources provided for developing examinations and relating them to the CEFR.

However, as the subtitle *learning, teaching, assessment* makes clear; the CEFR is not just an assessment project. CEFR Chapter 9 outlines many different approaches to assessment, most of which are alternatives to standardized tests. It explains ways in which the CEFR in general, and its illustrative descriptors in particular, can be helpful to the teacher in the assessment process, but there is no focus on language testing and no mention at all of test items.

In general, the Language Policy Forum emphasised the need for international networking and exchange of expertise in relation to the CEFR through bodies like [ALTE](#), [EALTA](#)) and [Eaquals](#).

## Implementing the action-oriented approach

The CEFR sets out to be *comprehensive*, in the sense that it is possible to find the main approaches to language education in it, and *neutral*, in the sense that it raises questions rather than answering them and does not prescribe any particular pedagogic approach. There is, for example, no suggestion that one should stop teaching grammar or literature. There is no 'right answer' given to the question of how best to assess a learner's progress. Nevertheless, the CEFR takes an innovative stance in seeing learners as language users and social agents, and thus seeing language as a vehicle for communication rather than as a subject to study. In so doing, it proposes the analysis of learners' needs and the use of 'Can do' descriptors and communicative tasks, on which there is a whole chapter: CEFR Chapter 7.

The methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures. Thus, the criterion suggested for assessment is communicative ability in real life, in relation to a continuum of ability (Levels A1-C2). This is the original and fundamental meaning of 'criterion' in the expression 'criterion-referenced assessment'. Descriptors from CEFR Chapters 4 and 5 provide a basis for the transparent definition of curriculum aims and of standards and criteria for assessment, with Chapter 4 focussing on activities ('the WHAT') and Chapter 5 focussing on competences ('the HOW'). This is not educationally neutral. It implies that the teaching and learning process is driven by action, that it is action-oriented. It also clearly suggests planning backwards from learners' real life communicative needs, with consequent alignment between curriculum, teaching and assessment.

A Reminder of CEFR Chapters

[Chapter 1: The Common European Framework in its political and educational context](#)

[Chapter 2: Approach adopted](#)

[Chapter 3: Common Reference Levels](#)

[Chapter 4: Language use and the language user/learner](#)

[Chapter 5: The user/learner's competences](#)

[Chapter 6: Language learning and teaching](#)

[Chapter 7: Tasks and their role in language teaching](#)

[Chapter 8: Linguistic diversification and the curriculum](#)

[Chapter 9: Assessment](#)

At the classroom level, there are several implications of the implementation of the action-oriented approach. Seeing learners as social agents implies involving them in the learning process possibly with descriptors as a means of communication. It also implies recognising the social nature of language learning and language use, the interaction between the social and the individual in the process of learning. Seeing learners as language users implies extensive use of the target language in the classroom – learning to use the language rather than just learning about the language (as a subject). Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures. Above all, the action-oriented approach implies purposeful, collaborative tasks in the classroom, whose primary focus is not language. If the primary focus of a task is not language, then there must be some other product or outcome (e.g. planning an outing, making a poster, creating a blog, designing a festival, choosing a candidate, etc.). Descriptors can be used to help to design such tasks and also to observe, and if desired, (self-) assess the language use of learners during the task.

Both the CEFR descriptive scheme and the action-oriented approach put **the co-construction of meaning** (through interaction) at the centre of the learning and teaching process. This has clear implications for the classroom. At times, this interaction will be between teacher and learner(s), but at times, it will take a collaborative nature between learners themselves. The precise balance between teacher-centred instruction and such collaborative interaction between learners in small groups is likely to reflect the context, the pedagogic tradition in that context and the proficiency level of the learners concerned. In the reality of today's increasingly diverse societies, the construction of meaning may take place across languages and draw upon user/learners' plurilingual and pluricultural repertoires.

## Plurilingual and pluricultural competence

The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner). Plurilingualism is presented in the CEFR as an uneven and changing competence, in which the user/learner's resources in one language or variety may be very different in nature to those in another. However, the fundamental point is that plurilinguals have a *single*, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks (CEFR Section 6.1.3.2).

Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire to:

- ▶ switch from one language or dialect (or variety) to another;
- ▶ express oneself in one language (or dialect, or variety) and understand a person speaking another;
- ▶ call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- ▶ recognise words from a common international store in a new guise;
- ▶ mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;
- ▶ bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;
- ▶ exploit paralinguistics (mime, gesture, facial expression, etc.).

Mediation between individuals with no common language is one of the activities in the list above. Because of the plurilingual nature of such mediation, descriptors were also developed and validated for the *other* points in the above list during the 2014–17 Project to develop descriptors for mediation. This was successful except in respect of the last point (paralinguistics), on which unfortunately informants could not agree as to its relevance or interpret descriptors consistently.

At the time that the CEFR was published, the concepts discussed in this section, especially the idea of a holistic, inter-related plurilingual repertoire, were innovative. However, that idea has since been supported by psychological and neurological research in relation to both people who learn an additional language early in life and those who learn them later, with stronger integration for the former. Plurilingualism has also been shown to result in a number of cognitive advantages, due to an enhanced executive control system in the brain (i.e. the ability to divert attention from distractors in task performance).

Most of the references to plurilingualism in the CEFR are to 'plurilingual and pluricultural competence'. This is because the two aspects usually go hand-in-hand. Having said that, however, one form of unevenness may actually be that one aspect (e.g. pluricultural competence) is much stronger than the other (e.g. plurilingual competence: see CEFR Section 6.1.3.1).

The linked concepts of plurilingualism / pluriculturalism and partial competences were introduced to language education for the first time in Draft 2 of the CEFR proposal in 1996.

They were developed as a form of dynamic, creative process of 'linguaging' across the boundaries of language varieties, as a methodology and as language policy aims. The background to this development was a series of studies in bilingualism in the early 1990s at the research centre CREDIF in Paris.

The curriculum examples given in what is now CEFR Chapter 8 consciously promoted the concepts of plurilingual and pluricultural competence.

These two concepts appeared in a more elaborated form in the following year 1997 in the paper [Plurilingual and pluricultural competence](#)

By a curious coincidence, 1996 is also the year in which the term 'trans-languaging' is recorded (in relation to bilingual teaching in Wales). Trans-languaging is an action undertaken by plurilingual persons, where more than one language may be involved. A host of similar expressions now exist, but all are encompassed in the term plurilingualism.

Plurilingualism can in fact be considered from various perspectives: as a sociological or historical fact, as a personal characteristic or ambition, as an educational philosophy or approach, or – fundamentally – as the socio-political aim of preserving linguistic diversity. All these perspectives are increasingly common across Europe.

One of the reasons for promoting the development of plurilingualism and pluriculturalism is that experience of them:

- ▶ ‘exploits pre-existing *sociolinguistic and pragmatic competences* which in turn develops them further;
- ▶ leads to a better perception of what is general and what is specific concerning the linguistic organisation of different languages (form of metalinguistic, interlinguistic or so to speak ‘hyperlinguistic’ awareness);
- ▶ by its nature refines knowledge of how to learn and the capacity to enter into relations with others and new situations. It may, therefore, to some degree accelerate subsequent learning in the linguistic and cultural areas’. (CEFR Section 6.1.3.3)

Neither pluriculturalism nor the notion of intercultural competence – referred to briefly in CEFR Section 5.1.1.3 and 5.1.2.2 – are greatly developed in the CEFR book. The implications of plurilingualism and intercultural competence for curriculum design in relation to the CEFR are outlined in the published by the Council of Europe in 2015. In addition, a detailed taxonomy of aspects of plurilingual and pluricultural competence relevant to pluralistic approaches is available in the ECML’s [FREPA/CARAP](#).

## The CEFR descriptive scheme

In this section, we outline the descriptive scheme of the CEFR and point out which elements have been further developed in the 2014–17 Project. As mentioned above, a core aim of the CEFR is to provide a common descriptive metalanguage to talk about language proficiency. Figure 1 presents the structure of the CEFR descriptive scheme diagrammatically.

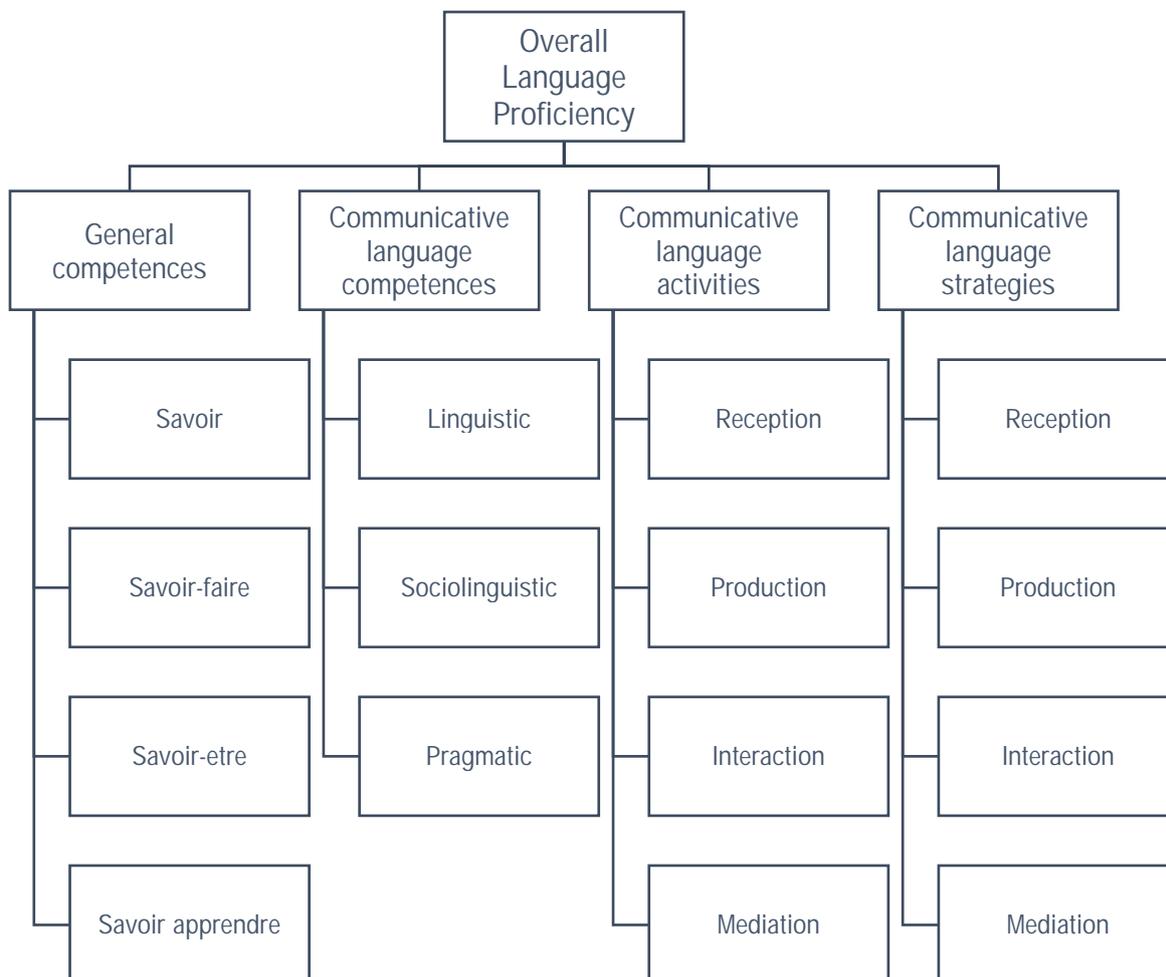
After an introduction to relevant key concepts (CEFR Chapter 1), the CEFR approach is introduced in the very short CEFR Chapter 2. In any communicative situation, **general competences** (e.g. knowledge of the world, socio-cultural competence, intercultural competence, professional experience if any: CEFR Section 5.1) are **always** combined with **communicative language competences** (linguistic, sociolinguistic and pragmatic competences: Section 5.2), and strategies (some general, some **communicative language strategies**) in order to complete a **task** (CEFR Chapter 7). Tasks often require some collaboration with others – hence the need for language. The example chosen in CEFR Chapter 2 to introduce this idea – moving – is one in which the use of language is only contingent on the task. In moving a wardrobe, some communication, preferably through language, is clearly advisable, but language is not the focus of the task. Similarly, tasks demanding greater sophistication of communication, such as agreeing on the preferred solution to an ethical problem, or holding a project meeting, focus on the task outcomes rather than the language used to achieve them.

The overall approach of the CEFR is summarised in a single paragraph in CEFR Chapter 2:

‘Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences’. (CEFR Section 2.1)

Thus, in performing tasks, competences and strategies are mobilised in the performance and in turn further developed through that experience. In an ‘action-oriented approach,’ which translates the CEFR descriptive scheme into practice, **some collaborative tasks in the language classroom are therefore essential**. This is why the CEFR includes a chapter on tasks. CEFR Chapter 7 discusses real-life tasks and pedagogic tasks, possibilities for compromise between the two, factors that make tasks simple or complex from a language point of view, conditions and constraints etc. The precise form that tasks in the classroom may take, and the dominance that they should have in the programme, is for users of the CEFR to decide. CEFR Chapter 6 surveys language teaching methodologies, pointing out that different approaches may be appropriate for different contexts. As a matter of fact, the CEFR scheme is highly compatible with several recent approaches to second language learning, including the task-based approach, the ecological approach and in general all approaches informed by sociocultural and socio-constructivist theories. Starting from a discussion of

the place of plurilingualism in language education, CEFR Chapter 8 outlines alternative options for curriculum design, a process taken further in the [Guide for the development and implementation of curricula for plurilingual and intercultural education](#). No matter what perspective is adopted, it is implicit that tasks in the language classroom should involve **communicative language activities and strategies** (CEFR Section 4.4) that also occur in the real world, like those listed in the CEFR descriptive scheme.



**Figure 1** – The structure of the CEFR descriptive scheme<sup>2</sup>.

With its communicative language activities and strategies, the CEFR replaces the traditional model of the four skills (listening, speaking, reading, writing), which has increasingly proved inadequate to capture the complex reality of communication. Moreover, organisation by the four skills does not lend itself to any consideration of purpose or macro-function. The organisation proposed by the CEFR is closer to real-life language use, which is grounded in interaction in which meaning is co-constructed. Activities are presented under four modes of communication: **reception**, **production**, **interaction** and **mediation**. The development of the CEFR categories for communicative activities was considerably influenced by the distinction between transaction and interpersonal language use, and between interpersonal and ideational language use (development of ideas). This can be seen in Table 1.

<sup>2</sup> Taken from page 55 of the ECEP project publication: Piccardo, E., Berchoud, M., Cignatta, T., Mentz, O. and Pamula, M. (2011). *Pathways Through Assessment, Learning and Teaching in the CEFR*. Graz, Austria: European Centre for Modern Languages: ISBN: 978-92-871-7159-7

**Table 1 – Macro-functional basis of CEFR categories for communicative language activities**

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	<i>(Merged with reading for information and argument)</i>	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

With regard to the approach to language activities set out in Table 1, the following list of advantages of such a development beyond the four skills is taken from one of the preparatory studies written in the lead up to the development of the CEFR<sup>3</sup>:

- ▶ the proposed categories (reception, production, interaction, mediation) make sense not just for insiders but also for users: such categories reflect more the way people actually use the language than do the four skills;
- ▶ since these are the types of categories used in language training for the world of work, a link between general purpose language and language for specific purposes (LSP) would be facilitated;
- ▶ pedagogic tasks involving classroom collaborative small group interaction, project work, pen friend correspondence, language examination interviews, would be easier to situate with this model;
- ▶ organisation in terms of transparent activities in specific contexts of use would facilitate the recording and profiling of the 'slices of life' which make up the language learner's experience;
- ▶ such an approach based on genre, encourages the activation of content schemata and acquisition of the formal schemata (discourse organisation) appropriate to the genre;
- ▶ categories which highlight the interpersonal *and* sustained self-expression are central by A2 and may help to counter-balance the pervasive transmission metaphor which sees language as information transfer;
- ▶ a move away from the matrix of four skills and three elements (grammatical structure, vocabulary, phonology / graphology) may promote communicative criteria for quality of performance;
- ▶ the distinction Reception, Interaction, Production recalls classifications used for learning and performance strategies and may well facilitate a broader concept of strategic competence;
- ▶ the distinction Reception, Interaction, Production, Mediation actually marks a progression of difficulty and so might aid the development of the concept of partial qualifications;
- ▶ such relatively concrete contexts of use (tending towards supra-genres/speech events rather than abstract skills or functions) makes the link to realistic assessment tasks in examinations easier to establish, and should help facilitate the provision of more concrete descriptors.

One of the areas in which the CEFR has been most influential is in the recognition in course aims and in the structure of oral examinations of the fundamental distinction between production (= sustained monologue; long turns) and interaction (=conversational dialogue; short turns). When the CEFR was published, splitting writing in the same way by distinguishing between written production and written interaction did not meet with much public recognition. Indeed, the original version of CEFR Table 2 (self-assessment grid) was amended to merge written interaction and written production back into

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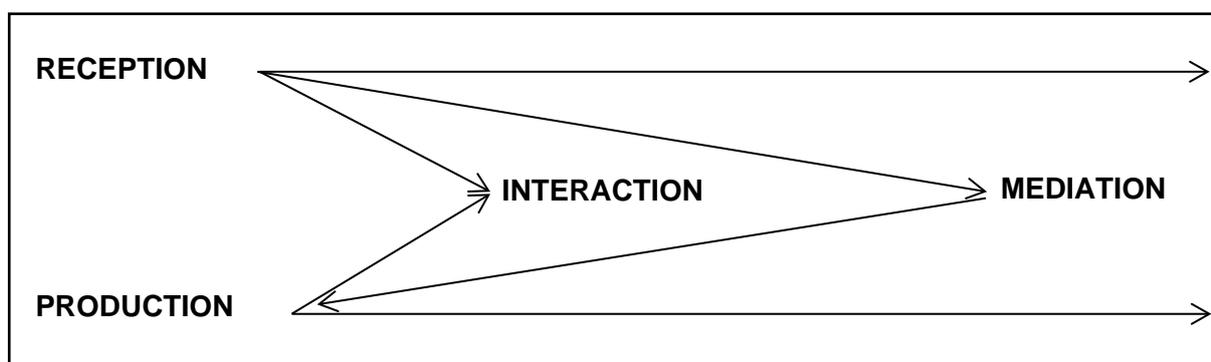
<sup>3</sup> *Perspectives on Language Proficiency and Aspects of Competence: a reference paper defining categories and levels.* Strasbourg, Council of Europe CC-LANG (94) 20, by Brian North.

'writing,' giving rise to the widely spread but false notion that the CEFR promotes a model of five skills. The development of email, texting and social media since then shows that, as in many other areas, the CEFR was very forward-looking for its time. The fourth mode, mediation, was developed during the work of the original CEFR authoring group<sup>4</sup>.

Figure 2, which appeared in the 1996 and 1998 drafts of the CEFR, shows the relationship between the four modes. Reception and production, divided into spoken and written give the traditional four skills. Interaction involves both reception and production, but is more than the sum of those parts, and mediation involves both reception and production plus, frequently, interaction.

The CEFR introduces the concept of mediation as follows:

'In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies.'(CEFR Section 2.1.3)



**Figure 2** – The relationship between reception, production, interaction and mediation.

As with many other aspects mentioned in the CEFR, the concepts of interaction and mediation are not greatly developed in the text. This is one disadvantage of covering so much ground in 250 pages. One consequence is that the interpretation of mediation in the CEFR has tended to be reduced to interpretation and translation. It is for this reason that the 2014–2017 project to develop descriptors for mediation was set up. That project emphasised a wider view of mediation, as outlined in Appendix 5 and explained in detail in the paper [Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference \(CEFR\)](#).

The CEFR represents a departure from the traditional distinction made in applied linguistics between the Chomskian concepts of (hidden) 'competence' and (visible) 'performance' – with 'proficiency' normally defined as the glimpse of someone's underlying competence derived from a specific performance. In the CEFR, 'proficiency' is a term encompassing the ability to perform communicative language activities (can do...), whilst drawing upon both **general and communicative language competences** (linguistic, sociolinguistic, and pragmatic), and activating appropriate **communicative strategies**.

#### Can do descriptors as competence

The idea of scientifically calibrating 'Can do' descriptors to a scale of levels comes originally from the field of professional training for nurses. Tests were not very helpful in assessing a trainee nurse's competence; what was needed was a systematic, informed observation by an expert nurse, guided by short descriptions of typical nursing competence at different levels of achievement.

This 'Can do' approach was transferred to language teaching and learning in the work of the Council of Europe in the late 1970s. This happened through three channels: (a) needs-based language training for the world of work; (b) an interest in teacher assessment based on defined, communicative criteria, and (c) experimentation with self-assessment using 'Can do' descriptors as a way of increasing learner reflection and motivation. Nowadays 'Can do' descriptors are being applied to more and more disciplines in many countries in what is often referred to as a competence-based approach.

<sup>4</sup> John Trim, Daniel Coste, Brian North and Joseph Sheils.

The acquisition of proficiency is in fact seen as a circular process: by performing activities, the user/learner develops competences and acquires strategies. This approach embraces a view of competence as only existing when enacted in language use, reflecting both (a) the broader view of competence as action from applied psychology, particularly in relation to the world of work and professional training and (b) the view taken nowadays in the sociocultural approach to learning. The CEFR ‘Can do’ descriptors epitomise this philosophy.

**Communicative language strategies** are thus seen in the CEFR as a kind of hinge between communicative language competence and communicative language activities and are attached to the latter in CEFR Section 4.4. The development of the descriptors for strategic competence was influenced by the model: plan, execute, monitor, repair; however, as can be seen from Table 2 below, descriptor scales were not developed for all categories. The categories in *italics* were considered at the time of developing the original descriptors. For mediation, a decision was taken to only develop descriptors for execution strategies.

**Table 2** – Communicative language strategies in the CEFR

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Planning	<i>Framing</i>	Planning	N/A	
Execution	Inferring	Compensating	Turn-taking Cooperating	Linking to previous knowledge Adapting language Breaking down complicated info Amplifying a dense text Streamlining a text
Evaluation & Repair	<i>Monitoring</i>	Monitoring and self-correction	Asking for clarification <i>Communication repair</i>	

## Mediation

As mentioned in discussing the CEFR descriptive scheme above, mediation was introduced to language teaching and learning in the CEFR, in the move away from the four skills, as one of the four modes of communication, that is: reception, interaction, production and mediation (see Figure 2). Very often when we use a language, several activities are involved; mediation combines reception, production and interaction. Also, in many cases, when we use language it is not just to communicate a message, but rather to develop an idea through what is often called ‘*linguaging*’ (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication.

Treatment of mediation in the CEFR is not limited to cross-linguistic mediation (passing on information in another language) as can be seen from the following extracts:

- ▶ Section 2.1.3: Make communication possible between persons who are unable, **for whatever reason**, to communicate with each other directly.
- ▶ Section 4.4: Act as an intermediary between interlocutors who are unable to understand each other directly, normally (**but not exclusively**) speakers of different languages.
- ▶ Section 4.6.6: **Both** input and output texts may be spoken or written and **in L1 or L2**. (*Note: This does not say that one is in L1 and one is in L2; it states they could both be in L1*).

Although the 2001 CEFR text does not develop the concept of mediation to its full potential, it emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent. In addition, an emphasis on the mediator as an intermediary between interlocutors underlines the social vision of the CEFR. In this way, although it is not stated explicitly in the 2001 text, the CEFR descriptive scheme *de facto* gives mediation a key position in the action-oriented approach, similar to the role that other scholars now give it when they discuss the language learning process.

The approach taken to mediation in the project to extend the CEFR illustrative descriptors is thus wider than considering only cross-linguistic mediation. In addition to cross-linguistic mediation, it also

encompasses mediation related to communication and learning as well as social and cultural mediation. This wider approach has been taken because of its relevance in increasingly diverse classrooms, in relation to the spread of CLIL, (Content and Language Integrated Learning), and because mediation is increasingly seen as a part of all learning, but especially of all language learning.

The mediation descriptors are particularly relevant for the classroom in connection with small group, collaborative tasks. The tasks can be organized in such a way that learners have to share different input, explaining their information and working together in order to achieve a goal. They are even more relevant when this is undertaken in a CLIL context.

### The CEFR common reference levels

The CEFR has two axes: a horizontal axis of categories for describing different activities and aspects of competence, which were outlined above, and a vertical axis representing progress in proficiency in those categories. To facilitate the organisation of courses and to describe progress, the CEFR presents the six Common Reference Levels shown in Figure 3. This organisation provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way. However, the six levels are not intended to be absolute. Firstly, they can be grouped into three broad categories: Basic user (A1 & A2), Independent user (B1 & B2) and Proficient user (C1 & C2). Secondly, the six reference levels, which represent very broad bands of language proficiency, are very often subdivided.

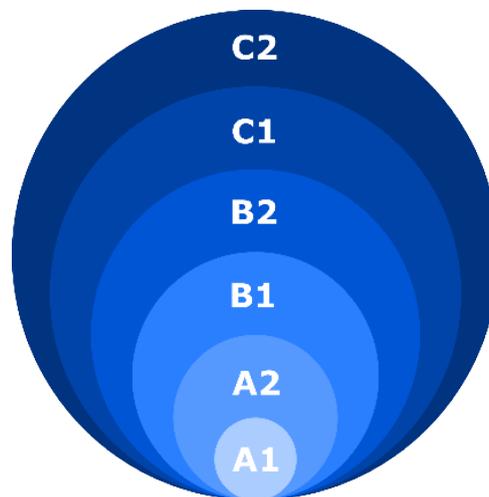


Figure 3 – CEFR Common Reference Levels

All categories in the humanities and liberal arts are in any case conventional, socially constructed concepts. Like the colours of the rainbow, language proficiency is actually a continuum. Yet, as with the rainbow, despite the fuzziness of the boundaries between colours, we tend to see some colours as inn others, as in Figure 4. Yet to communicate, we simplify and focus on six main colours as in Figure 5.



Figure 4 – A rainbow



Figure 5 – The conventional six colours

The Common Reference Levels are defined in detail by the illustrative descriptors in CEFR Chapters 4 and 5, but major characteristics of the levels are summarised briefly in CEFR Section 3.6 (see Appendix 1) and in three tables used to introduce the levels in CEFR Chapter 3.

- ▶ CEFR Table 1: a global scale, with one short, summary paragraph per level.
- ▶ CEFR Table 2: a self-assessment grid, which summarises in a simplified form CEFR descriptors for communicative language activities in CEFR Chapter 4. Table 2 is also used in the Language Passport of the many versions of the *European Language Portfolio* and in the EU's *Europass*. An expanded version including *Written and online interaction* and *Mediation* is given as Appendix 2.
- ▶ CEFR Table 3: a selective summary of the CEFR descriptors for aspects of communicative language competence in CEFR Chapter 5. An expanded version including *Phonology* is given as Appendix 3.

It should be emphasised that the top level in the CEFR scheme, C2, has no relation whatsoever with what is sometimes referred to as the performance of an idealised 'native-speaker', or a 'well-educated native speaker' or a 'near-native speaker'. Such concepts were not taken as a point of reference during the development of the levels or the descriptors. C2, the top level in the CEFR scheme, is introduced in the CEFR as follows:

'**Level C2**, whilst it has been termed '**Mastery**', is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners'. (CEFR Section 3.6)

'**Mastery** (Trim: '*Comprehensive mastery*'; Wilkins: '*Comprehensive Operational Proficiency*'), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that level which is achieved by many language professionals'. (CEFR Section 3.2)

A1, the bottom level of the original CEFR is not the lowest imaginable level of proficiency in an additional language either. It is described in the CEFR as follows:

'**Level A1 (Breakthrough)** – is considered the lowest level of generative language use – the point at which the learner can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics*, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases'. (CEFR Section 3.6)

'**Level A1 (Breakthrough)** is probably the lowest 'level' of generative language proficiency which can be identified. Before this stage is reached, however, there may be a range of specific tasks which learners can perform effectively using a very restricted range of language and which are relevant to the needs of the learners concerned. The 1994–5 Swiss National Science Research Council Survey, which developed and scaled the illustrative descriptors, identified a band of language use, limited to the performance of isolated tasks, which can be presupposed in the definition of Level A1. In certain contexts, for example with young learners, it may be appropriate to elaborate such a 'milestone'. The following descriptors relate to simple, general tasks, which were scaled below Level A1, but can constitute useful objectives for beginners:

#### Background to the CEFR Levels

The six-level scheme is labelled from upwards from A to C precisely because C2 is not the highest imaginable level for proficiency in an additional language. In fact, a scheme including a *seventh* level had been proposed by David Wilkins at an intergovernmental Symposium held in 1977 to discuss a possible European unit credit scheme. The CEFR Working Party adopted Wilkins' first six levels because Wilkins' seventh level is beyond the scope of mainstream education.

In the Swiss National Research Project that empirically confirmed the levels and developed the original illustrative descriptors, the existence of this seventh level was confirmed. There were user/learners studying interpretation and translation at the University of Lausanne who were clearly above C2. Indeed, simultaneous interpreters at European institutions and professional translators operate at a level well above C2. For instance, C2 is the third of five levels for literary translation recently produced in the [PETRA project](#). In addition many plurilingual writers display Wilkins' seventh level of 'ambilingual proficiency' without being bilingual from birth.

- ▶ can make simple purchases where pointing or other gesture can support the verbal reference;
- ▶ can ask and tell day, time of day and date;
- ▶ can use some basic greetings;
- ▶ can say yes, no, excuse me, please, thank you, sorry;
- ▶ can fill in uncomplicated forms with personal details, name, address, nationality, marital status;
- ▶ can write a short, simple postcard'. (CEFR Section 3.5)

In the updated and extended set of descriptors in this document, the level referred to above has been labelled **Pre-A1** and developed further on the basis of descriptors from the Swiss Lingualevel project and the Japanese CEFR-J project, both targeted at primary and lower secondary school.

The CEFR stresses that the levels are **reference levels** and that in any given context, users may well want to subdivide them, illustrating ways in which this might be done in different contexts (CEFR Section 3.5). In the same section, the CEFR introduced the idea of the **plus levels**.

In the illustrative descriptors a distinction is made between the 'criterion levels' (e.g. A2 or A2.1) and the 'plus levels' (e.g. A2+ or A2.2). The latter are distinguished from the former by a horizontal line, as in this example for overall listening comprehension.

A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

Plus levels represent a very strong competence at a level that does not yet reach the minimum standard for the following criterion level. Generally, features of the level above are starting to appear. Descriptors from the 'plus levels' are *not* included in the three tables that introduce the CEFR levels (CEFR Tables 1, 2 & 3).

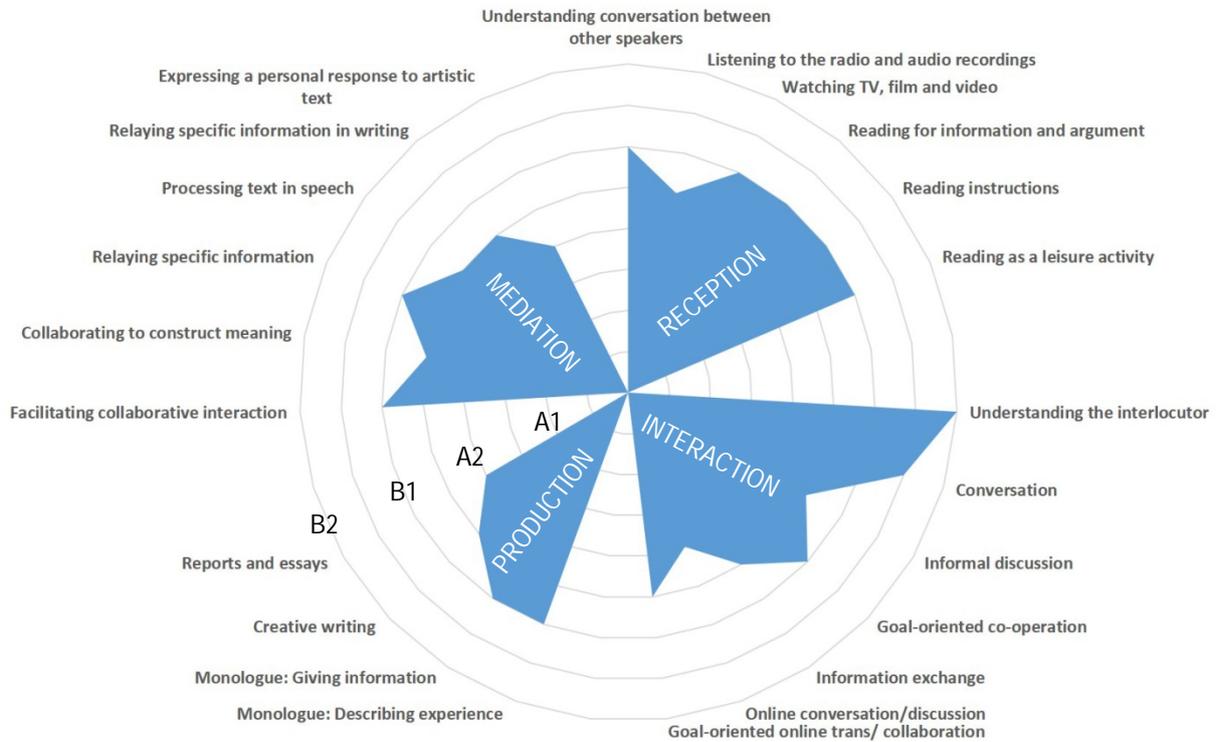
## CEFR profiles

Levels are a necessary simplification. We need levels in order to organise learning, to track progress and to answer questions like *How good is your French?* or *What proficiency should we require from candidates?* However, any simple answer like *B2* – or even *B2 receptive, B1 productive* – hides a complex profile. The reason the CEFR includes so many descriptor scales is to encourage users to develop differentiated profiles. Descriptor scales can be used firstly to identify which language activities are relevant for a particular group of learners and then secondly to establish which level those learners need to achieve in those activities in order to accomplish their goals. This can be illustrated with the following two fictional examples of individual language profiles shown in Figures 6 and 7. In each case, the four shapes in Figures 6 and 7 show the desired profile for reception, interaction, production and mediation respectively. The labels around the edge of the circle are the descriptor scales that are considered to be relevant, and the proficiency level deemed to be desirable on each descriptor scale is indicated by the shading. Notice that the descriptor scales included in the two diagrams are not identical. Only those activities considered to be relevant would be included. Profiles like Figures 6 and 7 may get produced for individuals in the context of very intensive 'Language for Specific Purpose' (LSP) training, but the technique is also very useful for analysing the needs of particular **groups of learners**.

The profile shown in Figure 6 has 'plus levels' between the common reference levels. It sets a relatively high priority (B1) on reception – including reading as a leisure activity – on goal-oriented cooperation, facilitating collaborative interaction and spoken production. The highest priority, though, is on understanding the interlocutor (B2), in this case (CLIL), presumably the teacher. The profile shown in Figure 7 (post graduate science student) also puts an emphasis on reception (C1) and on certain aspects of mediation: collaborating to construct meaning, explaining data, and processing text in writing. Profiles can be created for various groups, particularly in professional or in specialised educational areas. Stakeholders can be consulted in a two-step process: first to establish the relevant

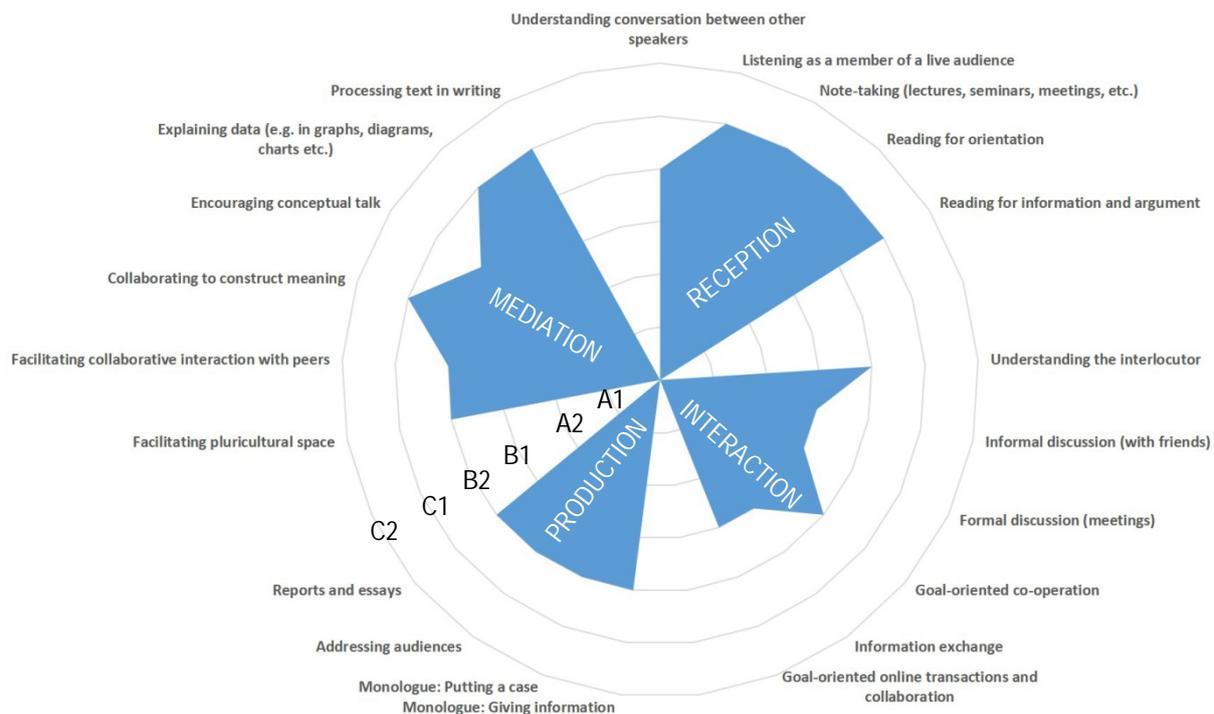
descriptor scales and secondly to determine realistic goals on each one.

Graphic profiles such as those shown in Figures 6 and 7 can also be used to describe the current language proficiency of a user/ learner. One can see the development of individual proficiency as a gain of space over time: a gain in relevant terrain<sup>5</sup>. A realistic graphic profile of any individual's proficiency would be more like the uneven Figures 6 and 7 than the more abstract perfection levels shown as concentric circles in Figure 3.



**Figure 6** – A fictional profile of needs in an additional language – lower secondary CLIL (Content and Language Integrated Learning)

<sup>5</sup> The 1996 and 1998 draft versions of the CEFR contained a diagram like Figures 6 and 7 to illustrate this analogy of language proficiency profiles as spatial, territorial; in the working group the particular diagram was referred to as 'Antarctica' because of its shape. It was considered too complicated a concept for the time and was dropped from the published version.



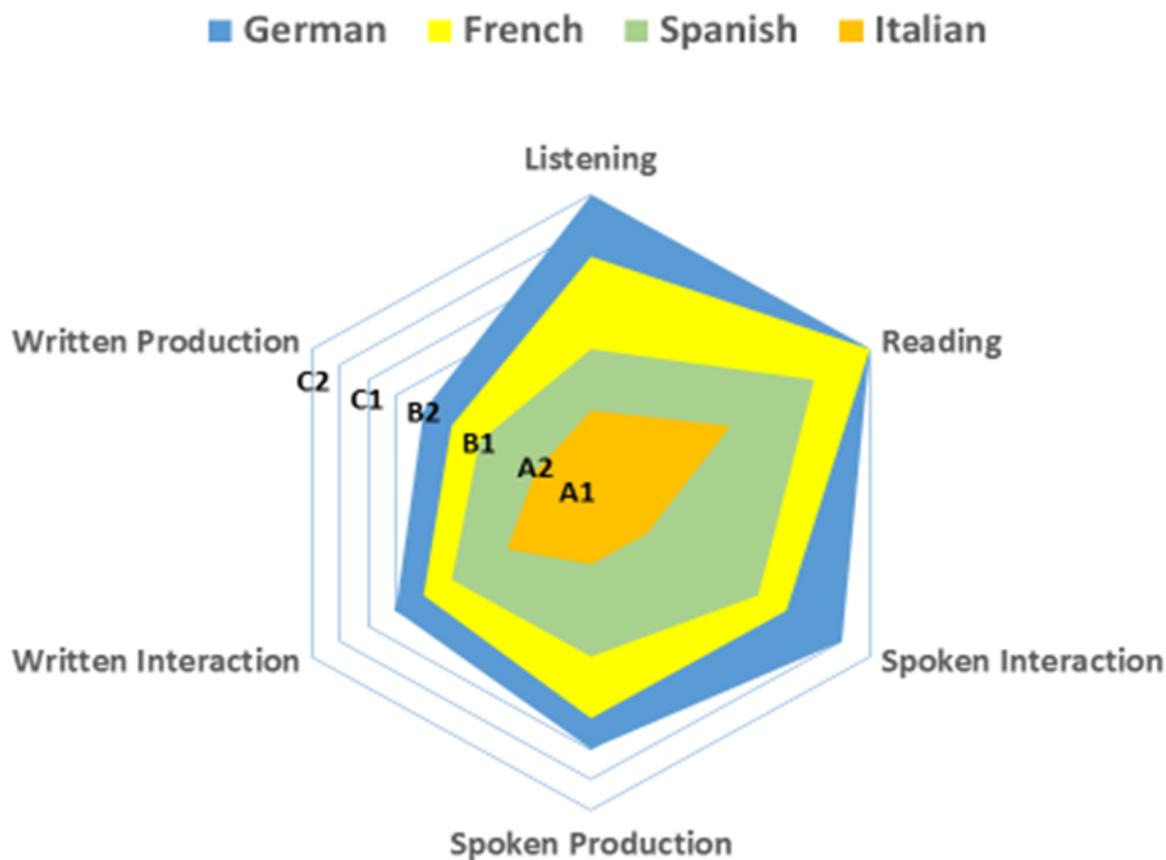
**Figure 7** – A profile of needs in an additional language – postgraduate natural sciences (Fictional)

However, for a personal profile of proficiency, working with fewer categories is probably desirable in most circumstances. Figures 6 and 7 worked with the descriptor scales for different, detailed types of activities. A simpler alternative is to use only the seven overall scales (*Overall listening comprehension*, etc.). On the other hand, there is no reason why the profile should be confined to one language. One can take things a stage further and create graphic plurilingual profiles for individual user/learners. Figure 8 shows a plurilingual profile inspired by a model developed in a recent Canadian project.<sup>6</sup> The profile for different languages is superimposed on each other in the same graphic. The figure shows a profile of ‘partial competences’ not atypical of an adult user/learner: far stronger in reading in all languages.

Such a profile can show the way in which the proficiency of any user/learner is almost always going to be uneven, partial. It will be influenced by home background, by the needs of the situation in which the person has found themselves, and by their experience, including transversal competences acquired in general education, in using other languages, in professional life. The profiles of any two user/learners at the same level are thus unlikely to be absolutely identical since they reflect the life experience of the person concerned as well as their inherent abilities, what the CEFR (Section 5.2) describes as their ‘general competences’.

<sup>6</sup> LINCIRE: LINGuistic & Cultural DIversity REinvented: [www.lincdireproject.org](http://www.lincdireproject.org)

Note: the website of the LINCIRE project is under construction but it will be completed by the end of 2017



**Figure 8** – A plurilingual proficiency profile with fewer categories

In practice, more linear diagrams have tended to be used to profile an individual's CEFR language proficiency. Figure 9 shows proficiency in one language in relation to the CEFR 'overall' descriptor scales, and Figure 10 shows a profile across languages for listening (Overall listening comprehension). Graphics similar to these appear in versions of the European Language Portfolio. Earlier Portfolios profiled ability in one language after another (as in Figure 9), whilst some later ones show the plurilingual profile for overall proficiency in each communicative language activity (as in Figure 10).

SPANISH	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Listening comprehension									
Reading comprehension									
Spoken interaction									
Written interaction									
Spoken production									
Written production									
Mediation									

**Figure 9** – A proficiency profile – overall proficiency in one language

LISTENING	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2	Above C2
English											
German											
French											
Spanish											
Italian											

**Figure 10** – A plurilingual proficiency profile – listening across languages

Graphic profiles have been associated with the CEFR and the Portfolio since their earliest versions in the late 1990s. Nowadays it is of course far easier to produce them from a spreadsheet (e.g. Excel) and with the many web tools available. However, such graphic profiles only have meaning if one can assume a familiarity with the levels and categories concerned. Definition that can bring that familiarity is provided by the CEFR illustrative descriptors.

### The CEFR illustrative descriptors

The illustrative descriptors are presented in descriptor scales, a list of which is given in the second contents page. Each descriptor scale (both original and new) provides examples of typical language use in a particular area that have been calibrated at different levels. Each individual descriptor has been developed and calibrated separately from the other descriptors on the scale, so that each individual descriptor provides an independent, criterion statement that can be used on its own, out of the context of the scale. In fact, the descriptors are mainly used in that way: independently of the scale that presents them. The aim of the descriptors is to provide input for curriculum development. The descriptors are presented in levels for ease of use. Descriptors for the same level from several scales tend to be exploited in adapted form on checklists of descriptors for curriculum or module aims and for self-assessment (as in European Language Portfolios). However, the association of a descriptor with a specific level should not be seen as an exclusive or mandatory one. The descriptors appear at the first level at which a user/learner is most likely to be able to perform the task described. This is the level at which the descriptor is most likely to be relevant as a curriculum aim: it is the level at which it is reasonable to develop the ability to do what is described. That descriptor would be a challenging, but by no means impossible, aim for user/learners at the level below. Indeed, for some types of learners, with a particular talent, experience or motivation in the area described, it could well be a fully appropriate goal. This emphasises the importance of thinking in terms of profiles (c.f. Figures 6–10) as well as levels. Users may find it useful to read [CEFR Sections 3.7 How to read the illustrative descriptor scales](#) and [Section 3.8 How to use descriptors of language proficiency](#).

#### CEFR Descriptor Research Project

The illustrative descriptors published in the CEFR in 2001 were based on the results from a Swiss National Research Project set up to develop and validate descriptors for the CEFR and the ELP and to give a picture of the development of the language proficiency reached at the end of different school years in the Swiss educational system. The project described herein to develop an extended set of illustrative descriptors replicated the approach taken in this 1993–97 Swiss project. The 3-phase methodology used in that original project is described briefly in CEFR Appendix B:

**Intuitive Phase:** Detailed analysis of existing descriptor scales and authoring of new descriptors.

**Qualitative Phase:** 32 face-to-face workshops with groups of 4–12 teachers (a) sorting descriptors into the categories they purported to describe; (b) evaluating the clarity, accuracy and relevance of the descriptors; (c) sorting descriptors into bands of proficiency.

**Quantitative Phase:** Rasch scaling analysis of the way 250 teachers interpreted the difficulty of the descriptors when each teacher assessed 10 learners forming a structured sample of two of their classes at the end of a school year. These evaluations with descriptors took place when the (c. 80% secondary school) teachers were awarding grades for the school year.

The scales of illustrative descriptors consist of **independent, stand-alone descriptors** and are not primarily intended for assessment. They are not assessment scales in the sense in which the term is generally used in language assessment. They do not attempt to cover each relevant aspect at every level in the way that assessment scales for assessing a performance conventionally do. They are

illustrative, not just in the sense that they are presented as non-mandatory examples, but also in the sense that they provide only *illustrations* of competence in the area concerned at the different levels. They focus on **aspects that are new and salient**; they do not attempt to describe everything relevant in a comprehensive manner. They are **open-ended and incomplete**.

The illustrative descriptors are one source for the development of standards appropriate to the context concerned; **they are not in themselves offered as standards**. The CEFR itself makes this point very clearly, stating that the descriptors are presented:

‘... as recommendations and are not in any way mandatory, ‘as a basis for reflection, discussion and further action... The aim of the examples is to open new possibilities, not to pre-empt decisions’ (ibid). It is already clear, however, that a set of common reference levels as a calibrating instrument is particularly welcomed by practitioners of all kinds who, as in many other fields, find it advantageous to work with stable, accepted standards of measurement and format.

As a user, you are invited to use the scaling system and associated descriptors critically. The Modern Languages Section of the Council of Europe will be glad to receive a report of your experience in putting them into use. Please note also that scales are provided not only for a global proficiency, but for many of the parameters of language proficiency detailed in Chapters 4 and 5. This makes it possible to specify differentiated profiles for particular learners or groups of learners’. (CEFR: xiii-xiv)

The descriptor scales are thus reference tools. They are not intended to be used as assessment instruments, though they can be a source for the development of such instruments. These might take the form of a checklist at one level, or a grid defining several categories at different levels. Users may find it helpful to refer to [CEFR Section 9.2.2: The criteria for the attainment of a learning objective](#).

Each descriptor scale included in this Companion Volume is accompanied by a short rationale, which highlights key concepts represented in the descriptors as one progresses up the scale. The scales do not always provide a descriptor for every level. The absence of a descriptor does not imply the impossibility of writing one. For example, at C2 the entry is sometimes: ‘*No descriptor available: see C1.*’ In such cases, the user is invited to consider whether he/she can formulate for the context concerned a descriptor representing a more demanding version of the definition given for C1.

In CEFR Section 3.4, the claim made for the validity of the illustrative descriptors is that they:

- ▶ draw, in their formulation, upon the experience of many institutions active in the field of defining levels of proficiency;
- ▶ have been developed in tandem with the descriptive scheme presented in CEFR Chapters 4 & 5 through an interaction between (a) the theoretical work of the authoring group (b) the analysis of existing scales of proficiency and (c) the practical workshops with teachers;
- ▶ have been matched to the set of Common Reference Levels: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency) and C2 (Mastery);
- ▶ meet the criteria outlined in CEFR Appendix A for effective descriptors in that each is brief (up to 25 words), is clear and transparent, is positively formulated, describes something definite and has independent, stand-alone integrity – not relying on the formulation of other descriptors for its interpretation;
- ▶ have been found transparent, useful and relevant by groups of non-native and native-speaker teachers from a variety of educational sectors with very different profiles in terms of linguistic training and teaching experience;
- ▶ are relevant to the description of actual learner achievement in lower and upper secondary, vocational and adult education, and could thus represent realistic objectives;
- ▶ have been ‘objectively calibrated’ to a common scale. This means that the position of the vast majority of the descriptors on the scale is the product of the way in which they have been interpreted to assess the achievement of learners, and not just on the basis of the opinion of the authors;
- ▶ provide a bank of criterion statements about the continuum of foreign language proficiency which can be exploited flexibly for the development of criterion-referenced assessment. They

can be matched to existing local systems, elaborated by local experience and/or used to develop new sets of objectives.

As a result, the 2001 set of illustrative descriptors met with wide acceptance and has been translated into 40 languages. However, the illustrative descriptors were referred to in the CEFR as a 'descriptor bank' because the idea was that, as with a test item bank, they might later be extended once users developed and validated more descriptors – as has now happened with this update.

The descriptors are intended to provide a common metalanguage to facilitate networking and the development of communities of practice by groups of teachers. Users of the CEFR are invited to select the CEFR levels and illustrative descriptors that they consider to be appropriate for their learners' needs, to adapt the formulation of the latter, in order to better suit the specific context concerned, and to supplement them with their own descriptors where they deem it necessary. This is the way that descriptors have been adapted for ELPs.

## Using the CEFR illustrative descriptors

The main function of descriptors is to help **align curriculum, teaching and assessment**. Educators can select CEFR descriptors according to their relevance to the particular context, adapting them in the process if necessary. In this way descriptors can provide a detailed, flexible resource for:

- ▶ relating learning aims to real world language use, thus giving a framework to action-oriented learning;
- ▶ providing transparent 'signposting' to learners, parents, sponsors;
- ▶ offering a 'menu' to negotiate priorities with adult learners in a process of ongoing needs analysis;
- ▶ suggesting classroom tasks to teachers, usually tasks that will involve activities described in several descriptors;
- ▶ introducing criterion-referenced assessment with the criteria relating to an external framework (here the CEFR).

Very often, CEFR descriptors are referred to for inspiration in adapting or making explicit the aims of an existing course. In such a case, descriptors from particular scales are selected, adapted to the local context and added to an existing curriculum document.

However, CEFR descriptors can also be used to develop a set of learning aims from scratch. In doing so, one should ideally start by creating a needs profile, such as those shown graphically in Figures 6 and 7. In practice, a short cut is often taken by starting from the checklists of CEFR-adapted descriptors already available for different levels in the Language Biography section of the many versions of the European Language Portfolio.

Whichever approach is taken, any resulting list of descriptors needs to be slimmed down to a reasonable length by removing repetition and aspects that appear less relevant in the particular context. It is usually at this point that descriptors are adapted, shortened, simplified, merged with existing communicative aims, and supplemented by other educational aims. What is a 'reasonable' length for a list depends on the precise purpose. A list can be long (e.g. 60-80 descriptors) in designing a curriculum for an entire level, but experience suggests that any list used as an instrument for teacher assessment or self-assessment is more effective if it is much shorter (e.g. 10-20 descriptors) and focused on activities of relevance in a particular section or module of the course.

Defining curriculum aims from a needs profile

*Step 1:* Select the *descriptor scales* that are relevant to the needs of the group of learners concerned. (See the Contents page; see Figures 6 and 7).

*Step 2:* Determine a *target level* for each relevant descriptor scale, the level on the scale(s) selected that the learners should reach. Clearly this is best undertaken in consultation with stakeholders, including teachers and, in the case of adult learners, the learners themselves. These can also be asked what other communicative activities are relevant, and what level is an appropriate aim.

*Step 3:* Collate the descriptors for the target level(s) from all the relevant scales into a list. This gives the very first draft of a set of communicative aims.

*Step 4:* Refine the list, possibly in discussion with the stakeholders.

An alternative approach is to:

*Step 1:* Determine a global target level for the course.

*Step 2:* Collate all the descriptors for that level.

*Step 3:* Identify the descriptors that are relevant, in consultation with stakeholders, and delete the rest.

Descriptors can also be useful as a starting point for providing transparent criteria for assessment. CEFR Chapter 9 outlines different forms of assessment and ways in which descriptors can be useful in relation to them. In discussing the exploitation of descriptors in assessment, the CEFR makes the following point:

‘In discussing the use of descriptors it is essential to make a distinction between:

1. Descriptors of communicative activities, which are located in Chapter 4.
2. Descriptors of aspects of proficiency related to particular competences, which are located in Chapter 5.

The former are very suitable for teacher- or self-assessment with regard to real-world tasks. Such teacher- or self-assessments are made on the basis of a detailed picture of the learner’s language ability built up during the course concerned. They are attractive because they can help to focus both learners and teachers on an action-oriented approach’. (CEFR Section 9.2.2)

The latter, descriptors of aspects of proficiency related to competences (CEFR Chapter 5), can be a useful source for developing assessment criteria for *how well* user/learners are able to perform a particular task: to assess the quality of their production. This is opposed to the *what*: communicative activities they ‘can do’ (CEFR Chapter 4). The relationship between the two types of illustrative descriptors is shown in Table 3, modified from CEFR Figure 6. Each type (*what*, *how*) can take two forms: simpler, for ‘outsiders,’ and more elaborated, for ‘insiders’ (usually teachers). Simple forms of descriptors about what the learner can do are often used to report results to the user/learners themselves and other stakeholders (user-oriented); more elaborated, ‘insider’ forms help teachers or testers to construct a programme and specific tasks in it (constructor-oriented). Simpler versions of descriptors for *how* a learner performs in a language are used in assessment grids, which usually restrict themselves to four or five assessment criteria; in a spirit of transparency these can be shared with user/learners (assessor-oriented). More elaborated, ‘insider’ forms, usually for a longer list of aspects of quality, can be used as a checklist to diagnose strengths and weaknesses (diagnostic-oriented). Users may wish to follow up on this point in [CEFR Sections 3.8 and 9.2.2](#), which explain these different orientations.

**Table 3** – The different purposes of descriptors (after CEFR Figure 6)

	WHAT the user / learner can do (CEFR Chapter 4)	HOW WELL the user/learner performs (CEFR Chapter 5)	of relevance to:
More complex descriptors	constructor-oriented curriculum descriptors	diagnostic-oriented assessment descriptors	Curriculum designers Teachers
Simpler descriptors	user-oriented learning aims and ‘can do’ learning outcomes	self-assessment-oriented assessment descriptors	Learners Parents/employers etc.

As mentioned, the primary function of descriptors is to facilitate the provision of transparent and coherent alignment between curriculum, teaching and assessment, particularly teacher assessment, and above all between the ‘language classroom world’ and the real world. Real world needs will relate to the main domains of language use: the public domain, the private domain, the occupational domain and the educational domain (CEFR Section 4.1.1; CEFR Table 5). These domains are illustrated in Appendix 6 with examples for the new scales for online and mediation activities.

The educational domain is clearly as much a real world domain as the other three domains. Indeed both needs profiles shown earlier concerned the educational domain (Figure 6 for CLIL; Figure 7 for university study). It is particularly evident in cases such as the Language of Schooling for children with an immigrant background and CLIL (Content and Language Integrated Learning) that the teacher-learner(s) interaction and collaborative interaction between learners that occur have **mediating functions**:

- ▶ that of organising collective work and the relationships between participants;
- ▶ that of facilitating access to – and the construction of – knowledge.

As diversity has increased at both the social and educational level since the CEFR was published, it has become increasingly important to make space for this diversity. This calls for a broader view of

mediation, as taken in the 2014–2017 project, together with a positive focus on user/learners' diverse linguistic and cultural repertoires. Classrooms can become a place for raising awareness of and further developing learners' plurilingual/pluricultural profiles. The Authoring Group very much hope that the provision of CEFR descriptors for mediating text, mediating concepts, mediating communication and for plurilingual/pluricultural competence will help to broaden the types of tasks carried out in language classrooms and to value *all* the developing language resources that user/learners bring.

### Some useful resources for CEFR implementation

The Council of Europe's website contains links to many resources and articles relating to the CEFR, including a bank of supplementary descriptors, samples of performance (videos and scripts) and calibrated assessment tasks. In addition, materials from a number of CEFR-related projects are available through the [ECML website](#). The following is a shortlist of some of the most practical guidance documents in relation to exploitation of the CEFR for language teaching and learning:

- ▶ [Guide for users](#) (John Trim et al., Council of Europe) – available in English and French;
- ▶ [Guide for the development and implementation of curricula for plurilingual and intercultural education](#) – (Jean-Claude Beacco et al., Council of Europe) – available in English and French;
- ▶ [From communicative to action-oriented: A research guide](#) (Enrica Piccardo, Curriculum Services Canada) – available in English and French;
- ▶ [Pathways through assessment, learning and teaching in the CEFR](#). (Enrica Piccardo et al., European Centre for Modern Languages) – available in English and French;
- ▶ [Council of Europe Tools for Language Teaching: Common European Framework and Portfolios](#). (Francis Goullier, Didier/Council of Europe) – available in English and French;
- ▶ [Eaquals CEFR materials](#);
- ▶ [CEFTTrain](#);
- ▶ *Pour enseigner les langues avec les CERCL- clés et conseils* (Claire Bourguignon, Delagrave).
- ▶ *Le point sur le Cadre Européen commun de référence pour les langues* (Evelyn Rosen, Clé International)
- ▶ *The CEFR in practice* (Brian North, Cambridge University Press)
- ▶ *Language course planning* (Brian North et al, Oxford University Press)

# The CEFR Illustrative Descriptor Scales

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These extended illustrative descriptors include the original set included in Sections 4.4 and 5.2 of the 2001 CEFR published text. The descriptor scales are organised according to the categories of the CEFR descriptive scheme. Page numbers are indicated on the Contents. **The original descriptors are indicated in blue font.** Any changes made to original descriptors are listed in Appendix 7.

## The project to update and extend the descriptors

The original descriptors have been supplemented by a selection of validated, calibrated descriptors from the institutions listed in the Preface and by descriptors developed, validated and calibrated during the 2014-2017 Mediation Project. The approach taken both to the update of the 2001 descriptors and in the mediation project is described in Appendix 5 and briefly summarised here.

- ▶ Where a version of a descriptor scale is available for **sign languages** through the ECML's ProSign Project, this is indicated with the logo  top left.
- ▶ Examples of contexts of use for the new illustrative descriptors for online interaction and for mediation activities, for the public, personal, occupational and educational domains, are given in Appendix 6.

The relationship between the CEFR descriptive scheme, the 2001 illustrative descriptors and the updates and additions provided in this volume is shown in Table 3. As can be seen from Table 4, the descriptor scales for reception are presented before those for production, although the latter appear first in the 2001 CEFR text.

## The stages of the project

### Updating 2001 Scales

The 2001 illustrative descriptor scales are one of the most widely exploited aspects of the CEFR and the relevance of the original descriptors has remained remarkably stable over time. Therefore, the approach taken was to supplement the 2001 set rather than change descriptors in it. There are, however, proposed changes to a small number of descriptors in the scales from CEFR Chapters 4 and 5. The amendment of a small number of 'absolute' statements is intended to better reflect that the CEFR illustrative descriptors do not take an idealised native speaker as a reference point for the competence of a user/learner. These small changes are included in the extended set of illustrative descriptors published here, and are listed in Appendix 7. The working method adopted began with a small authoring group from the Eurocentres Foundation who selected, incorporated and, where necessary, adapted relevant calibrated materials drawn from the sources cited in the Foreword. In a series of meetings with a small group of experts who acted as a sounding board, the resulting set of descriptors was refined before being submitted to a larger group of consultants for review.

### New scales:

At this stage of the project, new scales were added for *Reading as a leisure activity* (under Written Reception), for *Using telecommunications* (under Spoken Interaction), and for *Sustained monologue: Giving information* (under Spoken Production). Certain existing descriptors defining more monologic speech were also moved from the scale *Information exchange* to the *Sustained monologue: Giving information* scale during this process.

Activities		In 2001 descriptive scheme	In 2001 descriptor scales	Descriptor scales updated in this volume	Descriptor scales added in this volume
Reception (CEFR 4.4.2)	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Production (CEFR 4.4.1)	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
Interaction (CEFR 4.4.3)	Spoken	√	√	√	
	Written	√	√	√	
	Strategies	√	√	√	
	Online				√
Mediation (CEFR 4.4.4)	Text	√			√
	Concepts	√			√
	Communication	√			√
Competences					
Communicative language competence (CEFR 5.2)	Linguistic	√	√	√	√ (Phonology)
	Pragmatic	√	√	√	
	Sociolinguistic	√	√	√	
Plurilingual & pluricultural competence (CEFR 6.1.3)	Pluricultural	√			√
	Plurilingual comprehension and repertoire	√			√

**Table 4** – The CEFR descriptive scheme, the 2001 illustrative descriptors, the updates and additions

## Pre-A1

Pre-A1 represents a ‘milestone’ half way towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity, but relies upon a repertoire of words and formulaic expressions. The existence of a band of proficiency below A1 is referred to at the beginning of CEFR Section 3.5. A short list of descriptors is given that had been calibrated below A1 in the Swiss National Research Project. A fuller description of the competences of learners at A1 and the inclusion of a level below A1 was important for users as evidenced by the number of descriptor projects which focused on these lower levels. Therefore, a band of proficiency labelled Pre-A1 is included in the majority of the updated scales.

## Mediation

The approach taken to mediation in the 2001 CEFR publication and in the 2013-2017 project is explained in the next section. The 1996 pilot version of the CEFR, published during the last stages of the Swiss research project, sketched out categories for illustrative descriptor scales for mediation to complement those for reception, interaction and production. However, no project was set up to develop them. One important aim of the current update, therefore, was to, finally, provide such descriptor scales for mediation, given the increasing relevance of this area in education. In the consideration of mediation, descriptors for exploiting plurilingual and pluricultural repertoires were also added. It was to the validation of these new descriptors for mediation, online interaction, reactions to literature and exploiting plurilingual/pluricultural repertoires that the institutions listed in the Foreword contributed.

## Phonology

For *Phonological Control*, an existing CEFR scale, a completely new set of descriptors was developed ([see report](#) by Enrica Piccardo). Phonology had been the least successful scale developed in the research behind the original descriptors. The phonology scale was the only CEFR illustrative descriptor scale for which a native speaker norm, albeit implicit, had been adopted. In an update, it appeared more appropriate to focus on intelligibility as the primary construct in phonological control, in line with current research, especially in the context of providing descriptors for exploiting plurilingual/pluricultural repertoires. The resulting Phonology project followed all three validation phases described below in relation to other new scales, with over 250 informants involved in each phase.

## Development methodology

A short description of the development project is given in Appendix 5, with a more complete version available in the paper by Brian North and Enrica Piccardo: [Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference \(CEFR\)](#). The project emulated and further extended the methodologies employed in the original CEFR descriptor research by Brian North and Günther Schneider in Switzerland. It followed a similar **mixed methods, qualitative and quantitative developmental research design** as summarised in Figure 11. An extensive review of relevant literature was followed by an intuitive authoring phase, with feedback from a sounding board. This was followed between February 2015 and February 2016 by three phases of validation activities with around 1,000 people. The validation was then followed in July 2016 to February 2017 by three rounds of consultation, with piloting from January–July 2017.

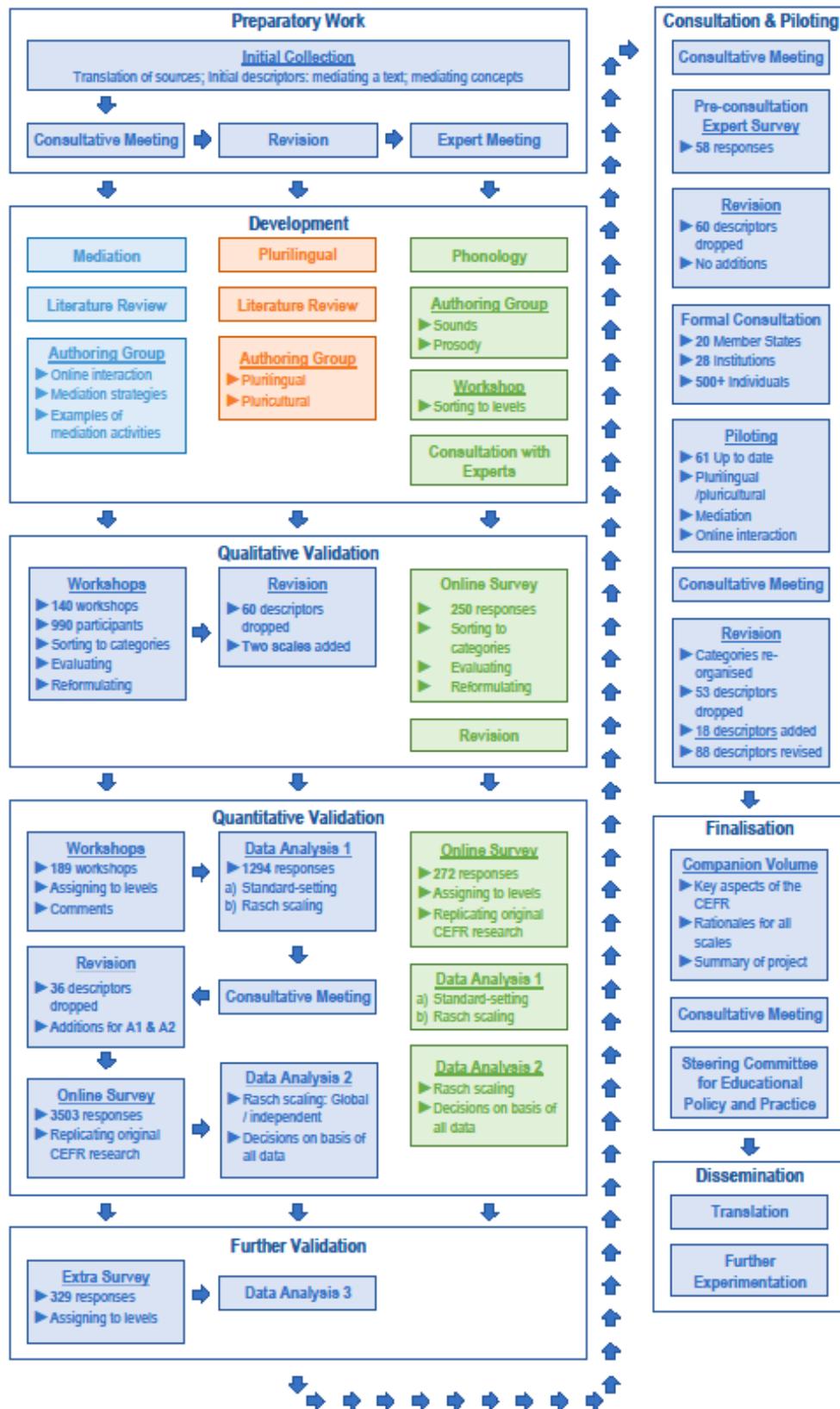


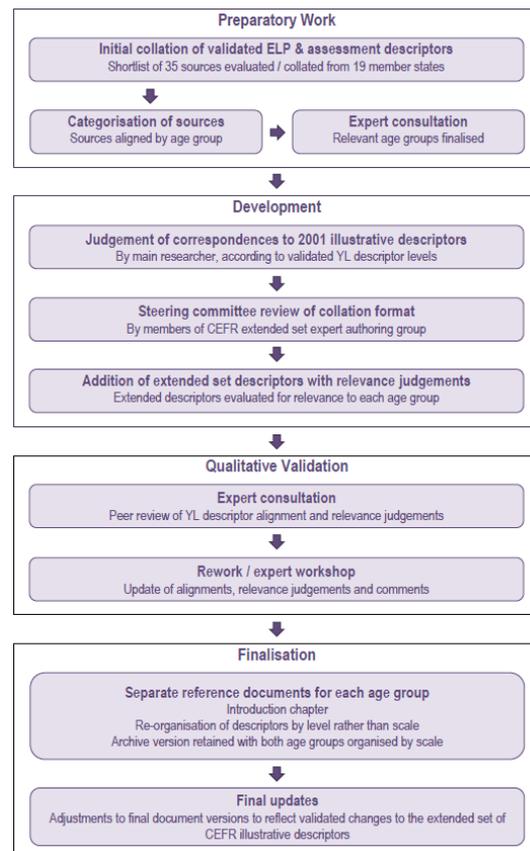
Figure 11 – Multimethod developmental research design

## Young learners

The collated descriptors for young learners are available here on [CEFR website](#). There is a recognised need for instruments to better support CEFR alignment of teaching and learning for young learners. However, a conscious decision was taken to avoid parallel design and calibration of new descriptors for young learners during this project, as young learner descriptors are largely derived and adapted from the CEFR illustrative descriptors, according to age and context. Moreover, a great deal of work has already been done in this area by professionals across the Member States in the design and validation of European Language Portfolios for young learners.

Therefore, the approach adopted for youngboard though peer review, and in a separate learners was to collect and collate descriptors forconsultative workshop. young learners and organise these into the two main age groups 7–10 and 11–15 that were represented by the majority of validated ELP samples available.

Though not fully comprehensive, the project brings together a representative selection of ELP descriptors for young learners from a range of Council of Europe member states, using in particular materials drawn from accredited models in the Council of Europe ELP bank and/or samples registered on the Council of Europe website, along with young learner assessment descriptors supplied by Cambridge English Language Assessment. These were individually aligned to the 2001 illustrative descriptors according to level, identifying meaningful correspondences between young learner descriptors and CEFR illustrative descriptors, and presented to sounding board of experts for document peer review. This collation and alignment is intended to support further development of young learner curricula, portfolios and assessment instruments, with a consciousness of lifelong learning leading to competences described in the CEFR. In addition, the extended illustrative descriptors were included in the document for educators to consider for relevance to young learner programmes. Guidance judgements were added as to the proposed relevance of each of the extended CEFR illustrative descriptors to each of the two age groups. These judgements were also ratified by the sounding



**Figure 12 – Development design of Young Learner Project**

The [descriptors](#) are presented in two documents, one for each age group. The documents have an identical structure, presenting the descriptors by level, starting with Pre-A1, and filtering out non-relevant CEFR illustrative descriptors which have been evaluated as clearly beyond the typical cognitive, social or experiential capacity of the age group (mainly at the higher levels). The documents thus show what CEFR descriptor the young learner descriptor is related to along with an indication of the relevance of a CEFR descriptor to the age group if no young learner descriptor examples are yet available. Additionally, an archive document retains all the mapped descriptors together for both age groups, organised by scale.

## Summary of changes

Table 5 below summarises the changes to the CEFR illustrative descriptors resulting from the project and the rationale for these changes.

**Table 5** – Summary of changes resulting from the project

What is addressed in this publication	Comments
Pre-A1	Descriptors for this band of proficiency that is halfway to A1, mentioned at the beginning of CEFR Section 3.5, are provided for many scales, including for online interaction.
Changes to 2001 descriptors	A list of changes to existing 2001 descriptors appearing in CEFR Chapter 4 for communicative language activities & strategies, and in CEFR Chapter 5 for aspects of communicative language is given in Appendix 7.
Changes to C2 descriptors	Most of the changes proposed in the list in Appendix 7 concern C2 descriptors included in the 2001 set. Some instances of very absolute statements have been adjusted to better reflect the competence of C2 user/learners.
Changes to A1-C1 descriptors	Very few changes are proposed to other descriptors. It was decided not to 'update' descriptors merely because of changes in technology (e.g. references to postcards or public telephones). The scale for Phonological control has been replaced (see below). Changes are also proposed to certain descriptors that refer to linguistic accommodation (or not) by 'native speakers', because this term has become controversial since the CEFR was published.
Plus levels	The description for plus levels (=B1+; B1.2) has been strengthened. Please see Appendix 1 and CEFR Section 3.5 and 3.6 for discussion of the plus levels.
Phonology	The scale for Phonological control has been redeveloped, with a focus on Sound articulation and Prosodic features.
Mediation	The approach taken to mediation is broader than that presented in the CEFR book. In addition to a focus on activities to mediate a text, scales are provided for mediating concepts and for mediating communication, giving a total of 19 scales for mediation activities. Mediation strategies (5 scales) are concerned with strategies employed during the mediation process, rather than in preparation for it.
Pluricultural	The scale <i>Building on pluricultural repertoire</i> describes the <u>use</u> of pluricultural competences in a communicative situation. Thus, it is skills rather than knowledge or attitudes that are the focus. The scale shows a high degree of coherence with the existing CEFR scale Sociolinguistic appropriateness, although it was developed independently.
Plurilingual	The level of each descriptor in the scale <i>Building on plurilingual repertoire</i> is the functional level of the weaker language in the combination. Users may wish to indicate explicitly which languages are involved.
Specification of languages involved	It is recommended that, as part of the adaptation of the descriptors for practical use in a particular context, the relevant languages should be specified in relation to: <ul style="list-style-type: none"> <li>– Cross-linguistic mediation (particularly scales for Mediating a text)</li> <li>– Plurilingual comprehension</li> <li>– Building on plurilingual repertoire.</li> </ul>
Literature	There are three new scales relevant to creative text and literature: <ul style="list-style-type: none"> <li>– Reading as a leisure activity (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors)</li> <li>– Expressing a personal response to creative texts (less intellectual, lower levels)</li> <li>– Analysis and criticism of creative texts (more intellectual, higher levels)</li> </ul>
Online	There are two new scales for the following categories: <ul style="list-style-type: none"> <li>– Online conversation and discussion</li> </ul>

	<ul style="list-style-type: none"> <li>– Goal-oriented online transactions and collaboration</li> </ul> <p>Both these scales concern the multimodal activity typical of web use, including just checking or exchanging responses, spoken interaction and longer production in live link-ups, using chat (written spoken language), longer blogging or written contributions to discussion, and embedding other media.</p>
Other new descriptor scales	<p>New scales are provided for the following categories that were missing in the 2001 set, with descriptors taken from other sets of CEFR-based descriptors:</p> <ul style="list-style-type: none"> <li>– Using telecommunications</li> <li>– Giving information</li> </ul>
New descriptors are calibrated to the CEFR levels	<p>The new descriptor scales have been formally validated and calibrated to the mathematical scale from the original research that underlies the CEFR levels and descriptor scales.</p>
Sign language	<p>Where variants of CEFR descriptor scales have been adapted for sign languages in the ProSign Project, this is indicated in the top left-hand corner of the scale with the <b>PROSIGN</b> logo. In addition, a small number of scales specifically for sign languages will be added to this document in January 2018 on the basis of research conducted in Switzerland.</p>
Parallel project:	
Young learners	<p>Two collations of descriptors for young learners from ELPs are provided: for the 7–10 and 11–15 age groups respectively. At the moment, no young learner descriptors have been related to descriptors on the new scales, but the relevance for young learners is indicated.</p>

## Issues and responses

A great amount of feedback was given by participants in the validation activities in 2015, in consultation meetings and during the wider consultation and piloting in 2016–7. This section focuses on some of the key issues which were raised over the duration of the project and how each one was addressed.

### Relationship of mediation scales to existing CEFR scales

Although the focus in the project was to provide descriptors for activities and strategies that were not already covered by existing CEFR descriptor scales, some aspects of the mediation scales, particularly at lower levels, are reminiscent of the kinds of activities described in existing CEFR scales. This is because some aspects of mediation, in the broader interpretation now being adopted, are already present in the original illustrative descriptor scales. The new scales under *Mediating a text* for *Relaying specific information*, *Explaining data* and *Processing text*, for example, are an elaboration of concepts introduced in the existing scale *Processing text* under ‘Text’ in CEFR Section 4.6.3. Similarly, the scales particularly concerning group interaction *Facilitating collaborative interaction with peers*, *Collaborating to construct meaning*, and *Encouraging conceptual talk* are in many ways a further development of concepts in the existing scale *Cooperating strategies* under *Interaction Strategies*. This underlines the difficulty of any scheme of categorisation. We should never underestimate the fact that categories are convenient, invented artefacts that make it easier for us to interpret the world. Boundaries are fuzzy and overlap is inevitable.

### Cross-linguistic mediation

Earlier versions of the descriptors had experimented with various formulations seeking to take account of this point. However, making clear distinctions proved to be remarkably difficult. Mother tongue and first language and language of schooling are often not synonymous and even expressions like source language and target language proved confusing (e.g. when mediating from another language one may be mediating to the mother tongue, the other language is in such a case the source language and the mother tongue would be the target language). Attempts to cater for these variations also meant that at one point the collection of descriptors tripled in size unnecessarily, with very minor changes in formulation.

Therefore, the project group decided to take the line that, as with the original illustrative descriptors, what is calibrated is the perceived difficulty of the functional language ability irrespective of whatever languages are involved. It is recommended that those languages should be specified by the user as part of the adaptation of the descriptors for practical use.

The scales for *Mediating a text* contain a reference to 'Language A' and 'Language B' broad terms for mediated communication sources and communication outputs respectively. It is stated in notes that mediation may be within one language or across languages, varieties or registers (or any combination of these) and that the user may wish to state the specific languages concerned. Equally the user may wish to provide examples relevant to their context, perhaps inspired by those presented in Appendix 6 for the four domains of language use: public, personal, occupational and educational.

For example, the first descriptor on the scale for *Relaying specific information in speech*:

*Can explain (in Language B) the relevance of specific information given in a particular section of a long, complex text (written in Language A).*

might become:

*Can explain in French the relevance of specific information given in a particular section of a long, complex text in English (for example an article, website, book or talk face-to-face / online concerning current affairs or an area of personal interest or concern).*

or if communication within one target language is concerned:

*Can explain the relevance of specific information given in a particular section of a long, complex text (for example an article, website, book or talk face-to-face / online concerning current affairs or an area of personal interest or concern).*

All of the descriptors for mediating a text involve integrated skills, a mixture of reception and production. The focus is *not* on reception, for which CEFR scales already exist. The level at which descriptors are calibrated reflects the level of the processing and the production required. When the reception and the production are in different languages, then the level represented by the descriptor is that needed to process and articulate the source message in the target language(s).

## General and communicative language competences

In any CEFR descriptor scale, the descriptors at a particular level define what can reasonably be achieved when the user/learner has a communicative language competence (CEFR Section 5.2) in the language(s) concerned corresponding to the CEFR level given, provided that the person concerned also has the personal characteristics, knowledge, cognitive maturity and experience – that is to say the general competences (CEFR Section 5.1) – necessary to do so successfully. The CEFR scales are intended to be used to profile ability. It is unlikely that all users who are globally 'B1' are capable of doing exactly what is defined at B1 on **all** CEFR descriptor scales, no more and no less. It is far more likely that people whose overall level is at B1 will in fact be A2 or A2+ in relation to some activities and B1+ or even B2 in relation to others, depending upon their personal profile of general competences, in turn dependent on age, experience etc. This is the case with many existing CEFR descriptor scales that concern cognitive abilities like *Listening and notetaking*, *Reading for information and argument*, *Formal discussion (Meetings)*, *Sustained monologue: Addressing audiences*, and producing *Reports and essays*. It is equally the case with many mediation activities. Some of the scales under mediating a text (e.g. *Processing text*) or mediation strategies (e.g. *Streamlining text*) involve activities requiring a degree of cognitive sophistication that may also not be shared equally by everyone. Furthermore, the scales for mediating communication require interpersonal skills that are not shared equally, partly due to experience.

Similarly, the profiles of user/learners at, for example, B1 will differ greatly in relation to *Building on plurilingual/pluricultural repertoire*, dependent on their personal trajectories and the experience and competences acquired along the way. Therefore, rather than seeking to eliminate the influence of individual differences, the approach taken in the descriptors acknowledges that they are a key contributing factor to learners' unique profiles of communicative ability.

## General and communicative language competences in exploiting pluricultural repertoire

As with mediating, using one's pluricultural repertoire involves a range of general competences (CEFR Section 5.1), usually in close conjunction with pragmatic and sociolinguistic competences (CEFR Section 5.2.2 & 3). Thus in this scale, as in the mediation scales and many other CEFR scales, competences other than language competences come into play. The boundaries between knowledge of the world (CEFR 5.1.1.1), sociocultural knowledge (CEFR 5.1.1.2) and intercultural awareness (CEFR 5.1.1.3) are not really clear-cut, as the CEFR explains. Nor are those between practical skills and know-how (CEFR 5.1.2.1) – which includes social skills – and socio-cultural knowledge or

intercultural skills and knowhow (5.1.2.2). The field of socio-pragmatics also studies aspects of these areas from a more 'linguistic' point of view. What is more important than possible overlap between categories is the fact that the user/learner calls on all these various aspects, merged with the appropriate communicative language competence, in the creation of meaning in a communicative situation. Some are more likely than others to be able to do this to the extent permitted by a given language proficiency level, perhaps because of their differing aptitudes and experience.

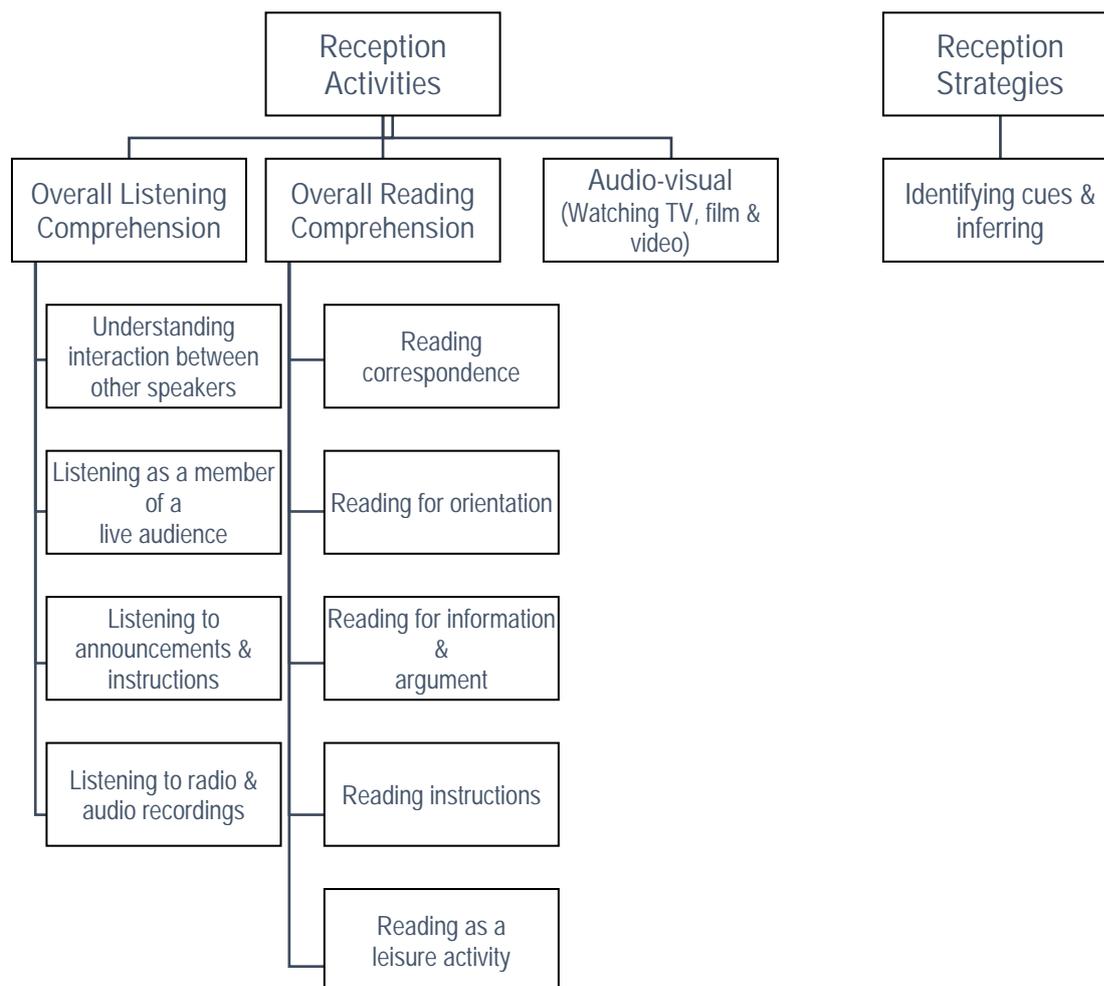
#### Plurilingual comprehension and level

Plurilingual comprehension usually involves activities like exploiting one's receptive ability in one language (however partial) to deduce the meaning of texts written in another language. Again, it is the minimum functional level needed in each of the languages concerned to perform these activities that the descriptor scaling refers to. Proximity of languages naturally helps. Therefore, again, in any specific context, users are advised to specify the languages concerned as part of the adaptation of the descriptor for practical use.

## Communicative language activities and strategies (CEFR Section 4.4)

### Reception

Reception involves receiving and processing input, activating what are thought to be appropriate *schemata* in order to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. Incoming co-textual and contextual cues are checked to see if they ‘fit’ the activated schema – or suggest that an alternative hypothesis is necessary. In **aural reception (one-way listening)** activities, the language user receives and processes a spoken input produced by one or more speakers. In **visual reception (reading)** activities the user receives and processes as input written texts produced by one or more writers. In **audio-visual reception**, for which one scale (watching TV and film) is provided, the user watches TV, video, or a film and uses multi-media, with or without subtitles and voiceovers.



### Reception activities

#### Listening comprehension

The aspects of listening comprehension included under reception are different kinds of one-way listening, excluding *Understanding the interlocutor* (as a participant in interaction), which is included under interaction. The approach is strongly influenced by the metaphor of concentric circles as one moves out from the role as participant in an interaction towards the one-way role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media. Scales are provided for *Understanding conversation between other speakers* (as an overhearer) and for *Listening as a member of a live-audience*. To these scales particular media are added, with *Listening to announcements and instructions*, and *Listening to audio media and recordings*. There is also a separate scale for *Watching TV and film* included under audio-visual comprehension.

## SPOKEN RECEPTION

### OVERALL LISTENING COMPREHENSION

For the **PROSIGN** version of this scale [click here](#).

C2	Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
Pre-A1	Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.

*Understanding conversation between other speakers* concerns two main situations: the first is when other speakers in a group interaction talk across the user/learner to each other, so that the user/learner is no longer directly addressed. The second situation is when the user/learner is an overhearer: listening to a conversation between other people nearby. Both situations are noticeably more difficult than when the user/learner is directly addressed, firstly because there is no element of accommodation to them and because the speakers may have shared assumptions, experiences they refer to and even variants in usage, and secondly because the user/learner, not being an addressee, has no 'rights' to ask for clarification, repetition etc. Key concepts operationalized in the scale include the following:

- ▶ picking up and connecting words, phrases etc.;
- ▶ catching enough to identify the topic, changes of topic;
- ▶ identifying chronological progression, e.g. a story;
- ▶ identifying when people agree and disagree, points made for and against an issue;
- ▶ identifying attitudes and sociocultural implications (C levels).

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.
C1	<i>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</i> Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.
B2	<i>Can keep up with an animated conversation between speakers of the target language.</i>
	<i>Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</i> Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.
B1	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.
	<i>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.</i>
A2	<i>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.</i> Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.
	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
A1	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.
	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.
Pre-A1	<i>No descriptors available</i>

*Listening as a member of a live-audience* concerns listening to a speaker addressing an audience, for example in a meeting or seminar, at a conference or lecture, on a guided tour, at a wedding or other celebration. Understanding the speaker as a member of an audience is in fact usually easier than *Understanding conversation between other speakers*, even though the user/learner is even further away from being a participant in the talk. This is firstly because the more structured nature of a monologue means that it is easier to bridge over sections that one doesn't understand and pick up the thread again. Secondly, the speaker is more likely to be using a neutral register and projecting his/her voice to maximize the ability of the audience to follow. Key concepts operationalized in the scale include the following:

- ▶ following talk accompanying real artefacts (e.g. on a guided tour) and visual aids (e.g. PowerPoint);
- ▶ the degree of accommodation to the audience (speed of delivery, extent to which usage is simplified);
- ▶ familiarity of the situation and subject matter;
- ▶ following a line of argument, distinguishing main points etc.

LISTENING AS A MEMBER OF A LIVE AUDIENCE	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<p>Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology.</p> <p>Can make appropriate inferences when links or implications are not made explicit.</p> <p>Can get the point of jokes or allusions in a presentation.</p>
C1	<p>Can follow most lectures, discussions and debates with relative ease.</p>
B2	<p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.</p>
	<p>Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p> <p>Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</p>
B1	<p>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.</p>
	<p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.</p> <p>Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.</p>
A2	<p>Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).</p>
	<p>Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.</p> <p>Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'</p>
A1	<p>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</p>
Pre-A1	No descriptors available

*Listening to announcements and instructions*, involves a different type of extremely focused listening in which the aim is to catch specific information. The situation is complicated by the fact that the announcement or instructions may well be delivered by a (possibly faulty) public address system, or called out by a speaker some considerable distance away. Key concepts operationalized in the scale include the following:

- ▶ understanding directions and detailed instructions;
- ▶ catching the main point of announcements;
- ▶ degree of clarity, from slow and clear to normal speed with audio distortion.

LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<i>No descriptors available; see C1</i>
C1	Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed. Can understand detailed instructions well enough to be able to follow them successfully.
B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions. Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.
A2	Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear. Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport. Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.
A1	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment. Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.
Pre-A1	Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.

*Listening to audio media and recordings* involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries. Key concepts operationalized in the scale include the following:

- ▶ picking out concrete information;
- ▶ understanding main points, essential information;
- ▶ catching important information;
- ▶ identifying speaker mood, attitudes and viewpoints.

## LISTENING TO THE RADIO AND AUDIO RECORDINGS

For the **PROSIGN** version of this scale [click here](#).

C2	<i>No descriptors available; see C1</i>
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.
B1	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.
A2	Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).
	Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.
	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
	Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
A1	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
	Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
Pre-A1	Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly

### Reading comprehension

The categories for reading are a mixture between reading purpose and reading particular genres with specific functions. In terms of reading purpose, there is a fundamental difference between Reading for orientation and Reading for information / argument. The former is sometimes called search reading and mainly takes two forms: firstly, reading a text 'diagonally' at speed in order to decide whether to read (parts of) it properly (= 'skimming'), and secondly, looking quickly through a text searching for something specific – usually a piece of information (= 'scanning'). The latter is the way one reads artefacts like bus or train timetables, but sometimes one searches through a long prose text looking for something in particular. Then there is a fundamental difference between Reading for information/argument and Reading as a leisure activity. The latter may well involve non-fiction, but not necessarily literature. It will also encompass magazines and newspapers, blogs, biographies etc. – and possible even texts another person would read only for work or study purposes, depending on one's interests. Finally, there are texts that one reads in a particular way – like Reading instructions, a specialized form of reading for information. Reading correspondence is different again, and this is offered first since the scales start in each category with interpersonal language use. Reading as a leisure activity is given last purely because it is added in 2017.

## WRITTEN RECEPTION

### OVERALL READING COMPREHENSION

C2	<p>Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>
C1	<p>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</p>
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
Pre-A1	Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

*Reading correspondence* encompasses reading both personal and formal correspondence. Key concepts operationalized in the scale include the following:

- ▶ length and complexity/simplicity of message;
- ▶ concreteness of information, whether it follows a routine format;
- ▶ the extent to which language is standard, colloquial, idiomatic;
- ▶ the extent to which the subject is an everyday one, one related to interests or specialised.

### READING CORRESPONDENCE

C2	Can understand specialised, formal correspondence on a complex topic.
C1	<p>Can understand any correspondence given the occasional use of a dictionary.</p> <p>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools.</p> <p>Can understand slang, idiomatic expressions and jokes in private correspondence.</p>
	<p>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Can understand what is said in a personal email or posting even where some colloquial language is used.</p>
B1	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.
	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
	<p>Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.</p> <p>Can understand standard formal correspondence and online postings in his/her area of professional interest.</p>

READING CORRESPONDENCE	
A2	Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
	Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).
A1	Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).
Pre-A1	Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location. Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.

*Reading for orientation* – search reading – involves ‘skimming:’ reading at speed in order to judge relevance and ‘scanning:’ searching for specific information. Key concepts operationalized in the scale include the following:

- ▶ the type of texts (from notices, leaflets etc. to articles and books);
- ▶ picking out concrete information like times, prices from texts that are visual artefacts, rather than prose text, with layout that helps;
- ▶ identifying important information;
- ▶ scanning prose text for relevance;
- ▶ speed – mentioned at B2.

READING FOR ORIENTATION	
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.
B1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

READING FOR ORIENTATION	
A2	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.
	Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).
	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
	Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).
A1	Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.
	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.
	Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).
	Can understand basic hotel information, e.g. times when meals are served.
Pre-A1	Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).
	Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc. Can find information about places, times and prices on posters, flyers and notices.

*Reading for information / argument* – detailed reading – involves careful study of a text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalized in the scale include the following:

- ▶ type of texts, from simple, short illustrated informational material to complex reports and articles;
- ▶ subject of texts, from familiar everyday subjects of personal interest to topics outside his/her area of interest;
- ▶ depth of understanding, from getting an idea of the content to understanding finer points and implications.

READING FOR INFORMATION AND ARGUMENT	
C2	Can understand the finer points and implications of a complex report or article even outside his/her area of specialisation.
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field.
	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
	Can recognise when a text provides factual information and when it seeks to convince readers of something.
	Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.

READING FOR INFORMATION AND ARGUMENT	
B1	<p>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>
	<p>Can recognise significant points in straightforward newspaper articles on familiar subjects.</p> <p>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p>
A2	<p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.</p> <p>Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p>
	<p>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</p> <p>Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>
A1	<p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p> <p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.</p>
Pre-A1	<p>Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words</p>

*Reading instructions* is a specialized form of reading for information. Key concepts operationalized in the scale include the following:

- ▶ topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside his/her area of expertise;
- ▶ degree of contextualisation and familiarity;
- ▶ length, from a few words to detailed and lengthy complex instructions in continuous text.

READING INSTRUCTIONS	
C2	<i>No descriptors available; see C1</i>
C1	Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.

READING INSTRUCTIONS	
B1	Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.
	<p>Can understand clearly written, straightforward instructions for a piece of equipment.</p> <p>Can follow simple instructions given on packaging, e.g. cooking instructions.</p> <p>Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).</p>
A2	<p>Can understand regulations, for example safety, when expressed in simple language.</p> <p>Can understand short written instructions illustrated step by step (e.g. for installing new technology).</p>
	<p>Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.</p> <p>Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.</p> <p>Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.'</p> <p>Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.</p>
A1	Can follow short, simple written directions (e.g. to go from X to Y).
Pre-A1	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.

*Reading as a leisure activity* involves both fiction and nonfiction, including creative texts, different forms of literature, magazine and newspaper articles, blogs, biographies, etc. – depending on one's interests. Key concepts operationalized in the scale include the following:

- ▶ length, variety of texts and whether there are illustrations;
- ▶ type of texts, from simple descriptions of people and places, through different types of narrative texts to contemporary and classical writings in different genres;
- ▶ topics, from everyday topics (e.g. hobbies, sports, leisure activities, animals), concrete situations to a full range of abstract and literary topics;
- ▶ type of language: from simple to stylistically complex;
- ▶ ease of reading: from guessing with the help of images, through reading with a large degree of independence to appreciating the variety of texts;
- ▶ depth of understanding: from understanding in outline/the main points to understanding implicit as well as explicit meaning.

READING AS A LEISURE ACTIVITY	
C2	Can read virtually all forms of the written language including classical or colloquial literary and non-literary writings in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can read and appreciate a variety of literary texts, provided that he/she can reread certain sections and that he/she can access reference tools if he/she wishes.
	Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.
B2	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.
	Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.

READING AS A LEISURE ACTIVITY	
B1	Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points. Can understand simple poems and song lyrics written in straightforward language and style.
	Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made. Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.
	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).
	Can understand short narratives and descriptions of someone's life that are written in simple words. Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. Can understand much of the information provided in a short description of a person (e.g. a celebrity). Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.
A1	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.
Pre-A1	<i>No descriptors available</i>

### Audio-visual Reception

*Watching TV and film* includes live and recorded video material plus, at higher levels, film. Key concepts operationalised in the scale include the following:

- ▶ following changes of topic and identifying main points;
- ▶ identifying details, nuances and implied meaning (C levels);
- ▶ delivery: from slow, clear standard usage to the ability to handle slang and idiomatic usage.

WATCHING TV, FILM AND VIDEO	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<i>No descriptors available; see C1</i>
C1	Can follow films employing a considerable degree of slang and idiomatic usage. Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows. Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language.
B2	Can extract the main points from the arguments and discussion in news and current affairs programmes.
	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.

## WATCHING TV, FILM AND VIDEO

B1	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
A2	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
	Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.
	Can follow changes of topic of factual TV news items, and form an idea of the main content.
A1	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.
Pre-A1	<i>No descriptors available</i>

### Reception Strategies

In reception, understanding progresses through a combination of bottom up/top down processing and of the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalized in the scale include the following:

- ▶ exploiting illustrations, formatting, headings, subtitles, position in the text etc.
- ▶ ability to deduce meaning from the co-text and linguistic context;
- ▶ exploiting linguistic clues: from numbers and proper nouns, through word roots prefixes and suffixes, temporal connectors, logical connectors – to skilled use of a variety of strategies.

## IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)

For the **PROSIGN** version of this scale [click here](#).

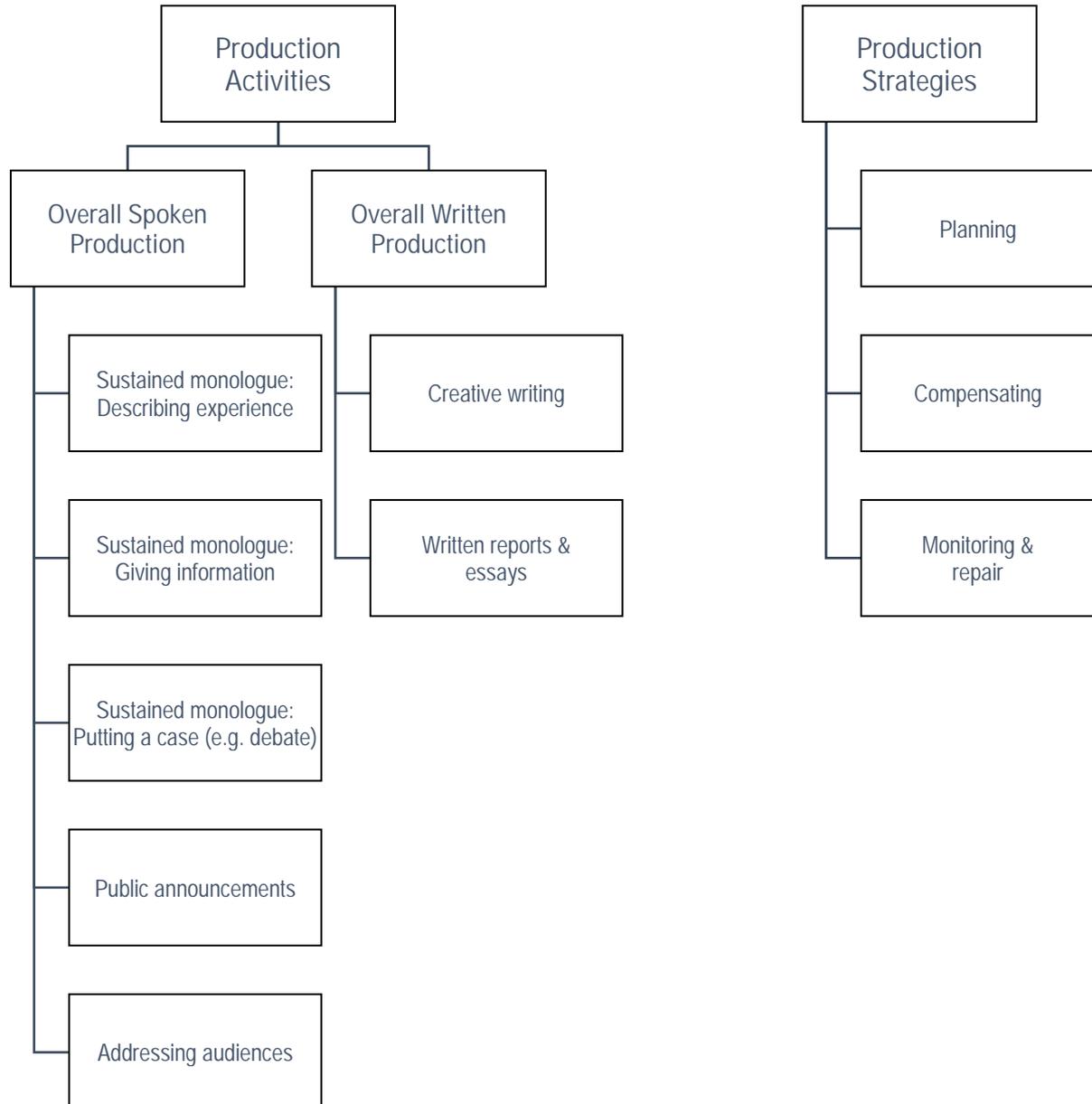
C2	<i>No descriptors available; see C1</i>
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
B2	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
B1	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
	Can make basic inferences or predictions about text content from headings, titles or headlines. Can listen to a short narrative and predict what will happen next. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).

## IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)

A2	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.</p>
A2	<p>Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.</p> <p>Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text.</p> <p>Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</p>
A1	<p>Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</p>
Pre-A1	<p>Can deduce the meaning of a word from an accompanying picture or icon.</p>

## Production

Production includes both speaking and writing activities. Spoken production is a 'long turn,' which may involve a short description or anecdote, or may imply a longer, more formal presentation. Productive activities, spoken and written, have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them. Judgements are made of what has been submitted in writing or of the fluency and articulateness in speaking, especially when addressing an audience. Ability in this more formal production is not acquired naturally; it is a product of literacy learnt through education and experience. It involves learning the expectations and conventions of the genre concerned. Production strategies are employed to improve the quality of both informal and formal production. *Planning* is obviously more associated with formal genres, but *Monitoring* and *Compensating* for gaps in vocabulary or terminology are also a quasi-automated process in natural speech.



## Production activities

The categories for spoken production are organized in terms of three macro-functions (interpersonal, transactional, evaluative), with two more specialised genres: *Addressing audiences* and *Public announcements*. *Sustained monologue: Describing experience* focuses mainly on descriptions and narratives whilst *Sustained monologue: Putting a case (e.g. in debate)* describes the ability to sustain an argument, which may well be made in a long turn in the context of normal conversation and discussion. *Sustained monologue: giving information* is a new scale, created by transferring certain descriptors from the scale for *Information exchange* that implied monologue rather than dialogue.

SPOKEN PRODUCTION	
OVERALL SPOKEN PRODUCTION	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

### Spoken Production

*Sustained monologue: Describing experience* concerns narrative and description. It has many short descriptors at A1-B1 reflecting a relatively direct link between communicative functions and the language used to express them. There is little or no information about quality of language, for which scales for communicative language competence would need to be consulted. Key concepts operationalized in the scale include the following:

- ▶ aspects described, from simple everyday information (describe him/herself, what he/she does and where he/she lives) through classic functions (e.g. describe plans and arrangements, habits and routines, past activities and personal experiences) and a wide range of subjects related to his/her field of interest, to detailed descriptions of complex subjects;
- ▶ complexity of discourse: from simple words and formulaic expressions, and simple sentences, through relating as a linear sequence of points, to integrating sub themes and developing particular points in a smoothly flowing description.

## SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

For the **PROSIGN** version of this scale [click here](#).

C2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can describe the personal significance of events and experiences in detail.
B1	Can clearly express feelings about something experienced and give reasons to explain those feelings.
	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
	Can give detailed accounts of experiences, describing feelings and reactions.
	Can relate details of unpredictable occurrences, e.g. an accident.
	Can relate the plot of a book or film and describe his/her reactions.
	Can describe dreams, hopes and ambitions.
A2	Can describe events, real or imagined.
	Can narrate a story.
	Can tell a story or describe something in a simple list of points.
	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.
	Can give short, basic descriptions of events and activities.
	Can describe plans and arrangements, habits and routines, past activities and personal experiences.
A1	Can use simple descriptive language to make brief statements about and compare objects and possessions.
	Can explain what he/she likes or dislikes about something.
	Can describe his/her family, living conditions, educational background, present or most recent job.
	Can describe people, places and possessions in simple terms.
Pre-A1	Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).
	Can briefly talk about what he/she plans to do at the weekend or during the holidays.
A1	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.
Pre-A1	Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance. Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.

*Sustained monologue: Giving information* is a new scale concerned with explaining information to a recipient in a long turn. Although the recipient may well interrupt to ask for repetition and clarification, the information is clearly unidirectional; it is not an exchange. Key concepts operationalized in the scale include the following:

- ▶ type of information: from a simple description of an object, or directions, through straightforward factual information on a familiar topic to complex professional or academic procedures;
- ▶ degree of precision: from simple descriptions through explaining the main points with reasonable precision to communicating detailed information reliably to making clear distinctions between ideas, concepts and things that closely resemble one another.

SUSTAINED MONOLOGUE: GIVING INFORMATION	
C2	<i>No descriptors available; see C1</i>
C1	Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. Can give instructions on carrying out a series of complex professional or academic procedures.
B2	Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.
B1	<i>Can explain the main points in an idea or problem with reasonable precision.</i> <i>Can describe how to do something, giving detailed instructions.</i> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.
A2	Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'
A1	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.
Pre-A1	<i>No descriptors available</i>

*Sustained monologue: Putting a case (e.g. in debate)* describes the ability to sustain an argument. The original scale (marked in blue) was bunched at B2, where this ability is a salient concept. Descriptors have now been added for more levels. Key concepts operationalized in the scale include the following:

- ▶ topics: from what he/she likes or dislikes about something to opinions on subjects relating to everyday life, to topical issues and complex issues;
- ▶ manner of arguing: from making simple, direct comparisons, through expanding and supporting viewpoints at some length whilst developing an argument systematically, to taking into account the interlocutor's perspective and employing emphasis effectively;
- ▶ manner of formulation: from presenting an idea in simple terms to highlighting significant points appropriately and formulating points precisely in well-structured speech.

SUSTAINED MONOLOGUE: PUTTING A CASE (e.g. in a debate)	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<i>No descriptors available; see C1</i>
C1	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.
B2	<i>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</i> <i>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</i> <i>Can construct a chain of reasoned argument.</i> <i>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</i>

SUSTAINED MONOLOGUE: PUTTING A CASE (e.g. in a debate)

	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.
B1	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.
A2	Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. Can present his/her opinion in simple terms, provided listeners are patient.
A1	No descriptors available
Pre-A1	No descriptors available

*Public announcements* are a very specialised way of passing important information to a group of people, perhaps in a private capacity (e.g. at a wedding), perhaps whilst organising an event or outing or in the manner of air cabin staff. Key concepts operationalised in the scale include the following:

- ▶ type of content: from predictable, learnt content to announcements on a range of topics;
- ▶ intelligibility: from a delivery listeners will have to concentrate to follow, to effective use of stress and intonation, conveying finer shades of meaning precisely;
- ▶ need for preparation: from very short, rehearsed announcements to spontaneous and almost effortless fluency.

PUBLIC ANNOUNCEMENTS

For the **PROSIGN** version of this scale [click here](#).

C2	No descriptors available; see C1
C1	Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
B2	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
A2	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
A1	No descriptors available
Pre-A1	No descriptors available

*Addressing audiences* involves giving a presentation or making a speech at a public event, in a meeting, seminar or class. Whilst the talk is clearly prepared it is not usually read word for word. Nowadays it is conventional to use visual aids like PowerPoint, but this need not be the case. After a presentation, it is customary to take questions spontaneously, answering in a short monologue, so this is included in the descriptors as well. Key concepts operationalized in the scale include the following:

- ▶ type of address: from a very short, rehearsed statement, through a prepared straightforward presentation on a familiar topic within his/her field, to a well-structured presentation of a complex subject given to an audience unfamiliar with it;
- ▶ consideration of the audience: there is no comment at the A levels, but from B1 the progression goes from being clear enough to be followed without difficulty most of the time, to structuring and adapting the talk flexibly to meet the needs of the audience;
- ▶ ability to handle questions: from answering straightforward questions with some help, through

taking a series of follow up questions fluently and spontaneously, to handling difficult and even hostile questioning.

ADDRESSING AUDIENCES	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>Can handle difficult and even hostile questioning.</p>
C1	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.</p> <p>Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>
B2	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>
	<p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>
B1	<p>Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).</p>
	<p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>
A2	<p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p>
	<p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>
A1	Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.
Pre-A1	<i>No descriptors available</i>

WRITTEN PRODUCTION	
OVERALL WRITTEN PRODUCTION	
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.
A1	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.
Pre-A1	Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.

### Written Production

In the categories for written production, the macro-functions 'transactional language use' and 'evaluative language use' are not separated because they are normally interwoven (*Reading for information and argument* also combined these two aspects). *Creative writing* is the written equivalent of *Sustained monologue: Describing experience*, and focuses on description and narrative.

*Creative writing* involves personal, imaginative expression in a variety of text types. Key concepts operationalized in the scale include the following:

- ▶ aspects described, from simple everyday information, through a variety of subjects related to fields of interest to engaging stories and descriptions of experience;
- ▶ types of texts: from diary entries and short, imaginary biographies and simple poems, to well-structured and developed descriptions and imaginative texts;
- ▶ complexity of discourse: from simple words and phrases, through clear connected text, to following established conventions of the genre concerned in clear, well-structured, smoothly flowing text;
- ▶ use of language: from basic vocabulary and simple sentences, to an assured, personal, natural style appropriate to both the genre adopted and the reader.

CREATIVE WRITING	
C2	Can write clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted. Can exploit idiom and humour appropriately to enhance the impact of the text.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can incorporate idiom and humour, though use of the latter is not always appropriate. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.

CREATIVE WRITING	
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.
B1	Can clearly signal chronological sequence in narrative text. Can write a simple review of a film, book or TV programme using a limited range of language.
	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.
	Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future).
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
	Pre-A1 <i>No descriptors available</i>

*Written reports and essays* covers more formal types of transactional and evaluative writing. Key concepts operationalized in the scale include the following:

- ▶ content: from familiar subjects of interest and routine factual information, to complex academic and professional topics, distinguishing one's own viewpoints from those in the sources;
- ▶ type of texts: from short reports and posters, to complex texts which present a case, or give critical appreciation of proposals or literary works;
- ▶ complexity of discourse: from linking sentences with simple connectors, to smoothly flowing expositions with effective logical structure.

WRITTEN REPORTS AND ESSAYS	
C2	<p>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.</p> <p>Can provide an appropriate and effective logical structure which helps the reader to find significant points.</p> <p>Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.</p>
C1	<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.</p>
B2	<p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can write a detailed description of a complex process.</p> <p>Can evaluate different ideas or solutions to a problem.</p>
	<p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>
B1	<p>Can write short, simple essays on topics of interest.</p> <p>Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.</p> <p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>
	<p>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p> <p>Can present a topic in a short report or poster, using photographs and short blocks of text.</p>
A2	<p>Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'</p> <p>Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.</p>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

## Production Strategies

Communication strategies are presented in the CEFR in relation to the classic approach to strategies in interlanguage communication: planning, execution, monitoring, repair. For production strategies, the execution strategy for which an illustrative scale is offered is *Compensating*. Before the appearance of the CEFR, this tended to be the main communication strategy taken into consideration. Monitoring and repair are then combined into one scale.

### Planning

*Planning* is concerned with mental preparation before speaking or writing. It can involve thinking consciously about what to say and how to formulate it; it can also involve rehearsal or the preparation of drafts. Key concepts operationalized in the scale include the following:

- ▶ working out how to express the point that needs to be got across, and perhaps rehearsing expression;
- ▶ considering how recipients may react to what is said.

PLANNING	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<i>No descriptors available; see C1</i>
C1	Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other conventions).
B2	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.
	Can plan what is to be said and the means to say it, considering the effect on the recipient(s).
B1	Can rehearse and try out new combinations and expressions, inviting feedback.
	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
A2	Can recall and rehearse an appropriate set of phrases from his/her repertoire.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

*Compensating* is a strategy for maintaining communication when one cannot think of the appropriate expression. Key concepts operationalised in the scale include the following:

- ▶ paralinguistic gesture to support language;
- ▶ deliberately using a 'wrong' word and qualifying it;
- ▶ defining the missing concept;
- ▶ paraphrasing (circumlocution) and the extent to which such paraphrasing is evident.

COMPENSATING	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
C1	Can exploit his/her range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
	Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.
B1	Can define the features of something concrete for which he/she can't remember the word.
	Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).
	Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.
A2	Can foreignise a mother tongue word and ask for confirmation.
	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.
A1	Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').
	Can use gesture to support simple words in expressing a need.
Pre-A1	Can point to something and ask what it is.

*Monitoring and repair* covers both (a) the spontaneous realization that one has made a slip or run into a problem and (b) the more conscious and perhaps planned process of going back over what has been said or written and checking it for correctness and appropriateness. Key concepts operationalized in the scale include the following:

- ▶ changing tack and using a different tactic – very obviously at A levels, very smoothly at C levels;
- ▶ self-correcting slips, errors and ‘favourite mistakes’;
- ▶ the extent to which a communication problem must be evident before repair is undertaken.

MONITORING AND REPAIR	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. Can self-correct with a high degree of effectiveness.
B2	Can often retrospectively self-correct his/her occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure.
	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of ‘favourite mistakes’ and consciously monitor speech for it/them.
B1	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.
	Can ask for confirmation that a form used is correct.
	Can start again using a different tactic when communication breaks down.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

## Interaction

Interaction, which involves two or more parties co-constructing discourse, is central in the CEFR scheme of language use summarised at the start of this document. Spoken interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Production in the form of storytelling can be considered as a further development in oracy and eventually literacy.

Interaction is also fundamental in learning. The CEFR scales for interaction strategies reflect this with scales for turn-taking, cooperating (= collaborative strategies) and asking for clarification. These basic interaction strategies are as important in collaborative learning as they are in real world communication. The majority of the scales for interaction concern spoken interaction. When the CEFR was developed, the notion of written interaction did not meet with universal recognition and was not greatly developed as a result. With hindsight, one can see that written interaction (= writing much as you would speak, in a slowed down dialogue) has taken a more and more significant role over the past 20 years. Rather than further develop that category, however, the extended descriptors develop the new category of online interaction.



## Interaction activities

### Spoken Interaction

The scales for spoken interaction are once again organized by the three macro-functions ‘interpersonal’, ‘transactional’ and ‘evaluative’, with certain specialized genres added on. The scales begin with *Understanding an interlocutor*. ‘Interlocutor’ is a somewhat technical term which means the person with whom one is conversing directly in a dialogue – not just any speaker. As mentioned before, the metaphor behind the scales for listening is that of a series of concentric circles. Here we are at the centre of those circles: the user/learner is actively involved in an interaction with the interlocutor.

The other scales then follow:

- ▶ Interpersonal: *Conversation*
- ▶ Evaluative: *Informal discussion (with friends); Formal discussion (meetings), Goal-oriented collaboration*
- ▶ Transactional: *Information exchange, Obtaining goods and services, Interviewing and being interviewed, and Using telecommunications.*

SPOKEN INTERACTION	
OVERALL SPOKEN INTERACTION	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

OVERALL SPOKEN INTERACTION	
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Pre-A1	Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

*Understanding an interlocutor* concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalized in the scale include the following:

- ▶ topic and setting: from personal details and everyday needs, to complex and abstract topics of a specialist nature;
- ▶ type of delivery by the interlocutor: from careful and slow to standard speech and less familiar accents;
- ▶ degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help, to just confirming details if the accent is less familiar.

UNDERSTANDING AN INTERLOCUTOR	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a less familiar accent.
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
A2	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
	Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly. Can understand simple personal information ( e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated. Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.

*Conversation* concerns interaction with a primarily social function: the establishment and maintenance of personal relationships. Key concepts operationalised in the scale include the following:

- ▶ setting: from short exchanges through maintaining a conversation and sustaining relationships to flexible use for social purposes;
- ▶ topics: from personal news, through familiar topics of personal interest to most general topics;
- ▶ language functions: from greetings etc. through offers, invitations and permission to degrees of emotion and allusive, joking usage.

CONVERSATION	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions. Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.
B1	Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects. Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.
	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
A2+	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.
A2	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. Can make and respond to invitations, suggestions and apologies. Can express how he/she is feeling using very basic stock expressions. Can say what he/she likes and dislikes.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school. Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.
Pre-A1	Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' Can recognise simple greetings. Can greet people, say his/her name and take leave of them.

*Informal discussion (with friends)* includes aspects of both the interpersonal and evaluative use of language, since these tend to be interwoven in everyday interaction. Key concepts operationalized in the scale include the following:

- ▶ topics: from what to do and where to go, to abstract, complex and even unfamiliar topics and sensitive issues;
- ▶ ability to follow the discussion: from identifying the topic through following main points to keeping up with animated discussion and understanding colloquial references;
- ▶ language functions: from discussing and (dis)agreeing in a limited way to expressing ideas with precision and dealing diplomatically with disagreement and criticism.

INFORMAL DISCUSSION (with friends)	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2	Can keep up with an animated discussion between speakers of the target language. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others.
B1	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.
	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. Can exchange opinions and compare things and people using simple language. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.
A2	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. Can express opinions in a limited way.
	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.
Pre-A1	<i>No descriptors available</i>

*Formal discussion (meetings)* is concerned with more formal talk, mainly in a professional or academic context. Key concepts operationalised in the scale are very similar to those in informal discussion, but also include the following:

- ▶ type of meeting and topics: from exchanges on practical problems to discussion of abstract, complex, unfamiliar issues;
- ▶ ability to follow the discussion: from needing repetition and clarification, to understanding points given prominence, keeping up with animated debate;
- ▶ ability to contribute: from needing to rehearse and get help with formulation to probing, evaluating and challenging the contributions of others and arguing one's own position convincingly.

FORMAL DISCUSSION (MEETINGS)	
C2	<p>Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to other speakers.</p> <p>Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialised knowledge.</p> <p>Can deal with hostile questioning confidently, hold on to his/her turn to speak and diplomatically rebut counter-arguments.</p>
C1	<p>Can easily keep up with the debate, even on abstract, complex unfamiliar topics.</p> <p>Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p> <p>Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence.</p> <p>Can make critical remarks or express disagreement diplomatically.</p> <p>Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.</p>
B2	<p>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.</p> <p>Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>
B1	<p>Can participate actively in routine and non-routine formal discussion.</p> <p>Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p>
A2	<p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p>
A1	<p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> <p>Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.</p>
Pre-A1	<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p> <p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
A1	No descriptors available
Pre-A1	No descriptors available

*Goal-oriented co-operation* (e.g. *cooking together, discussing a document, organising an event etc.*) concerns collaborative, task-focused work, which is a daily occurrence in real life, especially in professional contexts. As with the conversation and discussion scales, this scale includes similar descriptors on the ability to follow the discussion. Key concepts operationalised in the scale include the following:

- ▶ following the discussion: from understanding simple instructions explained directly to him/her to understanding detailed instructions reliably;
- ▶ active contribution to the work: from simply asking for things and giving things to speculating about causes and consequences and organising the entire task.

GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)	
C2	<i>No descriptors available; see C1</i>
C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.
B2	<p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>
B1	<p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p> <p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>
A2	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can act on basic instructions that involve times, locations, numbers etc.</p> <p>Can ask people for things, and give people things.</p>
Pre-A1	<i>No descriptors available</i>

*Obtaining goods and services* mainly concerns service encounters in restaurants, shops, banks etc. Effectively making a complaint appears at B1 and above this level, the scale focuses on following up a complaint or problem and negotiating a solution. Key concepts operationalized in the scale include the following:

- ▶ types of situations: from simple, everyday transactions to disputes about responsibility and sensitive transactions in public, professional or academic life;
- ▶ getting service: from asking for food and drink to asking detailed questions about more complex services;
- ▶ demanding satisfaction: from making a complaint (B1) to negotiating a solution to a dispute or a sensitive transaction.

## OBTAINING GOODS AND SERVICES

For the **PROSIGN** version of this scale [click here](#).

C2	No descriptors available; see C1
C1	Can negotiate complex or sensitive transactions in public, professional or academic life.
B2	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.
	Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.
B1	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow up questions as necessary. Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.
	Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for unfamiliar destination.
A2	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.
	Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.' Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.
A1	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.
Pre-A1	Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.

*Information exchange* does not contain descriptors for the C levels, because merely exchanging factual information is no longer a main focus for many proficient users. Key concepts operationalized in the scale include the following:

- ▶ type of transaction: from simple questions, instructions and directions through simple, routine exchanges to exchanging information with other specialists;
- ▶ type of information: from personal details, dates, prices etc. through habits, routines, pastimes and straightforward factual information to detailed and complex information or advice.

## INFORMATION EXCHANGE

For the **PROSIGN** version of this scale [click here](#).

C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	<p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> <p>Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.</p> <p>Can pass on detailed information reliably.</p>
B1	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p> <p>Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions.</p> <p>Can obtain more detailed information.</p> <p>Can offer advice on simple matters within his/her field of experience.</p>
A2	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can ask and answer questions about plans and intentions.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p> <p>Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the colour of clothes or other familiar objects and can ask the colour of such objects.</p>
Pre-A1	<p>Can tell people his/her name and ask other people their name.</p> <p>Can use and understand simple numbers in everyday conversations.</p> <p>Can ask and tell day, time of day and date.</p> <p>Can ask for and give a date of birth.</p> <p>Can ask for and give a phone number.</p> <p>Can say and ask people about their age.</p> <p>Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.</p>

*Interviewing and being interviewed* concerns the specialised roles associated with doctor's appointments and job applications as well as other forms of examination, plus surveys and, in an education context, projects. Key concepts operationalised in the scale include the following:

- ▶ independence from the interlocutor: from requiring direct, slow, clear standard speech, to acting without any support, at no disadvantage to other speakers;
- ▶ taking the initiative: from bringing up new subjects (B1), to participating fully, developing a point fluently and handling interjections well;
- ▶ conducting the actual interview: from using a prepared questionnaire (B1), through departing spontaneously from prepared questions and following up and probing interesting replies, to structuring the talk and interacting authoritatively.

INTERVIEWING AND BEING INTERVIEWED	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency as interviewer or interviewee, at no disadvantage to other speakers.
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.
B1	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
	Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Can describe to a doctor very basic symptoms and ailments such as cold and flu.
A2	Can answer simple questions and respond to simple statements in an interview. Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.
	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message.
Pre-A1	No descriptors available

*Using telecommunications* concerns use of the telephone and internet-based apps for audio and video communication. Key concepts operationalised in the scale include the following:

- ▶ range of information and transactions involved: from simple messages and conversations on predictable topics like arrival times, routine messages and basic services, to use for a variety of personal and professional purposes;
- ▶ interlocutor: from a known person to unknown persons with less familiar accents;
- ▶ length of exchange: from short, simple exchanges to extended casual conversation.

USING TELECOMMUNICATIONS	
C2	Can use telecommunications confidently and effectively for both personal and professional purposes, even if there is some interference or the caller has a less familiar accent.
C1	Can use telecommunications effectively for most professional or personal purposes.
B2	Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent or terminology is unfamiliar. Can participate in extended casual conversation over the phone with a known person on a variety of topics.
B1	Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time. Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car).
	Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).
A2	Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.
	Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock. '), confirm details of the message and pass it on by phone to other people concerned.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

WRITTEN INTERACTION	
OVERALL WRITTEN INTERACTION	
C2	Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction.
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form.
Pre-A1	Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.

### Written Interaction

There are two scales for written interaction: *Correspondence* and *Notes, messages and forms*. The former focuses on an exchange in written form, often of an interpersonal nature, whilst the latter concerns information transfer. In interactive writing the language used is similar to spoken language. In addition, most interactive writing situations are tolerant of some error and confusion and have some contextual support. There is usually an opportunity to use interaction strategies like asking for

clarification, asking for help with formulation and to repair misunderstandings. Finally, the requirement to produce carefully structured, accurate text is less of a priority in this type of writing.

Online interaction is dealt with separately because it is multimodal (see next section).

*Correspondence*: The 2001 scale concerned only personal correspondence. The update augments this with descriptors for formal correspondence, since this is an activity some user/learners need to carry out. Key concepts operationalised in the scale therefore include the following:

- ▶ type of message: from simple, personal messages, to in-depth, personal and professional correspondence;
- ▶ type of language: from formulaic expressions to emotional, allusive and joking usage and writing with good expression in an appropriate tone and style.

CORRESPONDENCE	
C2	Can write virtually any type of correspondence necessary in the course of his/her professional life in an appropriate tone and style.
C1	<p>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</p> <p>Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.</p>
B2	<p>Can maintain a relationship through personal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest. Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him/herself as appropriate to the situation.</p> <p>Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.</p> <p>Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.</p> <p>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p> <p>Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.</p> <p>Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.</p> <p>Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.</p> <p>Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.</p>
B1	<p>Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.</p> <p>Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences.</p> <p>Can reply to an advertisement in writing and ask for further information on items which interest him/her.</p> <p>Can write basic formal emails/letters, for example to make a complaint and request action.</p> <p>Can write personal letters describing experiences, feelings and events in some detail.</p> <p>Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation.</p> <p>Can write a basic letter of application with limited supporting details.</p>

CORRESPONDENCE	
A2	Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).
	Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. <i>Can write very simple personal letters expressing thanks and apology.</i>
	Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). Can write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).
A1	Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary. <i>Can write a short, simple postcard.</i>
	Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.
Pre-A1	Can write short phrases and sentences giving basic personal information with reference to a dictionary.

*Notes, messages and forms* encompasses a range of transactional interactive writing. At the A levels it includes filling in forms with personal details. From A2 the focus is on taking or leaving messages and writing short notes. Key concepts operationalised in the scale therefore include the following:

- ▶ filling in forms with personal details (Pre-A1 to A2);
- ▶ leaving and taking (telephone) messages, from simple messages about time, through messages containing several points to complex personal or professional messages;
- ▶ writing notes: from short and simple to more developed notes to friends, service people, teachers etc.

NOTES, MESSAGES AND FORMS	
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary.
B1	Can take routine messages that are likely to occur in a personal, professional or academic context. <i>Can take messages communicating enquiries, explaining problems.</i>
	<i>Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</i> Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.
A2	<i>Can take a short, simple message provided he/she can ask for repetition and reformulation.</i>
	<i>Can write short, simple notes and messages relating to matters in areas of immediate need.</i> Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.
A1	<i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.</i> Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.')
Pre-A1	Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.

## Online Interaction

Online communication is always mediated through a machine, which implies that it is unlikely ever to be exactly the same as face-to-face interaction. There are emergent properties of group interaction online that are almost impossible to capture in traditional competence scales focusing on the individual's behaviour in speech or in writing. For instance, there is an availability of resources shared in real time. On the other hand, there may be misunderstandings which are not spotted (and corrected) immediately, as is often easier with face-to-face communication. Some requirements for successful communication are:

- ▶ the need for more redundancy in messages;
- ▶ the need to check that the message has been correctly understood;
- ▶ ability to reformulate in order to help comprehension, deal with misunderstanding;
- ▶ ability to handle emotional reactions.

*Online conversation and discussion* focuses on conversation and discussion online as a multi-modal phenomenon, with an emphasis on how interlocutors communicate online to handle both serious issues and social exchanges in an open-ended way. Key concepts operationalized in the scale include the following:

- ▶ instances of simultaneous (real time) and consecutive interaction, the latter giving time to prepare a draft and/or consult aids;
- ▶ participation in sustained interaction with one or more interlocutors;
- ▶ composing posts and contributions for others to respond to;
- ▶ comments (e.g. evaluative) on posts, comments and contributions of others;
- ▶ reactions to embedded media;
- ▶ the ability to include symbols, images, and other codes for making the message convey tone, stress and prosody, but also the affective/emotional side, irony etc.

Progression up the scale is characterised as follows: the move from the lower levels to the higher is accompanied by the shift from simple social exchanges and personal news towards a broader range of competences encompassing professional and educational discursive interaction at the C levels, with the introduction of real time interaction and group interaction from B1+. B2 is characterised by the ability to participate actively in discussion and argument, linking a contribution effectively to others in the thread, and repairing misunderstandings appropriately. By C1, the user/learner can modulate his/her register and giving critical evaluations diplomatically. At C2, he/she can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions. Progression can also be seen as the process of adding virtual 'spaces' in which the user/learner can interact: e.g. 'café,' 'classroom,' 'meeting room'. A user/learner will struggle to interact successfully in an online meeting until he/she reaches the B levels, will be able to interact in a virtual 'classroom' at A2 only if carefully guided, and maybe can communicate only very superficially at A1 when posting and chatting in the 'café'. At the C levels, on the other hand, the user/learner can adapt his/her register and interaction style according to the virtual space he/she is in, adjusting his/her language appropriately to make his communication more effective.

ONLINE CONVERSATION AND DISCUSSION	
C2	<p>Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.</p> <p>Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion.</p> <p>Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.</p>
C1	<p>Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.</p> <p>Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.</p> <p>Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.</p> <p>Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.</p>
B2	<p>Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.</p> <p>Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.</p> <p>Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.</p> <p>Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.</p>
B1	<p>Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.</p> <p>Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.</p> <p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.</p> <p>Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.</p>
A2	<p>Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.</p> <p>Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</p> <p>Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.</p> <p>Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).</p> <p>Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.</p>
A1	<p>Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.</p> <p>Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.</p>
Pre-A1	<p>Can post simple online greetings, using basic formulaic expressions and emoticons.</p> <p>Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.</p>

*Goal-oriented online transactions and collaboration:* This scale focuses on the potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life. A rigid separation between written and oral does not really apply to online transactions, where multimodality is increasingly a key feature and resource, and the descriptors therefore assume the exploitation of different online media and tools according to context. Key concepts operationalised in the scale include the following:

- ▶ purchasing goods and services online;
- ▶ engaging in transactions requiring negotiation of conditions, in a service as well as client role;
- ▶ participation in collaborative project work;
- ▶ dealing with communication problems.

Progression up the scale is characterised as follows: the move towards higher levels expands from basic transactions and information exchange at the A levels towards more sophisticated collaborative project work that is goal-oriented. This can be seen as a progression from filling in predictable online forms at Pre-A1, to solving various problems in order for the transaction to take place at the B levels, through to being able to participate in, and ultimately coordinate, group project work online at the C levels. One can also see such competences as progressing from reactive to proactive participation, and from simple to complex. Simple collaborative tasks appear at A2+, with a cooperative interlocutor, with small group project work from B1 and the ability to take a lead role in collaborative work from B2+. By C1, the user/learner can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION	
C2	Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process. Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work
C1	Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks. Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage the discussion and negotiation. Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal. Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).
B2	Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals. Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements. Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue. Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.
B1	Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary. Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks. Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership. Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts. Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.

## GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION

A2	Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.).
	Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved.
	Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.
	Can ask basic questions about the availability of a product or feature.
A1	Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.
	Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).
Pre-A1	Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.

### Interaction Strategies

Three descriptor scales are offered for *Taking the floor (Turntaking)*, for *Cooperating* and for *Asking for clarification*. *Taking the floor (Turntaking)*, is in fact repeated in the section on *Pragmatic competence*, since it is a crucial part of discourse competence. This is the only instance in which a scale in the CEFR is repeated. In the scale for *Cooperating*, there are two aspects: *cognitive strategies*: framing, planning and organising the ideational content of talk, and *collaborative strategies*: handling interpersonal, relational, aspects. In the project to develop scales for mediation, these two aspects are further developed in new scales for cognitive strategies (*Collaborating to construct meaning*) and collaborative strategies (*Facilitating collaborative interaction with peers*). In many respects, these two scale represent a further development of the original scale for *Cooperating*. However, since they go considerably further than the more discourse-focused approach of the *Cooperating* scale, it was decided to keep them under conceptual mediation.

#### Taking the floor (Turntaking)

*Taking the floor (Turntaking)* is concerned with the ability to take the discourse initiative. As stated above, this ability can be viewed both as an interaction strategy (to take the turn) or as an integral aspect of discourse competence. Key concepts operationalised in the scale include the following:

- ▶ initiating, maintaining and ending conversation;
- ▶ intervening in an existing conversation or discussion, often using a prefabricated expression to do so, or to gain time to think.

#### TAKING THE FLOOR (TURNTAKING)

For the **PROSIGN** version of this scale [click here](#).

C2	<i>No descriptors available; see C1</i>
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so.
	Can initiate, maintain and end discourse appropriately with effective turn taking.
	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.
	Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.

TAKING THE FLOOR (TURNTAKING)	
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation.
	Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

### Cooperating

*Cooperating* concerns collaborative discourse moves intended to help a discussion develop. Key concepts operationalised in the scale include the following:

- ▶ confirming comprehension (lower levels);
- ▶ ability to give feedback and relate one's own contribution to that of previous speakers (higher levels);
- ▶ summarising the point reached in the discussion in order to take stock (B levels);
- ▶ inviting others to speak.

COOPERATING	
Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers</i> and <i>Collaborating to construct meaning</i> .	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can link contributions skilfully to those of other speakers, widen the scope of the interaction and help steer it towards an outcome.
C1	Can relate own contribution skilfully to those of other speakers.
B2	Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can summarise and evaluate the main points of discussion on matters within his/her academic or professional competence.
	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps.
	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.
B1	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
	Can indicate when he/she is following.
	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

## Asking for clarification

*Asking for clarification* concerns intervening in an interaction to indicate whether one is following the talk, and to ask follow up questions on certain points, to check comprehension. Key concepts operationalized in the scale include the following:

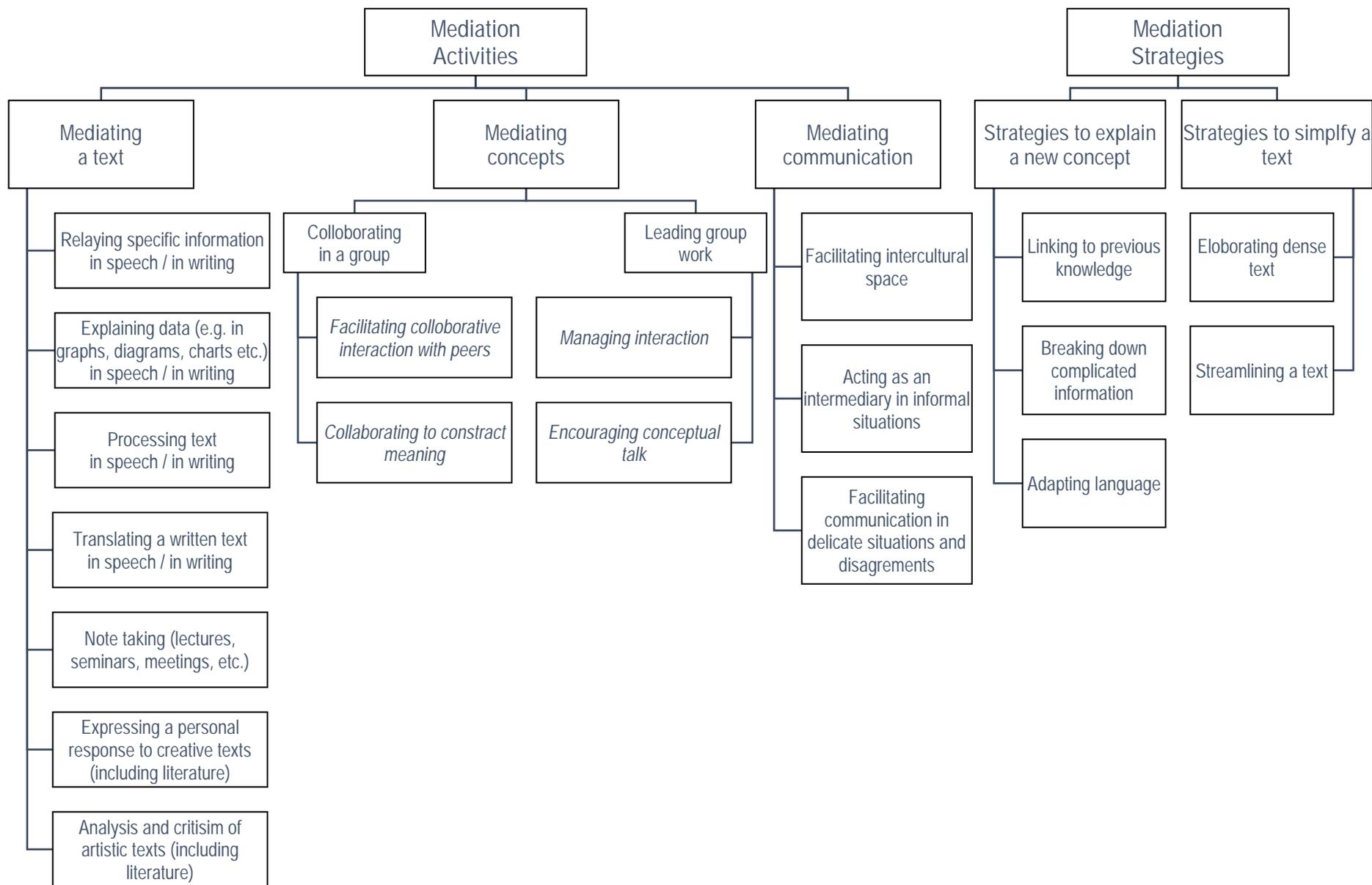
- ▶ indicating comprehension or a comprehension problem (lower levels);
- ▶ requesting repetition;
- ▶ asking follow up questions to check comprehension or request more details.

ASKING FOR CLARIFICATION	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	<i>No descriptors available; see C1</i>
C1	Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online.
B2	<a href="#">Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.</a>
	Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas. Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.
B1	Can ask for further details and clarifications from other group members in order to move a discussion forward.
	<a href="#">Can ask someone to clarify or elaborate what he or she has just said.</a>
A2	<a href="#">Can ask very simply for repetition when he/she does not understand.</a>
	<a href="#">Can ask for clarification about key words or phrases not understood using stock phrases.</a>
	<a href="#">Can say he/she didn't follow.</a> Can signal non-understanding and ask for a word to be spelt out.
A1	Can indicate with words, intonation and gestures that he/she does not understand.
	Can express in a simple way that he/she does not understand.
Pre-A1	<i>No descriptors available</i>

## Mediation

The development and validation of the scales for mediation is described in the report [\*Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference \(CEFR\)\*](#). The aim was to provide CEFR descriptors for a broader view of mediation presented in the paper [\*Education, Mobility, Otherness: The mediation functions of schools\*](#).

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.



OVERALL MEDIATION	
C2	Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
C1	Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.
B2	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.
	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.
B1	Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.
	Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.
A2	Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
	Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.
A1	Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
Pre-A1	<i>No descriptors available</i>

## Mediation activities

There are many different aspects of mediation, but all share certain characteristics. For example, in mediation, one is less concerned with one's own needs, ideas or expression, than with those of the party or parties for whom one is mediating. A person who engages in mediation activity needs to have a well-developed emotional intelligence, or an openness to develop it, in order to have sufficient empathy for the viewpoints and emotional states of other participants in the communicative situation. The term mediation is also used to describe a *social and cultural process* of creating conditions for communication and cooperation, facing and hopefully defusing any delicate situations and tensions that may arise. Particularly with regard to cross-linguistic mediation, users should remember that this inevitably also involves social and cultural competence as well as plurilingual competence. This underlines the fact that one cannot in practice completely separate types of mediation from each other. In adapting descriptors to their context, therefore, users should feel free to mix and match categories to suit their own perspective.

The scales for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

### Mediating a text

- ▶ *Relaying specific information – in speech and in writing*
- ▶ *Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing*
- ▶ *Processing text – in speech and in writing*
- ▶ *Translating a written text – in speech and in writing*
- ▶ *Note-taking (lectures, seminars, meetings, etc.)*
- ▶ *Expressing a personal response to creative texts (including literature)*
- ▶ *Analysis and criticism of creative texts (including literature)*

### Mediating concepts

- ▶ *Collaborating in a group*
  - ▶ Facilitating collaborative interaction with peers
  - ▶ Collaborating to construct meaning
- ▶ *Leading group work*
  - ▶ Managing interaction
  - ▶ Encouraging conceptual talk

### Mediating communication

- ▶ *Facilitating pluricultural space*
- ▶ *Acting as intermediary in informal situations (with friends and colleagues)*
- ▶ *Facilitating communication in delicate situations and disagreements*

*Mediating a text* involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers. This is the main sense in which the 2001 CEFR text uses the term mediation. The first set of descriptor scales offered are for this, usually cross-linguistic, interpretation, which is increasingly being incorporated into language curricula (in e.g. Switzerland, Germany, Austria, Italy, Greece and Spain). However, the notion has been further developed to include mediating a text for oneself (for example in taking notes during a lecture) or in expressing reactions to texts, particularly creative and literary ones.

*Mediating concepts* refers to the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own. This is a fundamental aspect of parenting, mentoring, teaching and training. Mediating concepts involves two complementary aspects: on the one hand constructing and elaborating meaning and on the other hand facilitating and stimulating conditions that are conducive to conceptual exchange and development.

*Mediating communication:* The aim of mediating communication is to facilitate understanding and to shape successful communication between users/learners who may have individual, sociocultural,

sociolinguistic or intellectual differences in standpoint. The mediator tries to have a positive influence on aspects of the dynamic relationship between all the participants, including the relationship with him or herself. Often, the context of the mediation will be an activity in which participants have shared communicative objectives, but this need not necessarily be the case. The skills involved are relevant to diplomacy, negotiation, pedagogy and dispute resolution, but also to everyday social and/or workplace interactions. Mediating communication is thus primarily concerned with personal encounters, and so descriptor scales are only provided for spoken communicative activities. This is not a closed list –users may well be able to think of other types of relational activity not included here.

### Mediating a text

For all the descriptors in the scales in this section, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical: the CEFR is clear that mediation may be in one language. Users may thus wish to specify the languages/varieties involved when adapting the descriptors to their context. It is also important to underline that the illustrative descriptors offered in this section are not intended to describe the competences of professional interpreters and translators. Firstly, the descriptors focus on language competences, thinking of what a user/learner can do in this area in informal, everyday situations. Translation and interpretation competences and strategies are an entirely different field. As mentioned in the introduction, the language competence of professional interpreters and translators is usually considerably above CEFR Level C2.

*Relaying specific information* refers to the way some particular piece(s) of information of immediate relevance is extracted from the target text and relayed to someone else. Here, the emphasis is on the specific content that is relevant, rather than the main ideas or lines of argument presented in a text. *Relaying specific information* is related to *Reading for orientation* (although the information concerned may have been given orally in a public announcement or series of instructions). The user/learner scans the source text for the necessary information and then relays this to a recipient. Key concepts operationalised in the two scales (relaying in speech and in writing) include the following:

- ▶ relaying information on times, places, prices, etc. from announcements or written artefacts;
- ▶ relaying sets of directions or instructions;
- ▶ relaying specific, relevant information from informational texts like guides and brochures, from correspondence, or from longer, complex texts like articles, reports etc.

Progression up the scales is characterised as follows: At Pre-A1 and A1 the user/learner can relay simple information like times, places, numbers etc., whereas at A2 he/she can cope with the information in simple texts like instructions and announcements. By B1, he/she can select and relay specific, relevant information in straightforward spoken announcements and in written texts like leaflets, brochure entries, letters. By B2, he/she can reliably relay detailed information from formal correspondence or particular sections of long, complex texts. As with the scale for *Information exchange*, there are no descriptors for the C levels since such purely informational tasks do not require a C level of proficiency.

**In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.**

RELAYING SPECIFIC INFORMATION IN SPEECH	
C2	<i>No descriptors available; see C1</i>
C1	Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A).
B2	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.
	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).

RELAYING SPECIFIC INFORMATION IN SPEECH	
B1	<p>Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.</p> <p>Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).</p> <p>Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).</p>
A2	<p>Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words.</p> <p>Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.</p> <p>Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).</p> <p>Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.</p>
A1	<p>Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).</p>
Pre-A1	<p>Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.</p> <p>Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).</p>

RELAYING SPECIFIC INFORMATION IN WRITING	
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	<p>Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.</p> <p>Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).</p> <p>Can relay in writing the significant point(s) contained in formal correspondence (in Language A).</p>
B1	<p>Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).</p> <p>Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.</p> <p>Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.</p>
A2	<p>Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.</p> <p>Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.</p>
A1	<p>Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.</p>
Pre-A1	<p>Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.</p>

*Explaining data* refers to the transformation into a verbal text of information found in diagrams, charts, figures and other images. The user/learner might do this as part of a PowerPoint presentation, or when explaining to a friend or colleague the key information given in graphics accompanying an article, a weather forecast, or financial information. Key concepts operationalised in the two scales (explaining data in speech and in writing) include the following:

- ▶ describing graphic material on familiar topics (e.g. flow charts weather charts);
- ▶ presenting trends in graphs;
- ▶ commenting on bar charts;
- ▶ selecting and interpreting the salient relevant points of empirical data presented graphically.

Progression up the scale is characterised as follows: The higher the level, the more complex the visual information is, from everyday (e.g. weather charts) to complex visuals accompanying academic and highly professional texts. Secondly, the higher the level, the more complex the communicative acts involved (interpreting source data, describing the salient points, explaining in detail). There are no descriptors at A1 and A2. At A2+ the user/learner can describe simple visuals on familiar topics, whilst at B1 he/she can describe overall trends and detailed information in diagrams in his/her fields of interest. At B2 the focus is on the reliable interpretation of complex data, whilst at C2 the user/learner can interpret and describe various forms of empirical data from conceptually complex research.

**In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.**

EXPLAINING DATA IN SPEECH (e.g. in graphs, diagrams, charts etc.)	
C2	Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.
C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.
B2	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.
B1	Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.
	Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.
A2	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.
	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

EXPLAINING DATA IN WRITING (e.g. in graphs, diagrams, charts etc.)	
C2	Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.
C1	Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.

EXPLAINING DATA IN WRITING (e.g. in graphs, diagrams, charts etc.)	
B2	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).
B1	Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.
	Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

*Processing text* involves understanding the information and/or arguments included in the source text and then transferring these to another text, usually in a more condensed form, in a way that is appropriate to the context of situation. In other words, the outcome represents a condensing and/or reformulating of the original information and arguments, focusing on the main points and ideas in the source text. The key word of the processing information scales in both speaking and writing is 'summarising'. Whereas in *Relaying specific information* the user/learner will almost certainly not read the whole text (unless the information required is well hidden!), in *Processing text*, he/she has first to fully understand all the main points in the source text. *Processing text* is thus related to *Reading for information and argument* (sometimes called reading for detail, or careful reading), although the information concerned may have been given orally in a presentation or lecture. The user/learner may then choose to present the information to the recipient in a completely different order, depending on the goal of the communicative encounter. Key concepts operationalised in the two scales include the following:

- ▶ summarising main points in a source text;
- ▶ collating such information and arguments from different sources;
- ▶ recognising and clarifying to the recipient the intended audience, the purpose and viewpoint of the original.

Progression up the scale is characterised as follows: In general, as one moves up the scale, the more cognitively and linguistically demanding the process described by the descriptor, the greater the variety of text-types, the higher the degree of complexity of the texts and the abstractness of the topics, the more sophisticated the vocabulary. There is no descriptor for A1. At A2, the learner may need to supplement his/her limited repertoire with gestures, drawing or expressions embedded from other languages. At lower levels, source texts are simpler, more factual concerning everyday topics and topics of immediate interest. By B1, texts include TV programmes, conversations and well-structured written texts on topics of interest. By B2, the user/learner can synthesise and report information from a number of sources, for example interviews, documentaries, films and complex written texts in his/her fields of interest. By the C levels, he/she can summarise long, demanding professional or academic texts in well-structured language, inferring attitudes and implicit opinions, and explaining subtle distinctions in the presentation or facts and arguments.

**In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.**

PROCESSING TEXT IN SPEECH	
C2	Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out sociocultural implications of the speaker/writer's form of expression (e.g. understatement, irony, sarcasm).
C1	<p>Can summarise (in Language B) <b>long, demanding texts</b> (in Language A).</p> <p>Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.</p> <p>Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.</p> <p>Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).</p>
	<p>Can exploit information and arguments from a complex spoken or written text (in Language A) to talk about a topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.</p> <p>Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.</p>
B2	<p>Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.</p>
	<p>Can synthesise and report (in Language B) <b>information and arguments from a number of spoken and/or written sources</b> (in Language A).</p> <p>Can summarise (in Language B) <b>a wide range of factual and imaginative texts</b> (in Language A), <b>commenting on and discussing contrasting points of view and the main themes</b>.</p> <p>Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.</p> <p>Can summarise (in Language B) <b>extracts from news items, interviews or documentaries containing opinions, argument and discussion sources</b> (in Language A).</p> <p>Can summarise and comment (in Language B) <b>on the plot and sequence of events in a film or play</b> (in Language A).</p>
B1	<p>Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.</p> <p>Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.</p> <p>Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.</p>
	<p>Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.</p> <p>Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</p>

## PROCESSING TEXT IN SPEECH

A2	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.
	Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.
	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.
A1	Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).
Pre-A1	<i>No descriptors available</i>

## PROCESSING TEXT IN WRITING

C2	Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm. <a href="#">Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</a>
C1	Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms. Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
B2	Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest. Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest. Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
B1	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. <a href="#">Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</a>

PROCESSING TEXT IN WRITING	
A2	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language. <i>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</i>
	Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible. <i>Can copy out short texts in printed or clearly hand-written format.</i>
A1	Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning. <i>Can copy out single words and short texts presented in standard printed format.</i>
Pre-A1	<i>No descriptors available</i>

*Translating a written text in speech* is a largely informal activity that is by no means uncommon in everyday personal and professional life. It is the process of spontaneously giving a spoken translation of a written text, often a notice, letter, email or other communication. Key concepts operationalised in the scale include the following:

- ▶ providing a rough, approximate translation;
- ▶ capturing the essential information;
- ▶ capturing nuances (higher levels).

Progression up the scale is characterised as follows: The scale moves from rough translation of routine, everyday information in simple texts at the lower levels to translation with increasing fluency and accuracy of texts that become increasingly more complex. The distinction between levels A1 to B1 is almost solely the type of texts involved. By B2, the user/learner can provide spoken translation of complex texts containing information and arguments on subjects within his/her fields of professional, academic and personal interest, and at the C levels he/she can fluently translate a complex text on a wide range of general and specialised subjects, capturing nuances and implications.

*Translating a written text in writing* is by its very nature a more formal process than providing a spoken translation. However, this CEFR descriptor scale is not intended to relate to the activities of professional translators or to their training. Indeed, translating competences are not addressed in the scale. Furthermore, professional translators, like professional interpreters, are usually operating at a level well above C2. As mentioned when discussing the CEFR levels in the section on key aspects of the CEFR, C2 is not the highest definable level of second/foreign language proficiency. It is in fact the middle level of a scale of five levels for literary translation produced in the [PETRA project](#). Nevertheless, plurilingual user/learners with a more modest level of proficiency sometimes find themselves in a situation in which they are asked to provide a written translation of a text in a professional or personal context. Here they are being asked to reproduce the substantive message of the source text, rather than necessarily interpret the style and tone of the original into an appropriate style and tone in the translation, as a professional translator would be expected to do.

In using the descriptors in this scale it will be particularly important to specify the languages involved because the scale deliberately does not address the issue of translating into and from the mother tongue. This is partly because of the fact that, for increasing numbers of plurilingual persons, 'mother tongue' and 'best language' are not always synonymous. What the scale provides is a functional description of the language ability necessary to reproduce a source text in another language. Key concepts operationalised in the scale include the following:

- ▶ comprehensibility of the translation;
- ▶ the extent to which the original formulations and structure (over)influence the translation, as opposed to the text following relevant conventions in the target language;
- ▶ capturing nuances in the original;

Progression up the scale is characterised as follows: Progression is shown in a very similar way to the previous scale. At the lower levels, translating involves approximate translations of short texts containing information that is straightforward and familiar, whereas at the higher levels, the source texts become increasingly complex and the translation is increasingly more accurate and reflective of the original.

**In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.**

TRANSLATING A WRITTEN TEXT IN SPEECH	
Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.	
C2	Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.
C1	Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.
B2	Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest.
B1	Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.
	Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.
A2	Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).
	Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point.
	Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).
A1	Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.
Pre-A1	<i>No descriptors available</i>

TRANSLATING A WRITTEN TEXT IN WRITING	
Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.	
C2	Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.
C1	Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.

TRANSLATING A WRITTEN TEXT IN WRITING	
B2	Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.
	Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.
B1	Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur the translation remains comprehensible.
	Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.
A2	Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
A1	Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.
Pre-A1	<i>No descriptors available</i>

**Note-taking (lectures, seminars, meetings etc.):** This scale concerns the ability to listen and write coherent notes, which is valuable in academic and professional life. Key concepts operationalised in the scale include the following:

- ▶ type of source text: from demonstrations and instructions, through straightforward lectures and meetings on subjects in his/her field to meetings and seminars on unfamiliar, complex subjects;
- ▶ consideration on the part of the speaker (lower levels): slow and clear speech, plus pauses to take notes, through clearly articulated, well-structured lectures to multiple sources;
- ▶ type of note-taking: from taking notes as a series of points (lower levels), through notes on what seems to him/her to be important, to appropriate selection on what to note and what to omit;
- ▶ accuracy of the notes (higher levels): from notes precise enough for own use (B1) through accurate notes on meetings in his/her field (B2) to accurate capture of abstract concepts, relationships between ideas, implications and allusions.

NOTE-TAKING (lectures, seminars, meetings etc.)	
C2	Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar. <i>Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</i>
	Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.
C1	<i>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.</i>
	Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters. Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.

NOTE-TAKING (lectures, seminars, meetings etc.)	
B2	<p>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.</p> <p>Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.</p>
B1	<p>Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</p> <p>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</p> <p>Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.</p>
A2	Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Creative texts are one of the main sources for *Reading as a leisure activity* and there are several descriptors related to the reading of literature in the scale with that title. However, literature tends to evoke a reaction, and this is often promoted in language education. This response may be expressed in a classroom or in one of the amateur literacy circles often associated with foreign language learning. There are perhaps four main types of classic response:

- ▶ engagement: giving a personal reaction to the language, style or content, feeling drawn to an aspect of the work or a character or characteristic of it;
- ▶ interpretation: ascribing meaning or significance to aspects of the work including contents, motifs, characters' motives, metaphor, etc.
- ▶ analysis of certain aspects of the work including language, literary devices, context, characters, relationships. etc.
- ▶ evaluation: giving a critical appraisal of technique, structure, the vision of the artist, the significance of the work, etc.

There is a fundamental difference between the first two categories (engagement and interpretation) and the last two (analysis and evaluation). Describing a personal reaction and interpretation is cognitively far simpler than giving a more intellectual analysis and/or evaluation. Therefore, two different scales are offered.

*Expressing a personal response to creative texts (including literature):* This first scale reflects the approach taken in school sectors and in adult reading circles. The scale focuses on expression of the effect a work of literature has on the user/learner as an individual. Key concepts operationalized in this scale include the following:

- ▶ explaining what he/she liked, what interested him/her about the work;
- ▶ describing characters, saying which he/she identified with;
- ▶ relating aspects of the work to own experience;
- ▶ relating feelings and emotions;
- ▶ personal interpretation of the work as a whole or of aspects of it.

Progression up the scale is characterised as follows: At the lower levels the user/learner can say whether he/she liked the work, say how it made him/her feel, talk about characters and relate aspects of the work to his/her own experience, with increased detail at B1. At B2 he/she can give more elaborate explanations, comment on the form of expression and style and give his/her interpretation of the development of a plot, the characters and the themes in a story, novel, film or play. At the C levels, he/she can give broader and deeper interpretations, supporting them with details and examples.

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)	
C2	<i>No descriptor available</i>
C1	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.
	Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
	Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.
B2	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.
	Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.
B1	Can explain why certain parts or aspects of a work especially interested him/her.
	Can explain in some detail which character he/she most identified with and why.
	Can relate events in a story, film or play to similar events he/she has experienced or heard about.
	Can relate the emotions experienced by a character in a work to emotions he/she has experienced.
	Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.
	Can explain briefly the feelings and opinions that a work provoked in him/her.
A2	Can describe the personality of a character.
	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.
	Can describe a character's feelings and explain the reasons for them.
	Can say in simple language which aspects of a work especially interested him/her.
A1	Can say whether he/she liked a work or not and explain why in simple language.
	Can select simple passages he/she particularly likes from work of literature to use as quotes.
	Can use simple words and phrases to say how a work made him/her feel.
Pre-A1	<i>No descriptors available</i>

*Analysis and criticism of creative texts (including literature):* This represents the approach more common at an upper secondary and university level. It concerns more formal, intellectual reactions. Aspects analysed include the significance of events in a novel, treatment of the same themes in different works and other links between them; the extent to which a work follows conventions, and more global evaluation of the work as a whole. Key concepts operationalised in the scale include:

- ▶ comparing different works;
- ▶ giving a reasoned opinion of a work;
- ▶ critically evaluating features of the work, including the effectiveness of techniques employed.

Progression up the scale is characterised as follows: there are no descriptors for A1 and A2. Until B2, the focus is on description rather than evaluation. At B2, the user/learner can analyse similarities and differences between works, giving a reasoned opinion and referring to the views of others. At C1, analysis becomes more subtle, concerned with the way the work engages the audience, the extent to which it is conventional, whether it employs irony. At C2, the user/learner can recognise finer linguistic and stylistic subtleties, unpack connotations and give more critical appraisals of the way in which structure, language and rhetorical devices are exploited in a work of literature for a particular purpose.

ANALYSIS AND CRITICISM OF CREATIVE TEXTS (including literature)	
C2	<p>Can give a critical appraisal of work of different periods and genres (novels, poems, and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.</p> <p>Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations.</p> <p>Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness.</p> <p>Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.</p>
C1	<p>Can critically appraise a wide variety of texts including literary works of different periods and genres.</p> <p>Can evaluate the extent to which a work meets the conventions of its genre.</p> <p>Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).</p>
B2	<p>Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.</p> <p>Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</p> <p>Can evaluate the way the work encourages identification with characters, giving examples.</p> <p>Can describe the way in which different works differ in their treatment of the same theme.</p>
B1	<p>Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.</p> <p>Can describe the key themes and characters in short-narratives involving familiar situations that are written in high frequency everyday language.</p>
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

### Mediating concepts

It is recognised in education that language is a tool used to think about a subject and to talk about that thinking in a dynamic co-constructive process. A key component of the development of mediation scales, therefore, is to capture this function. How can the user/learner facilitate access to knowledge and concepts through language? There are two main ways in which this occurs: one is in the context of collaborative work and the other is when someone has the official or unofficial role of facilitator, teacher or trainer. In either context, it is virtually impossible to develop concepts without preparing the ground for it by managing the relational issues concerned. For this reason two scales are presented for collaborating in a group, and for leading group work. In each case the first scale, presented on the left in the chart, concerns establishing the conditions for effective work (= relational mediation). The second scale, presented on the right in the chart, is concerned with the development and elaboration of ideas (=cognitive mediation). As is the case with different aspects of communicative language competence, or of plurilingual and pluricultural competence, distinctions are made to assist reflection, but real communication requires a holistic integration of different aspects. The four descriptor scales in this section thus form pairs as indicated below:

	Establishing conditions	Developing ideas
Collaborating in a group	Facilitating collaborative interaction with peers	Collaborating to construct meaning
Leading group work	Managing interaction	Encouraging conceptual talk

The two scales under 'establishing conditions' focus on building and maintaining positive interactions and do not deal directly with access to new knowledge and concepts. However, such mediation may well be a necessary precursor or indeed parallel activity in order to facilitate the development of new knowledge. People must be sensitive to others' views, so a positive atmosphere is often a prerequisite

for collaborative engagement that may lead to new knowledge. Although these four scales are directly relevant to the educational domain, they are not confined to the classroom as they are applicable to all domains where there is a need to move thinking forward.

*Facilitating collaborative interaction with peers:* The user/learner contributes to successful collaboration in a group that he/she belongs to, usually with a specific shared objective or communicative task in mind. He/she is concerned with making conscious interventions where appropriate to orient the discussion, balance contributions, and help to overcome communication difficulties within the group. He/she does not have a designated lead role in the group, and is not concerned with creating a lead role for himself/herself, being concerned solely with successful collaboration. Key concepts operationalised in the scale include the following:

- ▶ collaborative participation by consciously managing own role and contributions to the group communication;
- ▶ active orientation of teamwork by helping to review key points and consider or define next steps;
- ▶ use of questions and contributions to move the discussion forward in a productive way;
- ▶ use of questions and turn taking to balance contributions from other group members with his/her own.

Progression up the scale is characterised as follows: At A2, the user/learner can collaborate actively in simple, shared tasks, provided someone helps him/her to express his/her suggestions. At B1, the focus is on posing questions and inviting others to speak. By B2, the learner/user can refocus the discussion, helping to define goals and comparing ways of achieving them. At C1, he/she can help steer a discussion tactfully towards a conclusion.

*Collaborating to construct meaning* is concerned with stimulating and developing ideas as a member of a group. It is particularly relevant to collaborative work in problem-solving, brainstorming, concept development and project work. Key concepts operationalised in the scale include the following:

- ▶ cognitively framing collaborative tasks by deciding on aims, processes and steps;
- ▶ co-constructing ideas/solutions;
- ▶ asking others to explain their thinking and identifying inconsistencies in their thought processes;
- ▶ summarising the discussion and deciding on next steps.

Progression up the scale is characterised as follows: the scale moves from simple questioning techniques and the organisation of tasks at B1 to further developing other people's ideas and opinions, co-developing ideas (B2/B2+) to evaluating problems, challenges, and proposals, highlighting inconsistencies in thinking (C1) and guiding discussion effectively to a consensus at C2.

COLLABORATING IN A GROUP			
	FACILITATING COLLABORATIVE INTERACTION	COLLABORATING TO CONSTRUCT MEANING	
C2	<i>No descriptors available</i>	Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.	C2
C1	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.	C1
B2	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.	B2
	Can ask questions to stimulate discussion on how to organise collaborative work. Can help to define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed.	Can further develop other people's ideas and opinions. Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	
B1	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.	B1
	Can invite other people in a group to speak.	Can ask a group member to give the reason(s) for their views. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	

COLLABORATING IN A GROUP			
	FACILITATING COLLABORATIVE INTERACTION	COLLABORATING TO CONSTRUCT MEANING	
A2	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	A2
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward.	
A1	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	Can express an idea with very simple words and ask what others' think.	A1
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>	Pre-A1

*Managing plenary and group interaction:* The user/learner has a designated lead role to organise communicative activity between members of a group or several groups, for example as a teacher, workshop facilitator, trainer or meeting chair. He/she has a conscious approach to managing phases of communication that may include both plenary communication with the whole group, and/or management of communication within and between sub-groups. Key concepts operationalised in the scale include the following:

- ▶ leading plenary activity;
- ▶ giving instructions and checking understanding of communicative task objectives;
- ▶ monitoring and facilitating communication within the group or sub-groups without impeding the flow of communication between group participants;
- ▶ re-orienting communication in the group or sub-groups; intervening to set a group back on task;
- ▶ adapting own contributions and interactive role to support group communication, according to need.

Progression up the scale is characterised as follows: at B1 the user/learner can give clear instructions, allocate turns, and bring participants in a group back to the task. These aspects are extended at B2 with explanations of different roles, ground rules and an ability to set a group back on task with new instructions or to encourage more balanced participation. Several descriptors on monitoring are clustered at B2+. By C1, the user/learner can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases, intervening diplomatically in order to redirect talk, to prevent one person dominating or to confront disruptive behaviour. At C2, he/she can take on different roles as appropriate, recognise undercurrents and give appropriate guidance, and provide individualised support.

*Encouraging conceptual talk* involves providing scaffolding to enable another person or persons to themselves construct a new concept, rather than passively following a lead. The user/learner may do this as a member of a group, taking temporarily the role of facilitator, or they may have the designated role of an expert (e.g. animator/teacher/trainer/manager) who is leading the group in order to help them understand concepts. Key concepts operationalised in the scale include the following:

- ▶ asking questions to stimulate logical reasoning (dialogic talk);
- ▶ building contributions into logical, coherent discourse.

Progression up the scale is characterised as follows: the scale moves from showing interest at A1, through asking simple questions to bring someone into a discussion or to ask someone's opinion at A2, to monitoring discussion and posing higher-order questions at B2+ and above, in order to encourage logical reasoning, justification of ideas, and the construction of coherent lines of thinking.

LEADING GROUP WORK			
	MANAGING INTERACTION	ENCOURAGING CONCEPTUAL TALK	
C2	<p>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</p> <p>Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.</p>	<p>Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.</p>	C2
C1	<p>Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases.</p> <p>Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.</p>	<p>Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).</p>	C1
B2	<p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</p>	<p>Can encourage members of a group to describe and elaborate on their thinking.</p> <p>Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.</p>	B2
	<p>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</p> <p>Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.</p> <p>Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</p>	<p>Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.</p> <p>Can build on people's ideas and link them into coherent lines of thinking.</p> <p>Can ask people to explain how an idea fits with the main topic under discussion.</p>	
B1	<p>Can allocate the turn in a discussion, inviting a participant to say something.</p>	<p>Can ask people to elaborate on specific points they made in their initial explanation.</p> <p>Can ask appropriate questions to check understanding of concepts that have been explained.</p> <p>Can ask questions to invite people to clarify their reasoning.</p>	B1
	<p>Can give simple, clear instructions to organise an activity.</p>	<p>Can ask why someone thinks something, or how they think something would work.</p>	
A2	<p>Can give very simple instructions to a cooperative group who help with formulation when necessary.</p>	<p>Can ask what somebody thinks of a certain idea.</p>	A2
A1	<p><i>No descriptors available</i></p>	<p>Can use simple isolated words and non-verbal signals to show interest in an idea.</p>	A1
Pre-A1	<p><i>No descriptors available</i></p>	<p><i>No descriptors available</i></p>	Pre-A1

## Mediating communication

Despite the brevity of the presentation of mediation in the 2001 CEFR text, the social aspect is underlined. Mediation concerns a language user who plays the role of intermediary between different interlocutors, engaged in activities that 'occupy an important place in the normal linguistic functioning of our societies.' (CEFR Section 2.1.3). Language is of course not the only reason why people sometimes have difficulty understanding one another. Even if one thinks of mediation in terms of rendering a text comprehensible, the comprehension difficulty may well be due to a lack of familiarity with the area or field concerned. Understanding the other requires an effort of translation from one's own perspective to the other, keeping both perspectives in mind; sometimes people need a third person or a third space in order to achieve this. Sometimes there are delicate situations, tensions or even disagreements that need to be faced in order to create the conditions for any understanding and hence any communication.

The descriptors for mediating communication will therefore have direct relevance to teachers, trainers, students and professionals who wish to develop their awareness and competence in this area, in order to achieve better outcomes in their communicative encounters in a particular language or languages, particularly when there is an intercultural element involved.

*Facilitating pluricultural space:* This scale reflects the notion of creating a shared space between and among linguistically and culturally different interlocutors, i.e. the capacity of dealing with 'otherness' to identify similarities and differences to build on known and unknown cultural features, etc. in order to enable communication and collaboration. The user/learner aims to facilitate a positive interactive environment for successful communication between participants of different cultural backgrounds, including in multicultural contexts. Rather than simply exploiting his/her pluricultural repertoire to gain acceptance and to enhance his own mission or message (see *Building on pluricultural repertoire*), he/she is engaged as a cultural mediator: creating a neutral, trusted, shared 'space' in order to enhance the communication between others. He/she aims to expand and deepen intercultural understanding between participants in order to avoid and/or overcome any potential communication difficulties arising from contrasting cultural viewpoints. Naturally, the mediator him/herself needs a continually developing awareness of sociocultural and sociolinguistic differences affecting cross-cultural communication. Key concepts operationalised in the scale include the following:

- ▶ using questions and showing interest to promote understanding of cultural norms and perspectives between speakers;
- ▶ demonstrating sensitivity to and respect for different sociocultural and sociolinguistic perspectives and norms;
- ▶ anticipating, dealing with and/or repairing misunderstandings arising from sociocultural and sociolinguistic differences.

Progression up the scale is characterised as follows: At B1 the emphasis is on introducing people and showing interest and empathy by asking and answering questions. By B2+, appreciation of different perspectives and flexibility are central: the ability to belong to a group yet maintain balance and distance, express oneself sensitively, clarify misunderstandings and explain how things were meant. This aspect is developed further in the C levels, where the user/learner can control his/her actions and expression according to context, making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents. By C2, he/she can mediate effectively and naturally, taking account of sociocultural and sociolinguistic differences.

FACILITATING PLURICULTURAL SPACE	
C2	Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences. Can guide a sensitive discussion effectively, identifying nuances and undercurrents.
C1	Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.

FACILITATING PLURICULTURAL SPACE	
B2	Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved. Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context. Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives. Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.
	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.
B1	Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.
	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
A2	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
A1	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.
Pre-A1	<i>No descriptors available</i>

*Acting as intermediary in informal situations (with friends and colleagues):* This scale is intended for situations in which the user/learner as a plurilingual individual mediates across languages and cultures to the best of his/her ability in an informal situation in the public, private, occupational or educational domain. The scale is therefore not concerned with the activities of professional interpreters. The mediation may be in one direction (e.g. during a welcome speech) or in two directions (e.g. during a conversation). Key concepts operationalized in the scale include the following:

- ▶ informally communicating the sense of what speakers are saying in a conversation;
- ▶ conveying important information (e.g. in a situation at work);
- ▶ repeating the sense of what is expressed in speeches and presentations.

Progression up the scale is characterised as follows: at the A levels, the user/learner can assist in a very simple manner, but by A2+ and B1 he/she can mediate in predictable everyday situations. However, such assistance is dependent on the interlocutor being supportive in that he/she alters his/her speech or will repeat information as necessary. At B2, the user/learner can mediate competently within his/her fields of interest, given the pauses to do so and by C1, he/she can do this fluently on a wide range of subjects. At C2 the user/learner can also convey the meaning of the speaker faithfully, reflecting the style, register, and cultural context.

ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)	
C2	Can communicate in clear, fluent, well-structured (Language B) the sense of what is said in (Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.
C1	Can communicate fluently in (Language B) the sense of what is said in (Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.
B2	Can mediate (between Language A and Language B), conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.
	Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so. Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided speakers give clarifications if needed.
B1	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.
	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.
A2	Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.
	Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.
A1	Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.
Pre-A1	<i>No descriptors available</i>

*Facilitating communication in delicate situations and disagreement:* The user/learner may have a formal role to mediate in a disagreement between third parties, or may informally try to resolve a misunderstanding, delicate situation or disagreement between speakers. He/she is primarily concerned with clarifying what the problem is and what the parties want, helping them to understand each other's positions. He/she may well attempt to persuade them to move closer to a resolution of the issue. He/she is not at all concerned with his/her own viewpoint, but seeks balance in the representation of the viewpoints of the other parties involved in the discussion. Key concepts operationalised in the scale include the following:

- ▶ exploring in a sensitive and balanced way the different viewpoints represented by participants in the dialogue;
- ▶ elaborating on viewpoints expressed to enhance and deepen participants' understanding of the issues discussed;
- ▶ establishing common ground;
- ▶ establishing possible areas of concession between participants;
- ▶ mediating a shift in viewpoint of one or more participants, to move closer to an agreement or resolution.

Progression up the scale is characterised as follows: at the A levels, the user/learner can recognise when disagreements occur. At B1, he/she can obtain explanations, demonstrate understanding of the

issues and seek clarifications where necessary. At B2, he/she can outline the main issues and the positions of the parties concerned, identify common ground, highlight possible solutions and summarise what is agreed. These skills are deepened at B2+, with the user/learner showing awareness of a detailed understanding of the issues and eliciting possible solutions. At the C levels, he/she has the diplomatic and persuasive language to do this more effectively, guiding a delicate discussion sensitively.

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
C2	<p>Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.</p> <p>Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.</p>
C1	<p>Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.</p> <p>Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.</p> <p>Can use persuasive language to suggest that parties in disagreement shift towards a new position.</p>
B2	<p>Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.</p> <p>Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.</p> <p>Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.</p> <p>Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.</p> <p>Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.</p> <p>Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.</p>
B1	<p>Can ask parties in a disagreement to explain their-point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.</p> <p>Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.</p>
A2	<p>Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.</p>
A1	<p>Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.</p>
Pre-A1	<p><i>No descriptors available</i></p>

## Mediation strategies

Strategies to explain a new concept

- ▶ Linking to previous knowledge
- ▶ Adapting language
- ▶ Breaking down complicated information

Strategies to simplify a text

- ▶ Amplifying a dense text
- ▶ Streamlining a text

The user/learner's ability to mediate does not only involve being linguistically competent in the relevant language or languages, it also entails using mediation strategies that are appropriate in relation to the conventions, conditions and constraints of the communicative context. Mediation strategies are the techniques employed to clarify meaning and facilitate understanding. As a mediator, the user/learner may need to shuttle between people, between texts, between types of discourse and between languages, depending on the mediation context. The strategies here presented are communication strategies, i.e. ways of helping people to understand, during the actual process of mediation. They concern the way source content is processed for the recipient. For instance, is it necessary to elaborate it, to condense it, to paraphrase it, to simplify it, to illustrate it with metaphors or visuals? The strategies are presented separately because they apply to many of the activities.

Strategies to explain a new concept

*Linking to previous knowledge:* Establishing links to previous knowledge is a significant part of the mediation process since it is an essential part of the learning process. The mediator may explain new information by making comparisons, by describing how it relates to something the recipient already knows or by helping recipients activate previous knowledge, etc. Links may be made to other texts, relating new information and concepts to previous material, and to background knowledge of the world. Key concepts operationalised in the scale include the following:

- ▶ posing questions to encourage people to activate prior knowledge;
- ▶ making comparisons and/or links between new and prior knowledge;
- ▶ providing examples and definitions.

Progression up the scale is characterised as follows: there is a progression from comparison to familiar, everyday experience at B1 through awareness raising with clear explanations of links at B2 to extended, spontaneous definition of complex concepts that draw on previous knowledge at C2.

*Adapting language:* The user/learner may need to employ shifts in use of language, style and/or register in order to incorporate the content of a text into a new text of a different genre and register. This may be done through the inclusion of synonyms, similes, simplification or paraphrasing. Key concepts operationalized in the scale include the following:

- ▶ paraphrasing;
- ▶ adapting speech / delivery;
- ▶ explaining technical terminology.

Progression up the scale is characterised as follows: from A2 to B2 the user/learner can exploit paraphrasing and simplification to make the content of spoken and written texts more accessible. B2 descriptors talk of paraphrasing difficult concepts and technical topics comprehensible with paraphrase, and conscious adaptation of speech. At the C levels, concepts are technical or complex, and the user/learner is able to present the content in a different genre or register that is appropriate for the audience and purpose.

*Breaking down complicated information:* Understanding can often be enhanced by breaking down complicated information into constituent parts, and showing how these parts fit together to give the whole picture. Key concepts operationalized in the scale include the following:

- ▶ breaking a process into a series of steps;
- ▶ presenting ideas or instructions as bullet points;

- ▶ presenting separately the main points in a chain of argument.

Progression up the scale is characterised as follows: at B1 the user/learner can present instructions or informational text one point at a time. At B2, he/she can break down complicated processes or arguments and present their components separately. At C1, there is an added emphasis on reinforcement and recapitulation, and at C2 the user/learner can use metaphors to explain the relationship of parts to the whole and encourage different ways of analysing the issue.

#### Strategies to simplify a text

*Amplifying a dense text:* Density of information is often an obstacle to understanding. This scale is concerned with the expansion of the input source (spoken or written) through the inclusion of helpful information, examples, details, background information, reasoning and explanatory comments. Key concepts operationalised in the scale include the following:

- ▶ using repetition and redundancy, for example by paraphrasing in different ways;
- ▶ modifying style to explain things more explicitly;
- ▶ giving examples.

Progression up the scale is characterised as follows: at B1 and B2 the emphasis is on providing repetition and further examples whereas at the C levels the focus is more on elaboration and explanation, adding helpful detail.

*Streamlining a text:* This scale is concerned with the opposite to *Amplifying*: pruning a written text to its essential message(s). This may involve expressing the same information in fewer words by eliminating repetition and digressions, and excluding those sections of the source that do not add relevant new information. However, it may also involve regrouping the source ideas in order to highlight important points, to draw conclusions or to compare and contrast them. Key concepts operationalised in the scale include the following:

- ▶ highlighting key information;
- ▶ eliminating repetition and digressions;
- ▶ excluding what is not relevant for the audience.

Progression up the scale is characterised as follows: highlighting may be simply underlining or inserting marks in the margin at A2+/B1 but becomes a complete rewrite of the source text at C2. At B2, the learner is able to edit the source text to remove irrelevance and repetition. At the C levels, the focus switches to tailoring a source text for a particular audience.

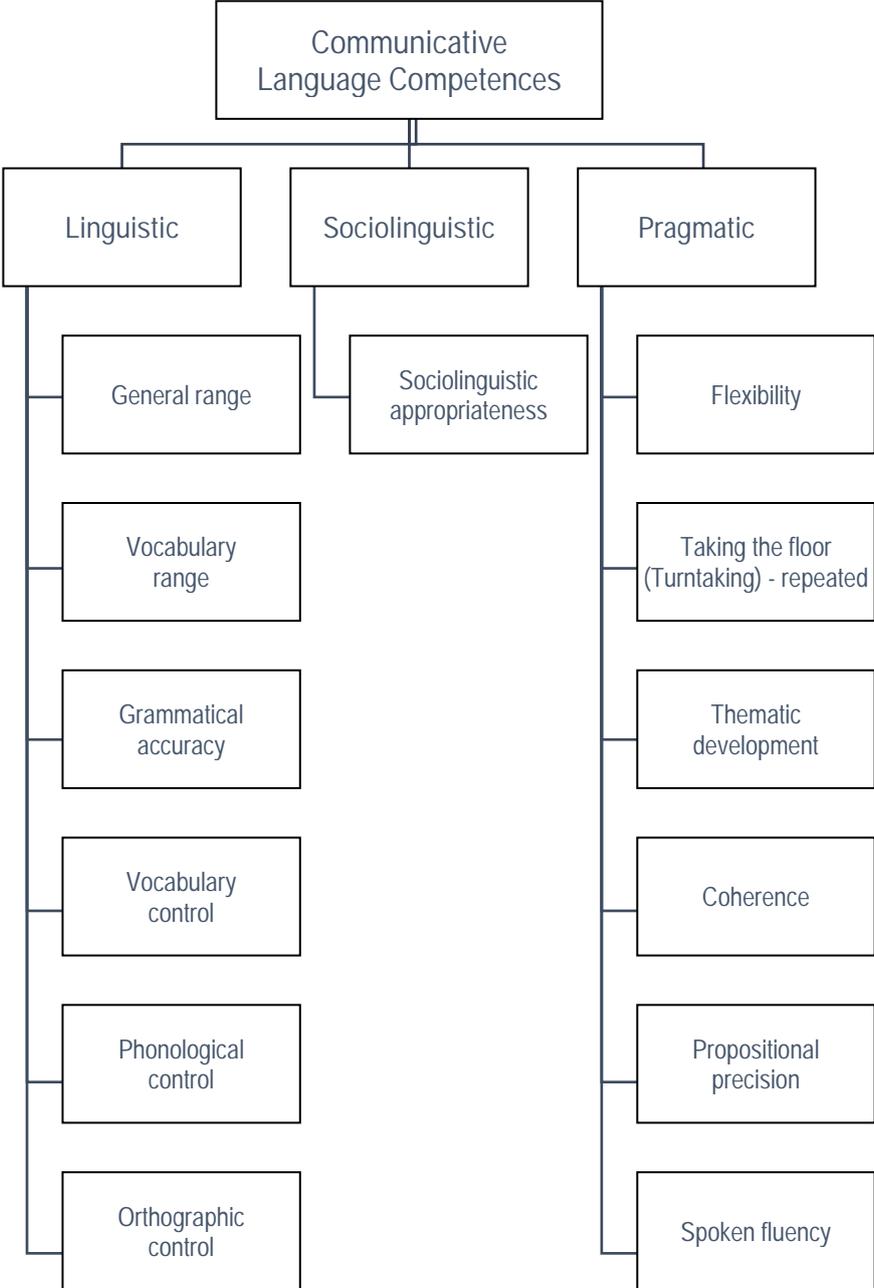
STRATEGIES TO EXPLAIN A NEW CONCEPT				
	LINKING TO PREVIOUS KNOWLEDGE	ADAPTING LANGUAGE	BREAKING DOWN COMPLICATED INFORMATION	
C2	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations which draw upon assumed previous knowledge.	Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.	C2
C1	Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained.	Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation. Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge.	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.	C1
B2	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge. Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.	Can make a complicated issue easier to understand by presenting the components of the argument separately.	B2
	Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	
B1	Can explain how something works by providing examples which draw upon people's everyday experiences.	Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	B1
	Can show how new information is related to what people are familiar with by asking simple questions.	Can paraphrase short written passages in a simple fashion, using the original order of the text.	Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.	

STRATEGIES TO EXPLAIN A NEW CONCEPT				
	LINKING TO PREVIOUS KNOWLEDGE	ADAPTING LANGUAGE	BREAKING DOWN COMPLICATED INFORMATION	
A2	<i>No descriptors available</i>	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	<i>No descriptors available</i>	A2
A1	<i>No descriptors available</i>	<i>No descriptors available</i>	<i>No descriptors available</i>	A1
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>	<i>No descriptors available</i>	Pre-A1

STRATEGIES TO SIMPLIFY A TEXT			
	AMPLIFYING A DENSE TEXT	STREAMLINING A TEXT	
C2	Can elucidate the information given in texts on complex academic or professional topics by elaborating and exemplifying.	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose	C2
C1	Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register.	Can reorganise a complex source text in order to focus on the points of most relevance to target audience.	C1
B2	Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.	Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	B2
	Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.	Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.	
B1	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	B1
	Can make an aspect of an everyday topic clearer by providing simple examples.		
A2	<i>No descriptors available</i>	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	A2
A1	<i>No descriptors available</i>	<i>No descriptors available</i>	A1
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>	Pre-A1

### Communicative language competences

As stated in the first section when discussing the CEFR descriptive scheme, the view of competence in the CEFR does not come solely from applied linguistics but also applied psychology and socio-political approaches. However, the different competence models developed in applied linguistics since the early 1980s did influence the CEFR. Although they organised them in different ways, in general these models shared four main aspects: strategic competence; linguistic competence; pragmatic competence (comprising both discourse and functional/actional competence), and socio-cultural competence (including socio-linguistic) competence. Since strategic competence is dealt with in relation to activities, the CEFR presents descriptor scales for aspects of communicative language competence in CEFR Section 5.2 under three headings: *Linguistic competence*, *Pragmatic competence* and *Sociolinguistic competence*. These aspects, or parameters of description, are always intertwined in any language use; they are not separate 'components' and cannot be isolated from each other.



## Linguistic

Descriptors are available for Range (subdivided: Morpho-syntactic range, later renamed *General linguistic range*; *Vocabulary range*); Control (subdivided: *Grammatical accuracy* and *Vocabulary control*), *Phonological control* and *Orthographic control*. The range/control distinction is a common one that reflects the complexity of the language used rather than just registering mistakes. *Phonological control* is presented as a grid with the categories *Overall phonological control*, *Sound articulation* and *Prosodic features* (stress and intonation)

### General linguistic range

Since the primary evidence for second language acquisition (i.e. progress) is the *emergence* of new forms and not their mastery, the *Range* of language at the user/learner's disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one's comfort zone, is an essential part of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone and this needs to be taken into consideration when viewing (lack of) accuracy. Key concepts operationalised in the scale include the following:

- ▶ range of settings – from A1 to B2, then unrestricted;
- ▶ type of language: from memorised phrases to a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity;
- ▶ limitations: from frequent breakdown/misunderstanding in non-routine situations to no signs of having to restrict what he/she wants to say.

GENERAL LINGUISTIC RANGE	
For the <b>PROSIGN</b> version of this scale click <a href="#">here</a> .	
C2	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.
C1	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.
B2	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.
	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
B1	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
A2	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.
	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
	Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.
A1	Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.

Pre-A1	Can use isolated words and basic expressions in order to give simple information about him/herself.
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## Vocabulary range

*Vocabulary range* concerns the breadth and variety of words and expressions used. Vocabulary range is generally acquired through reading widely. Key concepts operationalized in the scale include the following:

- ▶ range of settings – from A1 to B2, then unrestricted;
- ▶ type of language: from a basic repertoire of words and phrases to a very broad lexical repertoire including idiomatic expressions and colloquialisms.

VOCABULARY RANGE	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.
	Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation.
B2	Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists.
	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
	Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.
B1	Has a good command of a range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
A2	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.
Pre-A1	No descriptors available

## Grammatical accuracy

*Grammatical accuracy* concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought. This is difficult because when formulating thoughts or performing more demanding tasks, the user/learner has to devote the majority of their mental processing capacity to fulfilling the task. This is why accuracy tends to drop during complex tasks. In addition, research in English, French and German suggests that inaccuracy *increases* at around B1 as the learner is beginning to use language more independently and creatively. The fact that accuracy does not increase in a linear manner is reflected in the descriptors. Key concepts operationalized in the scale include the following:

- ▶ control of a specific repertoire (A1 to B1);
- ▶ prominence of mistakes (B1 to B2);

- ▶ degree of control (B2 to C2).

GRAMMATICAL ACCURACY	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.
B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
Pre-A1	Can employ very simple principles of word order in short statements.

### Vocabulary control

*Vocabulary control* concerns the user/learner's ability to choose an appropriate expression from their repertoire. As competence increases, such ability is driven increasingly by association in the form of collocations and lexical chunks, with one expression triggering another. Key concepts operationalised in the scale include the following:

- ▶ familiarity of topics (A1 to B1);
- ▶ degree of control (B2 to C2).

VOCABULARY CONTROL	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Consistently correct and appropriate use of vocabulary.
C1	Uses less common vocabulary idiomatically and appropriately.
	Occasional minor slips, but no significant vocabulary errors.
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
	Uses a wide range of simple vocabulary appropriately when talking about familiar topics.
A2	Can control a narrow repertoire dealing with concrete everyday needs.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

## Phonological control

The 2001 scale has been replaced in this publication. The description of phonology in CEFR Section 5.2.1.4 is clear, thorough and sufficiently broad to encompass more recent reflections on aspects of phonology in second/foreign language education. However, the 2001 scale did not capture this conceptual apparatus and the progression appeared unrealistic, particularly in moving from B1 (*Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur*) to B2 (*Has a clear, natural, pronunciation and intonation*). In fact, the phonology scale was the least successful of those calibrated in the original research.

In language teaching, the phonological control of an idealised native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control. The focus on accent and on accuracy instead of on intelligibility has been detrimental to the development of the teaching of pronunciation. Idealised models that ignore the retention of accent lack consideration for context, sociolinguistic aspects and learners' needs. The current scale seemed to reinforce such views and for this reason, the scale was redeveloped from scratch. [A full report](#) on the sub-project is available on CEFR website. From an extensive review of the literature and consultation with experts, the following core areas were identified to inform work on descriptor production:

- ▶ *articulation* including pronunciation of sounds/phonemes;
- ▶ *prosody* including intonation, rhythm and stress – both word stress and sentence stress – and speech rate/chunking;
- ▶ *accentedness* accent and deviation from a 'norm;'
- ▶ *intelligibility* accessibility of meaning for listeners, covering also the listeners' perceived difficulty in understanding (normally referred to as *comprehensibility*).

However, because of a certain overlapping between sub-categories the scale operationalizes the above-mentioned concepts into three categories:

- ▶ *Overall phonological control (replacing the existing scale);*
- ▶ *Sound articulation;*
- ▶ *Prosodic features (intonation, stress and rhythm).*

### Overall phonological control

Intelligibility has been a key factor for discriminating between levels. The focus is on how much effort is required from the interlocutor to decode the speaker's message. Descriptors from the two more detailed scales are summarised in more global statements and explicit mention of accent has been used at all levels. Key concepts operationalized in the scale include the following:

- ▶ intelligibility: how much effort is required from the interlocutor to decode the speaker's message;
- ▶ the extent of influence from other languages spoken;
- ▶ control of sounds;
- ▶ control of prosodic features.

### Sound articulation

The focus is on familiarity and confidence with the target language sounds (the range of sounds a speaker can articulate and with what degree of precision). The key concept operationalised in the scale is the degree of clarity and precision in the articulation of sounds.

### Prosodic features

The focus is on the ability to effectively use prosodic features to convey meaning in an increasingly precise manner. Key concepts operationalised in the scale include the following:

- ▶ control of stress, intonation and/or rhythm;
- ▶ ability to exploit and/or vary stress and intonation to highlight his/her particular message.

PHONOLOGICAL CONTROL			
	OVERALL PHONOLOGICAL CONTROL	SOUND ARTICULATION	PROSODIC FEATURES
C2	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).
C1	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.	Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.
B2	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
B1	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.
A2	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.

PHONOLOGICAL CONTROL

	OVERALL PHONOLOGICAL CONTROL	SOUND ARTICULATION	PROSODIC FEATURES
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.

## Orthographic control

*Orthographic control* concerns ability to copy, spell and use layout and pronunciation. Key concepts operationalized in the scale include the following:

- ▶ copying words and sentences (at lower levels);
- ▶ spelling;
- ▶ intelligibility through a blend of spelling, punctuation and layout.

ORTHOGRAPHIC CONTROL	
C2	Writing is orthographically free of error.
C1	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
B2	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
B1	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
A2	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
A1	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g. full stops, question marks).
Pre-A1	<i>No descriptors available</i>

## Sociolinguistic

Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. Since language is a sociocultural phenomenon, much of what is contained in the CEFR, particularly in respect of the sociocultural, is also of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; register differences; and dialect and accent.

### Sociolinguistic appropriateness

One scale is offered for sociolinguistic appropriateness. Key concepts operationalised in the scale include the following:

- ▶ using polite forms and showing awareness of politeness conventions;
- ▶ performing language functions in an appropriate way (at lower levels in a neutral register);
- ▶ socialising, following basic routines at lower levels, without requiring the interlocutor(s) to behave differently (from B2) and employing idiomatic expressions, allusive usage and humour (at C levels);
- ▶ recognising sociocultural cues, especially those pointing to differences, and acting accordingly;
- ▶ adopting an appropriate register (from B2).

## SOCIOLINGUISTIC APPROPRIATENESS

For the **PROSIGN** version of this scale [click here](#).

C2	<p>Can mediate effectively and naturally between speakers of the target language and of his/her own community, taking account of sociocultural and sociolinguistic differences.</p> <p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.</p> <p>Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly.</p> <p>Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.</p>
C1	<p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can understand humour, irony and implicit cultural references and pick up nuances of meaning.</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.</p> <p>Can frame critical remarks or express strong disagreement diplomatically.</p>
B2	<p>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</p> <p>Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation.</p> <p>Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>
	<p>Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.</p> <p>Can express him/herself appropriately in situations and avoid crass errors of formulation.</p> <p>Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.</p>
B1	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.</p>
A2	<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines.</p> <p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.</p>
A1	<p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</p>
Pre-A1	<p><i>No descriptors available</i></p>

## Pragmatic

A simple way of understanding the linguistic/pragmatic distinction is to say that linguistic competence is concerned with language usage (as in 'correct usage') and hence with language resources, knowledge of the language as a system, whereas pragmatic competence is concerned with actual language use in the (co-)construction of text. Pragmatic competence is thus primarily concerned with the user/learner's knowledge of the principles of language use according to which messages are:

- a) organised, structured and arranged ('discourse competence');
- b) used to perform communicative functions ('functional competence');
- c) sequenced according to interactional and transactional schemata ('design competence')

Discourse competence concerns the ability to design texts, including generic aspects like *Thematic development* and *Coherence and cohesion* as well as, in an interaction, cooperative principles and *Turn-taking*. Functional competence includes *Flexibility* in the use of one's repertoire and the selection of appropriate sociolinguistic choices. All the scales on communicative language activities describe different types of functional language use. Knowledge of interactional and transactional schemata relates also to socio-cultural competence and is to some extent treated under *Sociolinguistic appropriateness* on the one hand and *General linguistic range* and *Vocabulary range* on the other hand, in terms of range of settings and, at lower levels, repertoires for them. In addition, pragmatic competence involves '*speaker meaning*' in context as opposed to the 'sentence/dictionary meaning' of words and expressions. Thus, articulating exactly what you want to say, requires another aspect of pragmatic competence: *Propositional precision*.

Finally, saying anything requires *fluency*. Fluency is generally understood in two complementary ways: firstly in a holistic way, representing the speaker's ability to articulate a (possibly complex) message. This more holistic usage is reflected in statements like 'she's an articulate speaker' or 'his Russian is very fluent' and implies an ability to talk at length, with appropriate things to say in a wide range of contexts. In a narrower, more technical interpretation, talking at length implies a lack of distraction through breaks and long pauses in the flow of speech. Putting *Spoken fluency* under pragmatic competence cuts across the traditional competence / performance dichotomy used by linguists since Chomsky. As was mentioned in discussing the CEFR model, the CEFR does not continue that tradition. The view taken is that, in an action-oriented approach, competence exists only in action.

## Flexibility

*Flexibility* is concerned with the ability to adapt language learnt to new situations and to formulate thoughts in different ways. Key concepts operationalized in the scale include the following:

- ▶ recombining learnt elements creatively (especially lower levels);
- ▶ adapting language to the situation and to changes of direction in the talk;
- ▶ reformulating points in different ways to emphasise points, express degrees of commitment, confidence and to avoid ambiguity.

FLEXIBILITY	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.
C1	Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty.
B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
	Can adjust to the changes of direction, style and emphasis normally found in conversation.
	Can vary formulation of what he/she wants to say. Can reformulate an idea to emphasise or explain a point.

FLEXIBILITY	
B1	Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.
A2	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements.
A1	No descriptors available
Pre-A1	No descriptors available

## Turntaking

*Turntaking* is concerned with the ability to take the discourse initiative. This ability can be viewed both as an interaction strategy (to take the floor) or as an integral aspect of discourse competence. For this reason this scale also appears in the section *Interaction strategies*. Key concepts operationalized in the scale include the following:

- ▶ initiating, maintaining and ending conversation;
- ▶ intervening in an existing conversation or discussion, often using a prefabricated expression to do so, or to gain time to think.

TURNTAKING	
Note: This scale is repeated under Interaction strategies.	
C2	No descriptors available; see C1
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
A1	No descriptors available
Pre-A1	No descriptors available

## Thematic development

*Thematic development* is concerned with the way in which ideas are logically presented in a text and related to each other in a clear rhetorical structure. It also involves following relevant discourse conventions. Key concepts operationalized in the scale include the following:

- ▶ telling a story/ relating a narrative (lower levels);
- ▶ developing a text, expanding and supporting points appropriately, e.g. with examples;
- ▶ developing an argument (especially B2 – C1).

THEMATIC DEVELOPMENT	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes.
C1	Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas. <i>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</i> Can write a suitable introduction and conclusion to a long, complex text. Can expand and support main points at some length with subsidiary points, reasons and relevant examples.
	<i>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail*.</i> Can present and respond to complex lines of argument convincingly.
B2	Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas. <i>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i> <i>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples*.</i> Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.
B1	Can clearly signal chronological sequence in narrative text. <i>Can develop an argument well enough to be followed without difficulty most of the time*.</i> Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. <i>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</i>
A2	<i>Can tell a story or describe something in a simple list of points.</i> Can give an example of something in a very simple text using 'like' or 'for example.'
	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>
*These three original descriptors also appear on the scale for <i>Sustained monologue: putting a case</i> .	

## Coherence and cohesion

*Coherence and cohesion* refers to the way in which the separate elements of a text are interwoven into a coherent whole by exploiting linguistic devices such as referencing, substitution, ellipsis and other forms of textual cohesion, plus logical and temporal connectors and other forms of discourse markers. Both cohesion and coherence operate at the level of the sentence/utterance and at the level of the complete text. Key concepts operationalized in the scale include the following:

- ▶ linking words or elements, mainly with logical and temporal connectors
- ▶ using paragraphs to emphasise text structure
- ▶ varying the types of cohesive devices used, with fewer 'clunky' connectors (C levels)

## COHERENCE AND COHESION

For the **PROSIGN** version of this scale [click here](#).

C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse. Though there may be some 'jumpiness' in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.
B1	Can introduce a counter-argument in a simple discursive text (e.g. with 'however').
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
Pre-A1	No descriptors available

### Propositional precision

*Propositional precision* is the ability to pinpoint how to formulate what one wishes to express. It concerns the extent to which the user/learner can communicate detail and shades of meaning, and can avoid compromising his/her ideally intended message. Key concepts operationalized in the scale include the following:

- ▶ type of setting and information concerned (A1 to B1), with no restriction from B2, when the user/learner can communicate detail reliably, even in more demanding situations;
- ▶ degree of detail and precision in information given;
- ▶ ability to qualify, emphasise and disambiguate likelihood, commitment, belief etc.

## PROPOSITIONAL PRECISION

For the **PROSIGN** version of this scale [click here](#).

C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc. Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.
B2	Can pass on detailed information reliably. Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.

PROPOSITIONAL PRECISION	
B1	Can explain the main points in an idea or problem with reasonable precision.
	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
	Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
Pre-A1	Can communicate very basic information about personal details in a simple way.

## Spoken fluency

*Spoken fluency*, as discussed above, has a broader, holistic meaning (=articulate speaker) and a narrower, technical and more psycholinguistic meaning (=accessing one's repertoire). The broader interpretation would include *Propositional precision*, *Flexibility*, and at least to some extent *Thematic development* and *Coherence/cohesion*. For this reason, the scale below focuses more on the narrower, more traditional view of fluency. Key concepts operationalized in the scale include the following:

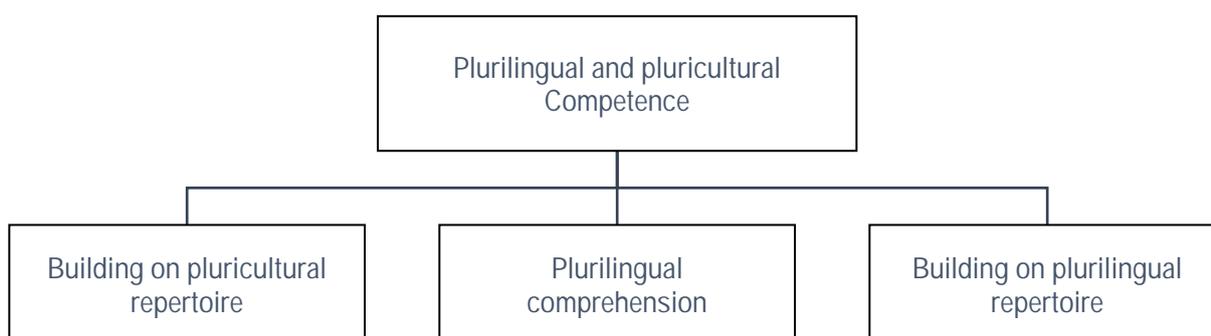
- ▶ ability to construct utterances, despite hesitations and pauses (lower levels);
- ▶ ability to maintain a lengthy production or conversation;
- ▶ ease and spontaneity of expression.

SPOKEN FLUENCY	
For the <b>PROSIGN</b> version of this scale <a href="#">click here</a> .	
C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
Pre-A1	Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.

## Plurilingual and pluricultural competence

The notions of plurilingualism and pluriculturalism presented in the CEFR Sections 1.3, 1.4, and 6.1.3) were the starting point for the development of descriptors in this area. The plurilingual vision associated with the CEFR gives value to cultural and linguistic diversity at the level of the individual. It promotes the need for learners as 'social agents' to draw upon all of their linguistic and cultural resources and experiences in order to fully participate in social and educational contexts, achieving mutual understanding, gaining access to knowledge and in turn further developing their linguistic and cultural repertoire. As the CEFR states:

'... the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact'. (CEFR Section 1.3)



The vision of the learner as a social agent in the action-oriented approach takes these concepts further in relation to language education, considering that: '... the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place'. (CEFR Section 1.3)

In the development of descriptors, the following points mentioned specifically in the CEFR were given particular attention:

- ▶ languages are interrelated and interconnected especially at the level of the individual;
- ▶ languages and cultures are not kept in separated mental compartments;
- ▶ all knowledge and experience of languages contribute to building up communicative competence;
- ▶ balanced mastery of different languages is not the goal, but rather the ability (and willingness) to modulate their usage according to the social and communicative situation;
- ▶ barriers between languages can be overcome in communication and different languages can be used purposefully for conveying messages in the same situation.

Other concepts were also taken into consideration after analysing recent literature:

- ▶ the capacity to deal with 'otherness' to identify similarities and differences to build on known and unknown cultural features, etc., in order to enable communication and collaboration;
- ▶ the willingness to act as an intercultural mediator;
- ▶ the proactive capacity to use knowledge of familiar languages to understand new languages, looking for cognates and internationalisms in order to make sense of texts in unknown languages – whilst being aware of the danger of 'false friends';
- ▶ the capacity to respond in a sociolinguistically appropriate way by incorporating elements of

other languages and/or variations of languages in his/her own discourse for communication purposes;

- ▶ the capacity to exploit one's linguistic repertoire by purposefully blending, embedding and alternating languages at the utterance level and at the discourse level;
- ▶ a readiness and capacity to expand linguistic/plurilingual and cultural/pluricultural awareness through an attitude of openness and curiosity.

The association of an illustrative descriptor with a specific level should not be seen as exclusive or mandatory, as explained in the section introducing the descriptors at the beginning of this document. Descriptors are situated at the level most likely to be relevant as a curriculum aim, as determined through the validation process briefly outlined in Appendix 5. A descriptor at a particular level would be a challenging – but by no means impossible – aim for user/learners at the level below. This is particularly the case with descriptors for plurilingual/pluriculturalism where the unique range of experiences and expertise of the user/learners, and their plurilingual/pluricultural profiles, are brought into play. The main reason for associating descriptors in this area with CEFR levels is to provide support to curriculum developers and teachers in their efforts (a) to broaden the perspective of language education in their context and (b) to acknowledge and value the linguistic and cultural diversity of their learners. The provision of descriptors in levels is intended to facilitate the selection of relevant plurilingual/pluricultural aims, which are also realistic in relation to the language level of the user/learners concerned.

The scale *Facilitating pluricultural space* is included in the section 'Mediating Communication', rather than here, because it focuses on the more pro-active role as an intercultural mediator. The three scales in this section describe aspects of the broader conceptual area concerning plurilingual and intercultural education.

This area is the subject of [CARAP/FREPA](#) (Framework of Reference for Pluralistic Approaches. CARAP/FREPA lists different aspects of plurilingual and intercultural competences in a hypertextual structure independent of language level, organised according to the three broad areas: Knowledge (savoir), Attitudes (savoir-être) and Skills (savoir-faire). Users may wish to consult CARAP for further reflection and access to related training materials in this area.

### **Building on pluricultural repertoire**

Many notions that appear in literature and descriptors for intercultural competence are included, for example:

- ▶ the need to deal with ambiguity when faced with cultural diversity, adjusting reactions, modifying language, etc.
- ▶ the need for understanding that different cultures may have different practices and norms, and that actions may be perceived differently by people belonging to other cultures;
- ▶ the need to take into consideration differences in behaviours (including gestures, tones and attitudes), discussing over-generalisations and stereotypes;
- ▶ the need to recognise similarities and use them as a basis to improve communication;
- ▶ the will to show sensitivity to differences;
- ▶ readiness to offer and ask for clarification: anticipating possible risks of misunderstanding.

Key concepts operationalized in the scale at most levels include the following:

- ▶ recognising and acting on cultural, socio-pragmatic and socio-linguistic conventions/cues;
- ▶ recognising and interpreting similarities and differences in perspectives, practices, events;
- ▶ evaluating neutrally and critically.

Progression up the scale is characterised as follows: at the A levels the user/learner is capable of recognising potential causes of culturally-based complications in communication and of acting appropriately in simple everyday exchanges. At B1 he/she can generally respond to the most commonly used cultural cues, act according to socio-pragmatic conventions and explain or discuss features of his/her own and other cultures. At B2, the user/learner can engage effectively in communication, coping with most difficulties that occur, usually able to recognise and repair

misunderstandings. At the C levels, this develops into an ability to explain sensitively the background to cultural beliefs, values and practices, interpret and discuss aspects of them, cope with socio-linguistic and pragmatic ambiguity and express reactions constructively with cultural appropriateness.

BUILDING ON PLURICULTURAL REPERTOIRE	
<p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B2 descriptor</p> <p><i>Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>might be presented as:</p> <p><i>Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.</p>	
C2	<p>Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.</p>
C1	<p>Can identify differences in socio-linguistic/pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly.</p> <p>Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</p> <p>Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with.</p> <p>Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.</p>
B2	<p>**Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.</p> <p>**Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar document or event from another culture with.</p> <p>Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.</p> <p>Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p> <p>Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately.</p> <p>Can generally interpret cultural cues appropriately in the culture concerned.</p> <p>Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.</p>
B1	<p>Can generally act according to conventions regarding posture, eye contact, and distance from others.</p> <p>Can generally respond appropriately to the most commonly used cultural cues.</p> <p>Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.</p> <p>Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.</p> <p>Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.</p> <p>Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.</p>

## BUILDING ON PLURICULTURAL REPERTOIRE

A2	<p>Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).</p> <p>Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.</p> <p>Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.</p> <p>Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.</p>
A1	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.
Pre-A1	<i>No descriptors available</i>

## Plurilingual comprehension

The main notion represented by this scale is the capacity to use the knowledge of and proficiency (even partial) in one or more languages as leverage for approaching texts in other languages and so achieve the communication goal. Key concepts operationalized in the scale include the following:

- ▶ openness and flexibility to work with different elements from different languages;
- ▶ exploiting cues;
- ▶ exploiting similarities, recognising ‘false friends’ (from B1);
- ▶ exploiting parallel sources in different languages (from B1);
- ▶ collating information from all available sources (in different languages).

Progression up the scale is characterised as follows: going up the scale, the focus moves from the lexical level to the use of co-text and contextual or genre-related clues. A more analytical ability is present at the B levels, exploiting similarities, recognising ‘false friends’ and exploiting parallel sources in different languages. There are no descriptors for the C levels, perhaps because the sources used focused at the A and B levels.

## PLURILINGUAL COMPREHENSION

Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in *italic* in the descriptor.

For example the B1 descriptor

*Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews)*

might be presented as:

*Can deduce the message of a text in German by exploiting what he/she has understood from texts on the same theme written in French and English (e.g. news in brief, museum brochure, online reviews).*

C2	<i>No descriptors available, see B2</i>
C1	<i>No descriptors available, see B2</i>
B2	Can use his/her knowledge of contrasting genre conventions and textual pattern in <u>languages in his/her plurilingual repertoire</u> in order to support comprehension.

## PLURILINGUAL COMPREHENSION

B1	<p>Can use what he/she has understood in <i>one language</i> to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles on the same theme written in different languages).</p> <p>Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i>.</p> <p>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews).</p> <p>Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation.</p> <p>Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word root and 'false friends'.</p> <p>Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</p>
A2	<p>Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <i>different languages</i>.</p> <p>Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i>.</p> <p>Can use simple warnings, instructions and product information given in parallel <i>in different languages</i> to find relevant information.</p>
A1	<p>Can recognise internationalisms and words common to <i>different languages</i> (e.g. Haus/hus/house) to:</p> <ul style="list-style-type: none"> <li>deduce the meaning of simple signs and notices;</li> <li>identify the probable message of a short, simple, written text;</li> <li>follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence;</li> <li>deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.</li> </ul>
Pre-A1	<i>No descriptors available</i>

### Building on plurilingual repertoire

In this scale we find aspects that characterise both the previous scales. As the social agent is building on his/her pluricultural repertoire, he/she is also engaged in exploiting all available linguistic resources in order to communicate effectively in a multilingual context and/or in a classic mediation situation in which the other people do not share a common language. Key concepts operationalized in the scale include the following:

- ▶ flexible adaptation to the situation;
- ▶ anticipation when and to what extent the use of several languages is useful and appropriate;
- ▶ adjusting language according to the linguistic skills of interlocutors;
- ▶ blending and alternating between languages where necessary;
- ▶ explaining and clarifying in different languages;
- ▶ encouraging people to use different languages by giving an example.

Progression up the scale is characterised as follows: at the A levels, the focus is on exploiting all possible resources in order to handle a simple everyday transaction. From the B levels, language begins to be manipulated creatively, with the user/learner alternating flexibly between languages at B2 in order to make others feel more comfortable, give clarifications, communicate specialised information and in general increase the efficiency of communication. At the C levels this focus continues, with the addition of an ability to gloss and explain sophisticated abstract concepts in different languages. Overall there is also a progression from embedding single words from other languages to explaining particularly apt expressions, and exploiting metaphors for effect.

## BUILDING ON PLURILINGUAL REPERTOIRE

Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.

For example the B2 descriptor

*Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.*

might be presented as:

*Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.*

Descriptors marked with asterisk (\*\*) represent a high level for B2. They may also be suitable for the C levels.

C2	<p>Can interact in a multilingual context on abstract and specialised topics by alternating flexibly between <u>languages in his/her plurilingual repertoire</u> and if necessary explaining the different contributions made.</p> <p>Can explore similarities and differences between metaphors and other figures of speech in the <u>languages in his/her plurilingual repertoire</u>, either for rhetoric effect or for fun.</p>
C1	<p>Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in <u>different languages in his/her plurilingual repertoire</u> contributions to the discussion and texts referred to.</p> <p>Can participate effectively in a conversation in two or more <u>languages in his/her plurilingual repertoire</u>, adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors.</p> <p>Can use and explain specialised terminology from another <u>languages in his/her plurilingual repertoire</u> more familiar to the interlocutor(s), in order to improve understanding in a discussion of abstract and specialised topics.</p> <p>Can respond spontaneously and flexibly in the appropriate language when someone else changes to another <u>language in his/her plurilingual repertoire</u>.</p> <p>Can support comprehension and discussion of a text spoken or written in <u>one language</u> by explaining, summarising, clarifying and expanding it in <u>(an) other language(s) in his/her plurilingual repertoire</u>.</p>
B2	<p>**Can recognise the extent to which it is appropriate to make flexible use of <u>different languages in his/her plurilingual repertoire</u> in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between <u>languages in his/her plurilingual repertoire</u> in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>**Can introduce into an utterance an expression from <u>another language in his/her plurilingual repertoire</u> that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary.</p> <p>Can alternate between <u>languages in his/her plurilingual repertoire</u> in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors.</p> <p>Can make use of <u>different languages in his/her plurilingual repertoire</u> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</p> <p>Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable</p>
B1	<p>Can exploit creatively his limited repertoire in <u>different languages in his/her plurilingual repertoire</u> for everyday contexts, in order to cope with an unexpected situation.</p>
A2	<p>Can mobilise his/her limited repertoire in <u>different languages</u> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <u>different languages in his/her plurilingual repertoire</u> to conduct a simple, practical transaction or information exchange.</p> <p>Can use a word from <u>another language in his/her plurilingual repertoire</u> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in <u>the language being spoken</u>.</p>
A1	<p>Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.</p>
Pre-A1	<p>No descriptors available</p>

# Appendices

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## Appendix 1 – Salient features of spoken language at the CEFR levels (CEFR 3.6)

**Level A1 (Breakthrough)** is considered the lowest level of generative language use - the point at which the learner can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics*, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases.

**Level A2** does appear to reflect the level referred to by the **Waystage** specification. It is at this level that the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers*. Here too are to be found descriptors on getting out and about: the simplified cut-down version of the full set of transactional specifications in 'The Threshold Level' for adults living abroad, like: *make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services*.

The next band represents a **strong Waystage (A2+)** performance. What is noticeable here is more active participation in conversation given some assistance and certain limitations, for example: *initiate, maintain and close simple, restricted face-to-face conversation; understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; communicate successfully on basic themes if he/she can ask for help to express what he wants to; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted; plus significantly more ability to sustain monologues, for example: express how he feels in simple terms; give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something; give short, basic descriptions of events and activities; describe pets and possessions; use simple descriptive language to make brief statements about and compare objects and possessions*.

**Level B1** reflects the **Threshold Level** specification for a visitor to a foreign country and is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: *generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production*. The second feature is the ability to cope flexibly with problems in everyday life, for example *cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said*.

The subsequent band seems to be a **strong Threshold** (B1+). The same two main features continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: *take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.*

**Level B2** represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the **Vantage Level** specification. The metaphor is that having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, - can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated at this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.* Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. *converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.* The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstandings; make a note of 'favourite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s.* In all, this does seem to be a new threshold for a language learner to cross.

At the next band - representing a **strong Vantage** (B2+) performance - the focus on argument, effective social discourse and on language awareness which appears at B2 (Vantage) continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skilfully to those of other speakers.* It is also apparent in relation to coherence/cohesion: *use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse; use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.* Finally, it is at this band that there is a concentration of items on Negotiating: *outline a case for compensation, using persuasive language and simple arguments to demand satisfaction; state clearly the limits to a concession.*

**Level C1**, the next band, was labelled *Effective Operational Proficiency*. What seems to characterise this level is good access to a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: *Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or*

*avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.* The discourse skills characterising the previous band continue to be evident at Level C1, with an emphasis on more fluency, for example: *select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.*

**Level C2**, whilst it has been termed ‘**Mastery**’, is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.*

The Common Reference Levels can be presented and exploited in a number of different formats, in varying degrees of detail. Yet the existence of fixed points of common reference offers transparency and coherence, a tool for future planning and a basis for further development. The intention of providing a concrete illustrative set of descriptors, together with criteria and methodologies for the further development of descriptors, is to help decision-makers design applications to suit their contexts.

## Appendix 2 – CEFR Table 2: Self-assessment grid (with online interaction and mediation)

RECEPTION	A1	A2	B1	B2	C1	C2
Listening	I can recognise 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 geography, 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 stances 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.
INTERACTION	A1	A2	B1	B2	C1	C2
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 of 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.

Written and online Interaction	I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way. I can react simply to other posts, images and media. I can complete a very simple purchase, filling in forms with personal details.	I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions. I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.	I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand. I can ask for or give simple clarifications and can respond to comments and questions in some detail. I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative. I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.	I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively. I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying	I can express myself in an appropriate tone and style in virtually any type of written interaction. I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate.
PRODUCTION	A1	A2	B1	B2	C1	C2
Spoken Production	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 & 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 subthemes, 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.
Written Production	I can write simple isolated phrases and sentences.	I can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	I can write straightforward connected text on topics which are familiar or of personal interest.	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 express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in 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.

MEDIATION	A1	A2	B1	B2	C1	C2
Mediating a text	I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programmes.	I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
Mediating concepts	I can invite others' contributions using short, simple phrases. I can use simple words and signals to show my interest in an idea and to confirm that I understand. I can express an idea very simply and ask others whether they understand me and what they think.	I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas.	I can help define a task in basic terms and ask others to contribute their expertise. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarising, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.
Mediating communication	I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand. I can communicate other people's personal details and very simple, predictable information, provided other people help me with formulation.	I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. I can recognise when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and viewpoints, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references. I can use persuasive language diplomatically.	I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.

### Appendix 3 – CEFR Table 3: Qualitative features of spoken language (expanded with phonology)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility is not affected in any way by features of accent that may be retained from other language(s).
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Can employ the full range of phonological features in the TL with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the TL; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.
B2+						
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.
B1+						

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.
A2+						
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

## Appendix 4 – Manual Table C4: Written assessment grid

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
C2	Can write clear, <i>highly accurate</i> and smoothly flowing complex texts in an appropriate and effective <i>personal</i> style conveying <i>finer shades of meaning</i> . Can use a logical structure which helps the reader to find significant points.	Shows great flexibility in <i>formulating</i> ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Maintains consistent and <i>highly accurate</i> grammatical control of <i>even the most complex language forms</i> . Errors are rare and concern rarely used forms.	Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.	Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured and mostly accurate texts of complex subjects. Can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. The flexibility in style and tone is somewhat limited.	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.	Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured, personal, natural style appropriate to the reader in mind.	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support point of view with some subsidiary points, reasons and examples.
B2	Can write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language with occasional less appropriate expressions.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypic.	Can use a number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some "jumpiness" in a longer text.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. <i>The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.</i>	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more <i>common</i> situations. <i>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</i>	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". <i>Longer texts may contain expressions and show coherence problems which makes the text hard to understand.</i>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations.	Can link groups of words with simple connectors like "and", "but" and "because".	Uses simple structures correctly, but still systematically makes basic mistakes. <i>Errors may sometimes cause misunderstandings.</i>	Can write very short, basic descriptions of events, past activities and personal experiences. Can write short simple imaginary biographies and simple poems about people.	
A1	Can write simple isolated phrases and sentences. <i>Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.</i>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Can link words or groups of words with very basic linear connectors like "and" and "then".	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. <i>Errors may cause misunderstandings.</i>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	

## Appendix 5 – Development and validation of the extended illustrative descriptors

In this project, which ran from 2014 to 2017, descriptors were developed for areas that had not been covered in the set of illustrative descriptors published in 2001 in the CEFR book, namely mediation, online interaction, plurilingual and pluricultural competence, and reactions to creative text, including literature.

### The conceptual approach to mediation

The main focus in developing new scales was on mediation, for aspects of which 24 descriptor scales are now available (mediation activities: 19; mediation strategies: 5). The approach taken to mediation was broader than that presented in the 2001 CEFR text. CEFR Section 2.1.3 introduces mediation as the fourth category for communicative language activities in addition to reception, interaction and production.

‘In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies.’

This description is taken a stage further in CEFR Section 4.4:

‘In mediating activities, the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly, normally (but not exclusively) speakers of different languages. Examples of mediating activities include spoken interpretation and written translation as well as summarising and paraphrasing texts in the same language, when the language of the original text is not understandable to the intended recipient.’

The focus in the text of the CEFR book is thus on information transfer and on acting as an intermediary either in one language or across languages.

The conceptual approach taken in this project is closer to that adopted by Daniel Coste and Marisa Cavalli, in line with the broader educational field, in their 2015 paper for the Council of Europe [Education, Mobility, Otherness: The mediation functions of schools](#). The full conceptualisation of mediation is described in the report [Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference \(CEFR\)](#). In developing categories for mediation, the Authoring Group used Coste & Cavalli’s distinction between:

- ▶ Relational Mediation: the process of establishing and managing interpersonal relationships in order to create a positive, collaborative environment (for which six scales were developed), and
- ▶ Cognitive Mediation: the process of facilitating access to knowledge and concepts, particularly when an individual may be unable to access this directly on his /her own, due perhaps to the novelty and unfamiliarity of the concepts and/or to a linguistic or cultural barrier.

However, it is virtually impossible to undertake cognitive mediation without taking account of the relational issues concerned. Real communication requires a holistic integration of both aspects. For this reason, the mediation scales are presented in a more practical division into four groups:

- ▶ *Mediating a text;*
- ▶ *Mediating concepts;*
- ▶ *Mediating communication, and*
- ▶ *Mediation strategies.*

Finally, consideration of cross-linguistic and cultural mediation led to an interest in the ability to exploit a plurilinguistic or pluricultural repertoire, for which three additional scales were developed:

- ▶ *Building on pluricultural repertoire;*

- ▶ *Plurilingual comprehension;*
- ▶ *Building on plurilingual repertoire.*

The aim of developing descriptors for plurilingual and pluricultural competence linked to CEFR levels is to encourage teachers to include the acquisition of plurilingual and pluricultural competence, appropriate to the proficiency level of their learners, in their planning.

### Methodology adopted

The methodology followed for the development and validation of the new scales was a multi-method, developmental research design, mirroring that undertaken in the original Swiss research (see CEFR Appendix B), but on a larger scale. Like the original research the project followed three broad phases:

- ▶ initial research and development (intuitive phase);
- ▶ checking and improving the categories and quality of the descriptors (qualitative phase), and, finally,
- ▶ calibrating the best descriptors to a mathematical scale and defining the cut-offs between the levels (quantitative phase).

The task took place from January 2014 until March 2016. Figure 11 (repeated on the next page) illustrates the process.

### Preparatory work

The first step was to collect existing instruments and articles related to mediation; at this point the mediation descriptors from Profile Deutsch and some other sources were translated into English. In a series of liaison meetings with the authors of [Education, mobility, otherness: the role of mediation in schools](#), Daniel Coste and Marisa Cavalli, a set of initial categories was developed and an initial collection of descriptors for mediating text and mediating concepts was collected and drafted. The main categories into which scales were grouped in the early stages were:

- ▶ cognitive mediation, (facilitating access to knowledge, awareness and skills);
- ▶ interpersonal mediation (establishing and maintaining relationships; defining roles and conventions in order to enhance receptivity, avoid/resolve conflict and negotiate compromise), and
- ▶ textual mediation (transmitting information and argument: clarifying, summarising, translating etc.).

The full initial collection also included a number of draft scales related to aspects of institutional mediation (e.g. integrating newcomers, dealing with stakeholders as an institution; developing and maintaining institutional relationships), together with a number of scales on different aspects of mediation by teachers – both aspects reflecting Coste & Cavalli's focus on the mediation role of schools. However, at the first consultative meeting, held in July 2014, there was a consensus that these scales were in effect recycling aspects of interaction and production already present in the CEFR, rather than breaking new ground. For this reason, development was focused on the above mentioned categories of conceptual, interpersonal and textual mediation. The collection was reworked for an expert meeting that set up an authoring group in September 2014.

### Development

The authoring group then conducted a thorough literature review and redrafted the initial collection in a series of meetings between September 2014 and February 2015. Sub-groups worked on online interaction, plurilingual/pluricultural competence and phonology. Work on plurilingual and pluricultural competences arose naturally from consideration of cross-linguistic mediation, particularly in the role of intermediary. Work on phonology was undertaken because the existing CEFR scale for Phonological control, alone amongst the CEFR illustrative scales, took an implied native speaker as a point of reference and set up unrealistic expectations (B2: *Has acquired a natural pronunciation and intonation*). This was considered incompatible with a plurilingual perspective. A 'sounding board' closely supported the work of the authoring group with input materials and feedback. In February 2015, a set of 427 draft descriptors for online interaction, mediation activities and strategies and for plurilingual/pluricultural competence were ready for the first round of validation activities. Since work

on plurilingual/pluricultural competence and phonology started later, only some of the descriptors for the former and none of those for the latter were included at this point. The phonology descriptors were first tried out in a workshop in June 2015 and in consultation with phonology experts.

### **Qualitative validation**

137 institutes had been recruited by this stage to take part in validation. This first task took place in February-March 2015 during face-to-face workshops at these institutions, in which at least 990 people took part. The task was a more systematic version of the one used in the 32 workshops that had taken place in the phase of the original CEFR descriptor development. Participants discussed in pairs some 60 descriptors for 3–5 related areas, decided what area they were describing, rated them for (a) clarity, (b) pedagogic relevance and (c) relation to real world language use, and suggested improvements to formulation. Afterwards some 60 descriptors were dropped, including one entire scale. Very many of the other descriptors were reformulated, usually being shortened, and two new scales (*Spoken translation of written text*; *Breaking down complicated information*) were drafted at the suggestion of workshop participants. It was at this point that some of the detail being removed from descriptors was put into examples for different domains (see Appendix 6). Qualitative validation for phonology, in which 250 project participants took part online in the same (familiar) activities, came much later in the year in November-December 2015.

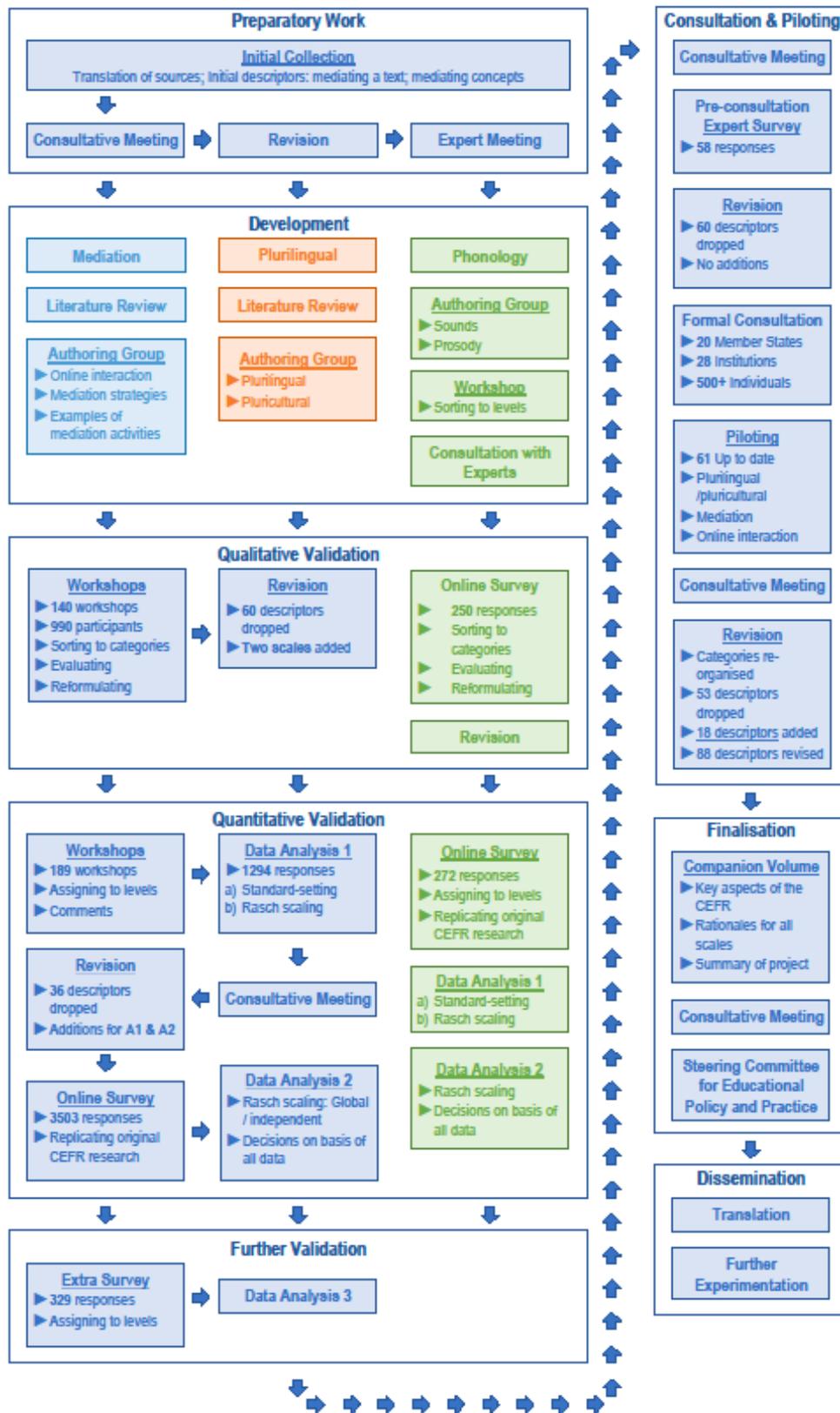


Figure 11 – Multimethod developmental research design

## Quantitative validation

189 institutions took part in the next phase, with a total of 1294 participants from 45 countries. Again, by each participating institution organised a face-to-face workshop. After familiarisation activities similar to those recommended in the [Manual for relating examinations to the CEFR](#), participants took part in a standard-setting workshop in which, individually and after discussion, they assigned draft descriptors to CEFR levels. The full range of CEFR proficiency bands from the initial CEFR descriptor research was used for this purpose (=10 bands from Pre-A1 to C2). Participants wrote their decisions on pdf print outs and only at the end did they enter their considered, final, individual decisions into an online survey. In the analysis, firstly the percentages of respondents assigning each descriptor to each level and sublevel were calculated and then a Rasch model scaling analysis was carried out, as in the original CEFR descriptor research. To conduct a Rasch analysis, one needs a matrix of linked data, and each item (here descriptor) should ideally have 100 responses. The matrix shown on the next page was used to create overlapping sets that were distributed to different participating institutions. In this way, this goal was met for all descriptor scales: the lowest number of respondents for any one scale being 151 and the highest 273.

A matrix of this type was used for each of the three data collection phases, with a conscious effort to target categories of descriptors to groups known to be interested in the categories concerned. The advantages of the Rasch analysis were firstly that it enabled those descriptors that just didn't work and those participants who just couldn't complete the task to be identified and excluded, and secondly that it gave each descriptor an arithmetic value. That value could then be converted to the scale underlying the original CEFR descriptors by using some original CEFR descriptors as 'anchor items.'

Results from the preliminary quantitative analysis were discussed at a consultative meeting in July 2015. 36 descriptors were dropped and about half relegated to recalibration, usually after amendments. A major issue was a lack of descriptors at A1 and A2 for mediation and plurilingual/pluricultural competence. An effort was made to author these before the following phase.

### The Rasch Model

The Rasch model is named after a Danish mathematician, George Rasch. It is the most commonly used of a family of probability models that operationalize latent trait theory (also called item response theory: IRT). The model analyses the extent to which an item 'fits' in the underlying construct (= latent trait) that is being measured. It also estimates on a mathematical scale firstly difficulty values (= how difficult each item is) and secondly ability values (e.g. how competent each person is in the trait in question). The model is used for many purposes but two of the main ones are:

- ▶ building banks of items for tests;
- ▶ questionnaire analysis.

To analyse questionnaires, a variant called the rating scale model (RSM) is used. A multifaceted variant of the RSM can remove subjectivity from assessors' judgements. Detailed explanations are available in the Reference Supplement to the [Manual for relating tests to the CEFR](#).

The main advantage of the Rasch model is that, unlike with classical test theory, the values obtained are generalizable to other groups that can be considered to be part of the same overall population (i.e. that sufficiently share the same characteristics).

The objective scaling and the potential generalizability of the scale values obtained makes the model particularly suitable for determining at which level one should situate 'Can do' descriptors on a common framework scale like the CEFR levels.

			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
Collaborating to construct meaning	3	16	X	X		X																			
Generating conceptual talk	3	18	X		X		X																		
Relaying specific information in speech	3	15							X	X														X	
Explaining data (graphs, diagrams, etc.) in speech	3	5			X				X	X															
Processing text in speech	3	31							X						X	X									
Interpreting	3	16													X									X	X
Spoken translation of written text	4	6							X						X									X	X
Facilitating collaborative interaction	3	22		X		X																	X		
Managing interaction in plenary and in groups	4	10			X	X	X	X																	
Resolving delicate situations and disagreements	3	24					X	X													X				
Relaying specific information in writing	3	12									X	X		X											
Explaining data (graphs, diagrams, etc.) in writing	3	5			X									X		X									
Processing text in writing	3	15									X	X		X											
Translating	3	7										X			X										X
Establishing a positive atmosphere	3	6			X	X											X								
Linking to previous knowledge	3	13	X										X				X								
Amplifying text	4	11										X	X				X						X		
Streamlining text	3	9											X			X	X								
Breaking down complicated information	5	6		X	X						X	X					X								
Visually representing information	4	6		X							X		X				X								
Adjusting language	3	11											X	X		X									
Online conversation and discussion	3	39								X								X				X			
Goal-oriented / online transactions and collaboration	3	23									X							X			X				
Expressing a personal response to literature and art	3	19																	X			X	X		
Analysis and criticism of literature and art	3	17												X					X	X					
Exploiting pluricultural repertoire and intercultural	3	18						X												X	X				



The main quantitative data collection then followed in an online survey conducted in English and French in October-December 2015. This time respondents replied individually to the question: *Could you, or a person whom you are thinking of, do what is described in the descriptor*. They were asked to do this three times, for their different plurilingual personae and/or for people who they knew very well (partners, children etc.), and this resulted in 3503 usable responses from about 1,500 people. The task was a slightly adapted replication of the one used in the calibration of the original CEFR descriptors, which was based on teacher assessment with descriptors of a representative sample of students in their classes. Two analyses were carried out: one global analysis with all the descriptors and one second analysis in which each main category was analysed separately. Decisions about the level of each descriptor were then made on the basis of all of the information available.

Quantitative validation for phonology followed in January 2016, with 272 people taking part. There were two tasks: (a) assigning to levels, and (b) assessing learner performances in video clips (*Can the learner in the video do what is described in the descriptor*). Different standard-setting techniques were employed; again readers are referred to the [report](#) for details.

### Further validation of plurilingual/pluricultural competence

Finally, an extra survey was carried out in February 2016 for three reasons. Firstly, it was an opportunity to include descriptors for reception strategies and plurilingual comprehension, mostly adapted from the [Miriadi project](#); secondly the task in the main online survey had not worked well for plurilingualism so the extra survey reran this with a different set of tasks; finally it was an opportunity to add more descriptors for pluricultural competence, particularly at lower levels. The survey was carried out in two completely separate parallel versions. 267 volunteers from among the project participants completed one form, whilst 62 experts in plurilingual education completed the other. The results were then contrasted. They proved identical from both teams and the calibrations to level were also extremely compatible with the existing CEFR scale for sociolinguistic appropriateness.

### Consultation and piloting

The development and validation described above were then followed by a process of consultation and piloting in three phases:

- ▶ expert workshop;
- ▶ pre-consultation online survey with experts;
- ▶ formal consultation.

After a meeting with Council of Europe experts in June 2016 and a detailed pre-consultation online survey of CEFR experts in the summer of 2016, the descriptors were revised before a formal consultation took place in English and French between October 2016 and February 2017. There were two parallel surveys of individuals and institutions. Some 500 individual informants completed the survey together with a number of invited institutions and curriculum or assessment agencies. Among other questions, respondents were asked to state to what extent they found each of the new scales to be helpful and to comment on the descriptors. All of the proposed new scales were considered to be helpful or very helpful by 80% of the respondents, with the institutions/agencies tending to give a more positive response. The most popular new scales concerned mediating a text, collaborating in small groups and online interaction. There was a considerable difference of opinion between individuals and institutions on two descriptor scales: *Goal-oriented online transactions and collaboration* and *Building on plurilingual repertoire*. Whilst 96% of the institutions found these two scales helpful or very helpful, only 81/82% of individuals did so.

In the formal consultation, two thirds of the respondents definitely welcomed the fact that the descriptor scales for mediation moved beyond the area of classic modern language teaching (to CLIL and Language of Schooling), with over 90% of both individuals and institutions agreeing to some extent. A great number of comments and suggestions were received, which have helped to finalise descriptor formulations, scale titles and the way in which the scales are presented.

Piloting took place between February and June 2017, with results continuing to feed into formulation of and presentation of the descriptors scales. The vast majority of the pilots selected descriptors from relevant scales in order to inform the design of communicative tasks in the classroom, and then used the descriptors to observe the language use of the learners. Feedback on the descriptors was very positive, with some useful suggestions for small revisions. The most popular areas for piloting were

collaborating in small groups, mediating a text and plurilingual/pluricultural competence. In one pilot, the two descriptor scales for online interaction were also presented in a separate survey of 1175 Italian teachers of English who were completing an online course in use of digital resources<sup>7</sup>. 94.8% of the respondents found the descriptors very clear or quite clear, and 80.8% reported that they were very easy or quite easy to use for self-assessment.

At the same time as the formal consultation, a questionnaire was also sent to Member States asking about use of the CEFR in their countries, familiarity with support materials recently provided by the Council of Europe's Education Policy Division (Language Policy Programme), and their reaction to the proposed new descriptor scales. Member States were also asked to suggest institutions for piloting. Results were very positive, except for some reservations concerning the use of the CEFR in initial teacher education – only half of the respondents saying it has been highly helpful. As might be expected, the dimensions of the CEFR most highly referred to in official documents and implemented in practice were the descriptors (83% highly so), the levels (75% highly so) and the action-oriented approach (63% highly so). To the question whether they welcomed the new scales, the positive response was highest for plurilingual/pluricultural competence (79%), followed by online interaction (75%), then mediation (63%) and literature (58%).

## **Finalisation**

The feedback received in the various phases of validation, consultation and piloting between February 2015 and June 2017 was very helpful in identifying and eliminating less successful descriptors and scales, and in revising formulations. The process is documented in an archive available to researchers on the Council of Europe's website (see end of this appendix). The definitive version of the descriptors included in this document has taken account of all the feedback received.

Since very many descriptors were validated for certain levels of some scales, especially B2, a number have been excluded from the extended version of the illustrative descriptors, although they are successfully validated descriptors. They are available in Appendix 9. In itself this redundancy is a good thing as it underlines the coherence of the calibration to levels, but it is not necessary to include all the descriptors concerned in the finalised CEFR illustrative descriptor scales. They will later be presented as supplementary descriptors in the CEFR-related descriptor bank that can be found on the Council of Europe's website.

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<sup>7</sup> "Techno-CLIL 2017", moderators: Letizia Cinganotto & Daniela Cuccurullo

## Appendix 6 – Examples of use in different domains for descriptors of online interaction and mediation activities

As an extra resource for users of the scales, the authoring group produced the following examples elaborating the descriptors for online interaction and mediation activities for the four domains set out in CEFR Section 4.1.1. These examples are intended to assist educators in selecting activities appropriate to their learners for each descriptor.

The examples were validated in a series of distance workshops carried out during Phase 3 of the validation, in November-December 2015.

ONLINE INTERACTION					
ONLINE CONVERSATION AND DISCUSSION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	<p>Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.</p> <p>Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion.</p> <p>Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.</p>	in an online political or philosophical discussion held by friends/enthusiasts, such as in an online book club forum.	as a moderator or contributor in an online public policy forum	as a convenor for a union online forum and / or website	as a lead contributor in an online hang-out space for co-researchers at a university
C1	Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.	in an online political or philosophical discussion held by friends/enthusiasts, such as in an online book club forum.	participating in a chat thread held in follow up to a public presentation	in inter-departmental chat in a large corporation	as a student contributor to an open online course or forum
	Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.			in an online meeting to discuss long term company strategy, in an online professional development session for teachers	as a student contributor to an open online course or forum (e.g. a 'MOOC')
	Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.	in a discussion on a social networking site.	as a participant in an online support group website for social or personal issues	during a staff committee meeting held online to discuss working conditions, or as a participant in an online focus group meeting	in an online forum for students or teachers of the same discipline
	Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.	Not applicable	in a special interest online forum evaluating content and	as a consultant participating in an online business or	participating in an online discussion forum for a

ONLINE INTERACTION					
ONLINE CONVERSATION AND DISCUSSION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
			issues	project meeting	college debating society
B2+	Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	in a discussion on a social networking site.	as a participant in an online support group website for social or personal issues in a special interest online forum evaluating content and issues	in inter-departmental chat in a large corporation during a staff committee meeting held online to discuss working conditions, or as a participant in an online focus group meeting	in an online forum for students or teachers of the same discipline
B2	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	in a critical discussion of arts or music with friends online	in a public online discussion forum / comment thread held by a broadcasting / news agency	during a staff committee meeting held online to discuss working conditions, or as a participant in an online focus group meeting	
	Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.	making contact online with remote friends and / or family to catch up in detail on personal news and plans	as a contributor to a forum about a commercial software or gaming website as a participant in an online support group website for social or personal issues	during a staff committee meeting held online, or as a participant in an online focus group meeting	
	Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.	in a discussion on a social networking site.	in a special interest online forum evaluating content and issues	in inter-departmental chat in a large corporation	
B1	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.				
	Can post online accounts of social events, experiences and activities, incorporating embedded links and media and sharing personal feelings.	making contact online with remote friends and / or family to catch up in detail on personal news and plans	as a forum contributor to an events website connected to a public / cultural festival	as a contributor to a departmental online social events feed in a corporation	as a contributor to university student union social events feed
	Can comment on other people's online postings (including embedded links and media) and respond to further comments, provided interlocutors avoid complex			as a contributor to a professional development forum.	

ONLINE INTERACTION					
ONLINE CONVERSATION AND DISCUSSION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	language.				
B1	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.		as a contributor to reviews and issues area of a commercial software or gaming website	as a participant in a simple online focus group meeting	
	Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and difficulty with formulation.		as a forum contributor to an events website connected to a public / cultural festival	as a contributor to a professional development forum	in an online forum for students studying the same subjects
A2+	Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses and that he/she interacts with one interlocutor at a time.		as a contributor to an online travel advice service	as a contributor to a simple departmental online forum on familiar topics	in a Q&A section of a school learning platform
	Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.				
	Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.				
A2	Can engage in basic social communication online (e.g. writing a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet).		public postings to a festival/event website		
	Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.				
	Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an			Not applicable	

ONLINE INTERACTION					
ONLINE CONVERSATION AND DISCUSSION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	online translation tool.				
A1	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	making contact online with remote friends and / or family - also as a possible language classroom simulation	public postings to a festival/event website - also as a possible language classroom simulation	as a contributor to a simple departmental social feed - also as a possible language classroom simulation	in a Q&A section of a school learning platform - also as a possible language classroom simulation
	Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.	making contact online with remote friends and / or family - also as a possible language classroom simulation			in a Q&A section of a school learning platform - also as a possible language classroom simulation
Pre A1	Can post simple online greetings, using basic formulaic expressions and emoticons.	on a social network site	on a social network site	Not applicable	as a language classroom simulation

ONLINE INTERACTION					
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process.	Not applicable	as the convenor for a social intervention project organised online e.g. by a Non-Governmental Organisation	as the facilitator in an online collaborative project	as the lead researcher in a collaborative research programme requiring online qualitative data collection and evaluation
	Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work			as a project manager utilising online tools to coordinate the introduction of new systems across multiple remote sites	
C1	Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.		as voluntary moderator of an online citizens' advice service and/or question and answer forum	as personal assistant, travel agent, enrolment secretary for an educational institution	Not applicable
	Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage the discussion and negotiation.		as the convenor for a social intervention project organised online e.g. by a Non-Governmental Organisation	as a participant in a project utilising online tools to coordinate the introduction of new procedures across multiple locations	as a participant in a collaborative research programme requiring online data collection and evaluation
	Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.				
	Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).				
B2+	Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals.	as a team leader in a social intervention project organised online e.g. by a Non-Governmental Organisation	leading group task(s) in an online professional development project, involving collaborative work with a clearly defined goal	during a clearly structured online collaborative activity at school/university	
	Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.				
	Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional	reporting an public services issue online to the local	in an online staff meeting on implementing new	during a straightforward online collaborative activity at	

ONLINE INTERACTION					
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	exchanges by responding politely and appropriately in order to help resolve the issue.		council, e.g. a waste collection issue	procedures	school/university
B2	Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.		as a team leader in a social intervention project organised online e.g. by a Non-Governmental Organisation	leading group task(s) in an online professional development project, involving collaborative work with a clearly defined goal	during a clearly structured online collaborative activity at school/university
B1+	Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.		reporting an public services issue online to the local council, e.g. a waste collection issue	participating in a well-structured online seminar introducing straightforward new procedures	during a straightforward online collaborative activity at school/university
	Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.				
B1	Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.		making a tour booking or enrolling in an association or event online		
	Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.		as a member of a community group organising environmental improvement		
	Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.				
A2+	Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.).		ordering goods, online, with use of a chat window	completing simple interdepartmental orders and requests	enrolling on a course online
	Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the		assisting simple online planning and promotion of a public event such as a street		during a teacher-guided online collaborative activity at school

ONLINE INTERACTION					
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	concepts involved.		party		
A2	Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions.		ordering goods, online		enrolling on a course online
	Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.		Not applicable		during a teacher-guided online collaborative activity at school
A1	Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).		ordering goods by completing a simple order form with familiar words and illustrations	completing a simple inter-departmental form with familiar words and illustrations	enrolling on a course online, but likely only as a language classroom simulation
Pre A1	Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.		ordering goods by completing a simple tick-box order form with familiar words and illustrations	completing a simple inter-departmental tick-box form with familiar words and illustrations	

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN SPEECH		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	<i>No descriptor available: see C1</i>				
C1	Can explain (in Language B) the relevance of specific information given in a particular section of a long, complex text (written in Language A).	in an article, website, book or talk face-to-face / online concerning current affairs or an area of personal interest or concern	from presentations at public meetings, from public documents explaining policy changes, political speeches	a business report, article, regulation or workplace policy	an article, book, reference book or lecture/presentation
B2	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.	webtalk / self help group explanations (e.g. how to repair your printer); articles related to a particular theme or current issue of interest	presentations at public meetings, from public documents explaining policy changes a press conference, on various web talk sites, in relation to a particular issue	a trade fair, a professional conference, reports and newspaper articles – in relation to a particular project	an academic conference, various webtalk sites, from academic books and journals – in relation to a particular project
	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).	a notice, announcement, letter or email outlining policies, regulations or procedures related to housing, insurance, rent/mortgages, employment or health care	a notice or announcement made by a public authority or facility like a library, swimming pool, etc. outlining regulations or procedures	a letter, email or notice outlining why a meeting had to be cancelled, whether someone is for or against an idea and why, workplace policies or regulations	a letter, email or notice outlining university policies, procedures or regulations
B1	Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.	on the radio or TV	in a station, airport, sports stadium, at political rallies/events, alerts, warnings or instructions which may be given at an accident site or construction zone	at a trade fair or conference, at a factory, warehouse, refinery, on a ship, during safety drills	during a university event/lecture, which may take place in a large auditorium
	Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	on the radio or TV, from a passer-by such as travel/route information, instructions from a friend over the phone on how to get to a party	instructions at airports, stations and on planes, buses and trains or on how to use simple equipment such as a hotel safe; directions on how to get from X to Y, a travel itinerary	instructions given in a meeting on how to perform a work task, or operate simple equipment; instructions, particularly on safety procedures, given at a trade fair or conference, at a	academic regulations, policies/procedures, course/assignment requirements given by a professor/teacher; instructions given on how to use simple research tools to

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN SPEECH		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
				factory, warehouse, ship	complete a school task or on how to conduct a simple experiment
	Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).	leaflets, brochures, guidebooks, websites, the details of a housing agreement	leaflets, information panels in museums, galleries, notices identifying immediate public hazards, club/association rules, travel itinerary, the time and place of club/association meeting, information about a sale or promotion	possible products that meet a requirement, the terms of a commercial offer, equipment operational instructions, safety procedures	school policies & regulations, a course outline, steps involved in completing an assignment/school task, a list of assignments as well as their criteria, notices, exam regulations, the conditions for participation in an exchange program
A2+	Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words.	on the TV or radio, announcements about weddings, births and changes to circumstances	weather reports, train platform changes, how to purchase tickets for an event	announcements about changes to job responsibilities, information about new workplace procedures	information about an upcoming test at school such as when it is and what will be tested; details about an upcoming school trip
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.	news about how the family is from a personal letter or email	leaflets, information panels in museums, galleries, notices identifying immediate public hazards, travel itinerary, the time and place of club/association meeting, information about a sale or promotion	possible products that meet a requirement, safety procedures, location, date & time of a meeting stated in an email/letter	news about school activities from a flyer or leaflet
A2	Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).	announcements of personal interest such as weddings, births, changes to employment for living circumstances, simple messages left for family or housemates about meeting times or requests to complete a task such as take out the rubbish	at airports, stations and on planes, trains and buses about the route, time of arrival or departure, changes in platform or gate, weather forecasts	simple messages left by customers or colleagues for others, announcements about changes to job procedures	information about a school trip or exchange programme, messages about school opening/closing times in response to inclement weather, information about class tasks or homework

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN SPEECH		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.	a recipe, how to use a basic household appliance, how to assemble a piece of furniture	how to get from X to Y, directions provided by a traffic or parking official	how to operate office equipment such as changing the toner on a photocopier or downloading software	instructions concerning a homework assignment, or a simple experiment
A1	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).	TV schedule announcements about upcoming programmes of interest	the location and starting time of an event/performance, travel itineraries	the location and starting/finishing time of a meeting; information about work hours, breaks, the location of toilets, drink machines	the location and timings of a school excursion or after-school activity, location of canteen, toilets and water fountains
Pre-A1	Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.	restaurant reservations, dinner invitations including date and time	notices on bulletin boards/walls about when a store opens/closes, the location of the toilets	a meeting location and time from an email	school timetable, the meeting location for a school trip
	Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).	the name, address and phone number of a restaurant, restaurant menus including prices and main ingredients	the name and address of a shop, the prices of goods, timetables, travel itineraries, performance information schedule, seating availability, price, etc.	Not applicable	the location of a school, the cost of a uniform or school supplies, the destination and cost of a school trip, school timetables

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	<i>No descriptor available: see B2+</i>				
C1	<i>No descriptor available: see B2+</i>				
B2+	Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.	Not applicable	from a press conference, on various web talk sites, in relation to a particular issue	from a trade fair, a professional conference, in relation to a particular project	from an academic conference, on various webtalk sites, in relation to a particular project
	Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.		public regulations such as housing or tax laws, a notice or announcement made by a public authority	from a business report, regulation or workplace policy	information from an article, website, notes taken from a lecture, or a presentation delivered by a university professor
	Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.		in relation to a particular issue that is the subject of a community meeting	from a report, business article	information from an article, book or journal for a classmate or a professor
B2	Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).		from a club	from a business meeting	of a meeting of student representatives
	Can relay in writing the significant point(s) contained in formal correspondence (written in Language A).	a rental agreement, insurance policy for a friend or family member	terms and conditions for a trip or service	in a circular sent to employees, in a letter from a partner giving notice or stating new conditions; in a complaint	in a circular sent by a school principal to parents, in a reply from an organization to a request for information sent during a project
B1	Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).	a short message, an email to a friend mentioning the reason her/she will be late	a notice or announcement made by a public authority	customer orders, queries or complaints, changes to work schedule or procedures, how to operate office equipment	changes to school opening/closing times as a result of inclement weather, changes to class location or meeting place for a class trip
	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	instructions on how to use household appliances taken from a manual, messages for family or housemates sent in an email, information emailed about when and where to	from emails, letters about events or schedules	quantities and delivery times from an emailed order, tasks and deadlines for the person concerned from the minutes to a meeting, relevant steps in simple user instructions for	email instructions about a school trip, a task assignment or details of course requirements taken from a course syllabus

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
		meet a friend/family member		a piece of equipment	
	Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.	a message on the time and place of a meeting, a request to complete a household task such as start preparing a meal or take out the garbage	queue at the embassy, to relay spoken announcement by text to a fellow refugee; answering machine: request for call back from an administration or public office, bank	simple customer orders, queries or complaints, telephone message for a colleague, changes to work procedures	about school timetable or schedule changes
A2+	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.	from newspapers, instructions on appliances or medicine	brochures, websites, adverts, posters, schedules	about a work task, instructions on how to operate simple equipment, about safety procedures, job requirements posted in an advertisement	about a school task, test or homework assignment found on a course syllabus, how to do a simple experiment in a science class from a handout, about a museum visit or other school trip described on a leaflet

MEDIATING A TEXT					
RELAYING SPECIFIC INFORMATION IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
A2	Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.	simple telephone messages for family or housemates, announcements of personal interest for family or friends	directions relating to how to get from X to Y, which train platform or flight gate and at what time, about a train delay	telephone message for a colleague, changes to work procedures	school timetables, schedules or opening/closings, task roles as part of a group assignment, homework assigned
	Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.	household manuals, instructions on how to prepare a meal	advertisements, prospectuses, brochures, leaflets, travel itineraries, timetables, directions	manuals instructions on how to operate simple equipment, about safety procedures, job requirements posted in an advertisement	textbooks, class readings, about a school task, test or homework assignment, how to do a simple experiment in a science class, about a museum visit or other school trip
A1	Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.	from a TV channel repeatedly demonstrating products	announcements about when a store opens/closes	a short, simple telephone message for a colleague	a simple, short telephone message about a change to a timetable, schedule or meeting point
Pre A1	Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.	the name, address and phone number of a restaurant, restaurant menus including prices and main ingredients	the name and address of a shop, the prices of goods, timetables, travel itineraries, performance information schedule, seating availability, price, etc.	Not applicable	the location of a school, the cost of a uniform or school supplies, the destination and cost of a school trip, school timetables

MEDIATING A TEXT					
EXPLAINING DATA IN SPEECH (GRAPHS, DIAGRAMS ETC.)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.	diagrams/visual data on topics of personal interest such as medical research or environmental data for family or friends; economic data presented graphically to accompany a newspaper article	diagrams/visual data from corporate or public sector reports that is relevant for a community policy or planning meeting; data included in presentations at public meetings	detailed analysis of financial, market survey or government diagrams/visual data presented in a meeting	diagrams/visual data from published academic research or collected as part of a research project presented in a lecture or academic conference / roundtable event
C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.				visual data included in published academic research or collected as part of a research project presented in a lecture or academic conference / roundtable event
B2	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.	a diagram in an article of personal interest; a process diagram for a household device or piece of leisure software, explained to a friend or family member	diagrams/visuals from corporate or public sector reports that is relevant for a community policy or planning meeting	graphs, charts and tables referenced in employee training or company reports	graphs, bar charts or diagrams in a formal class presentation, at secondary school / college / university
B1+	Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.				
B1	Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.	trends represented in household bills or personal finances, explained to a friend or family member	weather report (statistics & trends) when determining the best dates for a community event, basic financial trends presented during a community/club meeting, diagrammatic displays in a science museum	trends represented in a graph or bar chart during a business meeting or responsibilities represented in an organogram of a company used for employee training	general trends found in graphs, bar charts or diagrams, used in pair or group work at secondary school / college / university
A2+	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	a weather map consulted when planning outdoor activities, the main features of a household device shown in a diagram, identified to a friend or family member	historic weather data when determining the best dates for a community event, basic financial trends presented during a community or club meeting, a bus or metro route	a flow chart representing a simple work process or activity such as changing the photocopier ink or the basic roles and responsibilities represented in an organogram	features of graphs, bar charts or diagrams such as population/ weather changes over time, used in pair or group work at secondary school / college / university

MEDIATING A TEXT					
EXPLAINING DATA IN SPEECH (GRAPHS, DIAGRAMS ETC.)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
			map, or a floor plan of a building or shopping centre	of a company	
A2	<i>No descriptor available</i>				
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING A TEXT					
EXPLAINING DATA IN WRITING (GRAPHS, DIAGRAMS ETC.)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.	Not applicable	Not applicable	data from an end of year company financial report or market research report or from research and development activities for senior management or a corporate report	as part of a PhD thesis or masters dissertation which includes empirical data
C1	Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.	diagrams/visual data on topics of personal interest such as medical research or environmental data for family or friends; economic data presented graphically to accompany a newspaper article	diagrams/visuals from corporate or public sector reports that is relevant for a community policy or planning meeting; data included in presentations at public meetings	detailed analysis of financial, market survey or government diagrams/visual data presented in a meeting	visual data included in published academic research or collected as part of a research project presented in a lecture or academic conference / roundtable event
B2	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).	instructions and diagram left for a house sitter to operate a complex appliance	health and safety procedure for instance at a hospital, in a factory, library, etc.	an internal (company) report/memo on the significant points contained in a visual attachment such as a graph, bar chart or numeric table	written assignment accompanying technical visual information provided for a school or university project
B1+	Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.	trends represented in household bills or personal finances, for family members	simple weather data or basic financial data posted as part of an online discussion for a community or club event	an email describing the main features of a visual attachment such as a graph or bar chart	a simple class assignment summarising survey, demographic or data
B1	Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).	an email giving simple local directions represented on an accompanying map	simple demographic or information or trends posted on an online community /club discussion forum	instructions for a simple office procedure represented in a flow chart	a simple written narrative accompanying a picture or pictures as a classroom assignment
A2	<i>No descriptor available</i>				
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING A TEXT					
PROCESSING TEXT IN SPEECH		TEXT (& DISCOURSE)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out sociocultural implications of the speaker/writer's form of expression (e.g. understatement, irony, sarcasm).	discussions, current affairs programmes, books, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	contributions at a town hall meeting, a public debate/lecture, a forum discussion, a political meeting, a political tract, a public policy document, a legal opinion, a political speech	presentation at a conference, seminar or meeting, a professional publication, a technical report, a press statement or conference	a lecture at an academic conference, web talks, instructional material, textbooks, papers in academic journals, reference books
	Can summarise in Language B long, demanding texts (in Language A).	current affairs programmes, articles in a magazine or newspaper	a forum discussion involving several participants, political speeches, sermons, opinions and documents	a presentation at a conference, seminar or meeting, a report, contract, regulations	a web talk, a lecture at an academic conference or seminar, academic articles and books
C1	Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.	discussions, current affairs programmes,	a forum discussion involving several participants	a meeting or seminar	a forum discussion, round table or colloquium involving several participants
	Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A).in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.	newspaper editorials and commentaries, TV news and current affairs programmes	laws, public legal documents, regulations, presentations, speeches, sermons	a technical report addressed to a specialized audience, a business letter, a contract, a regulation, conference presentations	instructional material, a textbook, a reader, a dictionary, a paper in an academic journal, lectures, conference presentations and discussions, web talks
	Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).	discussions, current affairs programmes, books, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	contributions at a town hall meeting, a public debate/lecture, a forum discussion, a political meeting, a political tract, a public policy document, a legal opinion, a political speech	presentation at a conference, seminar or meeting, a professional publication, a technical report, a press statement or conference	a lecture at an academic conference, web talks, instructional material, textbooks, papers in academic journals, reference books
	Can exploit information and arguments from a complex spoken or written text (in Language A) to talk about a topic	books, newspaper articles, commentaries and editorials,	a political tract, a public policy document; a forum	technical reports, professional articles,	instructional material, a textbook, a reader, a paper in

MEDIATING A TEXT					
PROCESSING TEXT IN SPEECH		TEXT (& DISCOURSE)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	(in Language B), glossing with evaluative comments, adding his/her opinion, etc.	specialised articles; TV news and current affairs programmes, talk shows	discussion, presentation, a political speech, sermon	specifications, contracts	an academic journal, lectures, conference presentations and discussions, web talks
	Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.	books, newspaper articles, commentaries and editorials, specialised articles; TV news and current affairs programmes, talk shows			
B2+	Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.	a discussion on family occasions, TV news and current affairs programmes, talk shows	presentations, (political) speeches, sermons	conference presentations	lectures, conference presentations and discussions, web talks
	Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.		a formal discussion among several participants	in meetings, briefing or orientation sessions	a panel at an academic conference involving several speakers
B2	Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).	on current affairs: web talk or interview, TV news and analysis, documentaries, articles	at a town hall or political meeting: news items, interviews or documentaries on the issue at hand	in a report, at a meeting: media coverage of a company announcement/policy/incident session	when undertaking a project: web talks, lectures, vox pop interviews, surveys, blogs, documentaries
	Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.	books, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	a political tract, a public policy document, a novel, short story	technical reports, professional articles, specifications, contracts	papers in academic journals, reference books, novels, short stories
	Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.		a political tract, a public policy document	technical reports, professional articles, specifications, contracts	papers in academic journals, reference books
	Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.	from websites, current affairs programmes, documentaries; newspaper articles and editorials	in interviews, announcements, policy statements	presentations at conferences, reports, specialised articles	talks by visiting speakers, web sites and web talks, documentaries, articles

MEDIATING A TEXT					
PROCESSING TEXT IN SPEECH		TEXT (& DISCOURSE)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).	in an informal discussion with friends, chat through the social media	an informal discussion in a public place such as an airport or a restaurant	in team or strategy meetings	as part of a group project
	Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).	in an informal discussion with friends	Not applicable	Not applicable	in a lesson, as part of a project
B1+	Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.	long telephone calls, TV current affairs programmes, documentaries, web talks	speeches, talks at public meetings	a presentation or lecture, relevant documentaries or current affairs programmes	university lectures, relevant documentaries or current affairs programmes, web talks
	Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.	discussions with friends, documentaries, short narratives, articles in newspaper or magazines	a talk at a public meeting, an interview, public notices	presentations or discussions at conferences, seminars or meetings, - newspaper articles	web talks, documentaries and articles of academic relevance, short narratives
	Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.	informal discussions, prospectuses, advertisements, programmes in theatres, song lyrics	public notices and announcements, notes from meetings, relevant reports in newspapers and magazines	reports, meetings, letters and emails, notes from meetings, press coverage	web talks, instructions for carrying out tasks, articles on related topic
B1	Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	personal letters, short articles, brochures, advertisements	short articles, short official letters, public statements and notices, regulations, leaflets, event programmes	presentations and demonstrations, reports, business letters	talks by visiting speakers, web talks, descriptions, narratives, text book entries, websites, news summaries, short articles
	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).	a short written interview or magazine article, a travel brochure, letters, emails, newspaper news summaries		reports, business letters and emails	descriptions, narratives, text book entries, websites, news summaries, short articles
	Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	a conversation exchanging news and talking about plans, news exchanged at a wedding	points made an informal conversation with a public official	a consultation with an expert, an auditor, a consultant	what an authority consulted said in relation to a request, what a person interviewed for a project said
	Can summarise (in Language B) the main points made in	long telephone calls, TV	speeches, talks at public	a presentation or lecture, a	university lectures, relevant

MEDIATING A TEXT					
PROCESSING TEXT IN SPEECH		TEXT (& DISCOURSE)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.	current affairs programmes, documentaries, web talks	meetings	round table discussion, relevant documentaries or current affairs programmes	documentaries or current affairs programmes, web talks
	Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.	a scene in a film, novella or sit com	a current affairs programme on the subject of a public meeting	a news extract, interview or public statement relevant to the institution	a scene in a documentary, an interview
A2+	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.	in an informal discussion with friends, chat through the social media	an informal discussion in a public place such as an airport or a restaurant	Non applicable	as part of a project involving collecting information from media sources
	Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.	“who, when, where” information in a news item	options for a concert or sport event, information in notices and posters, timetables, graffiti, programmes, tickets	the details of a work schedule	an illustrated story, a simple informational text about a country, with tables of information
	Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	“who, when, where” information in a news item, website/brochure descriptions, simple guide entries	information panels in museums, institutional leaflets – hospital, police	reports of annual financial performance	details of tasks and assignments, descriptions of courses or examinations
A2	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	weather reports, very simple assembly instructions	information about times and prices of transport, availability of services	Not applicable	weather reports, short illustrated descriptions of places, very simple picture stories
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING A TEXT					
PROCESSING TEXT IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.	discussions, current affairs programmes, books, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	contributions at a town hall meeting, a public debate, a forum discussion, a political meeting, a political tract, a public policy document, a legal opinion	presentation at a conference, seminar or meeting, a professional publication, a technical report, a conference	a lecture at an academic conference, web talks, instructional material, textbooks, papers in academic journals, reference books
	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.				
C1	Can summarise in writing long, complex texts, interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	discussions, current affairs programmes, books, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	contributions at a town hall meeting, a public debate, a forum discussion, a political meeting, a political tract, a public policy document	presentation at a conference, seminar or meeting, a professional publication, a technical report, a conference, business proposals	a lecture at an academic conference, web talks, instructional material, textbooks, papers in academic journals
	Can summarise in writing a long and complex text (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.				
B2+	Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.	a discussion on family occasions, TV news and current affairs programmes, talk shows	presentations, speeches, sermons	conference presentations	lectures, conference presentations and discussions, web talks
	Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.	Not applicable	public policy documents	professional journals and newspapers, policy documents, technical reports	academic articles, reviews, books
	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.	documentaries, current affairs programmes, articles in a magazine or newspaper, novels, short stories, plays	a forum discussion involving several participants, blogs, speeches, sermons, legal pleas, opinions and	a presentation at a conference, seminar, meeting, briefing session or press conference, a report,	a web talk, a lecture, an academic seminar, academic papers and books, novels, short stories, plays

MEDIATING A TEXT					
PROCESSING TEXT IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
B2	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.		documents, policy documents	contract, regulations, articles	
B1+	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	documentaries, current affairs programmes, articles in a magazine or newspaper, novels, short stories, plays	a forum discussion involving several participants, blogs, speeches, sermons, legal pleas, opinions and documents, policy documents	a presentation at a conference, seminar, meeting, briefing session or press conference, a report, contract, regulations, articles	a web talk, a lecture, an academic seminar, academic papers and books, novels, short stories, plays
B1	Can summarise in writing (in Language B) the main points made in straightforward informational spoken texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.	a telephone call, a web talk, news bulletins, documentaries, personal letters, informational brochures, short articles	a presentation at a public meeting, public statements or notices	a video-recorded presentation at a meeting, a briefing session for a task, reports and business letters	an orientation session, instructions for an assignment a talk by a visiting speaker, narratives and short articles
	Can summarise in writing (in Language B) the main points made in straightforward informational written texts (in Language A) on subjects that are of personal or current interest.	personal letters, short articles, brochures, advertisements, website texts	short official letters, public statements and notices, regulations, leaflets providing information about changes to services, event programmes	reports, business letters	narratives, text book entries, websites, news summaries, short articles
	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.				
A2+	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.	"who, when, where" information in a news item, website/brochure descriptions, simple guide entries	information panels in museums, institutional leaflets – hospital, police	notices, regulations, instructions for a task	details of tasks and assignments, descriptions of courses or examinations, textbook extracts
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience				
A2	Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	letters with news	public notices, guidebook entries	simple work instructions such as how to change the ink on a printer	simple, short narratives, general academic regulations such as for an exam

MEDIATING A TEXT					
PROCESSING TEXT IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	Can copy out short texts in printed or clearly hand-written format.				
A1	Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.	letters with news	public notices, transportation information	simple instructions and reports on subjects in his/her field	simple narratives, academic regulations
	Can copy out single words and short texts presented in standard printed format.				
Pre-A1	<i>No descriptor available</i>				

MEDIATING A TEXT					
TRANSLATING A WRITTEN TEXT IN SPEECH		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.	specialized magazine articles and reports on matters of personal interest	public policy document, declarations, rules or regulations	professional publications, technical reports, contracts, press releases	academic projects and related documents
C1	Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.				
B2	Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest.	newspaper or magazine articles on current issues of personal interest	texts accompanying artworks at a museum or exhibition, municipal regulations such as recycling, parking, etc.	a technical reports related to his/her profession	academic regulations of information e.g. on paper writing conventions
B1+	Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.				
B1	Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	emails or letters with news from friends/relatives	simple reports such as a witness statement to an accident	a CV and presentation letter from a job or internship applicant	brochure(s) describing extracurricular activities available including conditions
A2+	Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).		notices about changes to public services such as parking regulations or rubbish collection	an extended CV and presentation letter from a job or internship applicant	
A2	Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point.	labels on food products or electronic devices, instructions on how to use a medicine	instructions on how to purchase a travel card	basic health and safety regulations at the work place	notices on books or course/class exchanges
	Can provide a simple, rough spoken translation into	personal news in emails and	directions, notices,	notices, instructions, basic	exam instructions

MEDIATING A TEXT					
TRANSLATING A WRITTEN TEXT IN SPEECH		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	(Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).	letters	information on posters	health and safety regulations	
A1	Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.	Not applicable	signs and notices, posters, programmes, leaflets, etc.	signs and notices, posters, leaflets, etc.	signs and notices, posters, timetables
Pre-A1	<i>No descriptors available</i>				

MEDIATING A TEXT					
TRANSLATING WRITTEN TEXT IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.	letters, newspaper articles, commentaries and editorials, specialised articles, or other publications addressed to a general educated readership	a political tract, a public policy document, a legal opinion	professional publications, technical reports, contracts, press releases	an academic paper
C1	Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.	letters, articles in a magazine or newspaper, short stories	speeches, sermons, policy documents	scientific, technical, financial or project reports, regulations, articles and other professional publications	academic papers and books, literary criticism
B2+	Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.	letters, articles in a magazine or newspaper, some colloquial writings			academic papers and books, novels, short stories, plays
B2	Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.	letters with news, articles of general interest	public documents describing general regulations, guidebook entries, statements of opinion	straightforward letters, instructions, reports on subjects in his/her field	straightforward narratives, general academic regulations
B1+	Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur the translation remains comprehensible.				straightforward letters, instructions, reports on subjects in his/her field
B1	Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.				general academic regulations
A2	Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the	letters with news	public notices, guidebook entries	simple work instructions such as how to change the ink on a printer	simple, short narratives, general academic regulations such as for an exam

MEDIATING A TEXT					
TRANSLATING WRITTEN TEXT IN WRITING		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	translation remains comprehensible.				
A1	Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.		public notices, transportation information	simple instructions and reports on subjects in his/her field	simple narratives, academic regulations
Pre-A1	<i>No descriptors available</i>				

MEDIATING A TEXT					
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.	Not applicable	at a public meeting, at the committee meeting or a club or association, during a seminar on a topic of interest	at a management meeting, a training seminar	in a seminar or discussion forum
	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.			at a management meeting, professional conference or training seminar	in a seminar or discussion forum, whilst attending a lecture
	Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.				
C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.		during a public lecture on a topic of interest	at a professional conference or training seminar	whilst attending a lecture, watching web talk
	Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.		at a public meeting, at the committee meeting or a club or association, during a seminar or lecture on a topic of interest	at a management meeting, professional conference or training seminar	in a seminar or discussion forum, whilst attending a lecture
	Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.		in researching a topic of personal interest	in researching an area for an association, pressure group, political party etc.	in researching an area for a report or presentation
B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	Not applicable	during a public lecture on a topic of interest	at a professional conference or training seminar	whilst attending a lecture, watching web talk
	Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.		at a public meeting, at the committee meeting or a club or association, during a	at a management meeting, a training seminar	in a seminar or discussion forum

MEDIATING A TEXT					
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
			seminar on a topic of interest		
B1+	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.		during a public lecture on a topic of interest	at a professional conference or training seminar	whilst attending a lecture, watching web talk
B1	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	Not applicable	during a public lecture on a topic of interest	at a professional conference or training seminar	whilst attending a lecture, watching web talk
	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.		at a public meeting, at the committee meeting or a club or association, during a seminar on a topic of interest	at an internal meeting, a training seminar	in a seminar or discussion forum
A2+	Can make simple notes at a presentation demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.		at a fair/shopping centre demonstration of a new product of interest	at a professional conference, fair or training seminar	Not applicable
A2	<i>No descriptors available</i>				
A1	<i>No descriptors available</i>				
Pre-A1	<i>No descriptors available</i>				

MEDIATING A TEXT					
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	<i>No descriptor available: see C1</i>				
C1	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.	a novel or short story just read, a play, film, musical or other show just seen, paintings or sculptures in a gallery, cultural artefacts in a museum – in discussion with friends	a novel, short story, play, poem, read or studied a member of a cultural circle organised by a cultural institute or club a film or other cultural / artistic artefact at a screening or exhibition organised by a cultural institute or club	in socialising with foreign partners or clients: casual discussion of the literature, film industry, major cultural artefacts of the other person's country	a novel, poem, play, short story or other classical or contemporary work studied in a literature course
	Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.	a novel or short story just read, a play, film, or musical just seen, – in discussion with friends		Not applicable	
	Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.				
B2	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	a novel or short story just read, a play, film, musical or other show just seen, paintings or sculptures in a gallery, cultural artefacts in a museum – in discussion with friends	a more straightforward novel or short story read as a member of a foreign language reading circle organised by a teacher or cultural institute	in socialising with foreign partners or clients: casual discussion of the literature, film industry, major cultural artefacts of the other person's country	a novel, poem, play, short story or other literary work studied in class
	Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.			Not applicable	
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why				
B1	Can explain why certain parts or aspects of a work especially interested him/her.	a simpler short story or novel just read, a film, musical or other show just seen, – with friends		in socialising with foreign partners or clients: casual discussion of/references to heritage literature (e.g. Cervantes, Shakespeare etc.) studied at school or works of well-known film stars	a simpler short story, fairy/folk tale or extract from a novel read in class or for homework, a video story watched in class
	Can explain in some detail which character he/she most identified with and why.				
	Can relate events in a story, film or play to similar events he/she has experienced or heard about.				
	Can relate the emotions experienced by a character in a work to emotions he/she has experienced.				

MEDIATING A TEXT					
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.				
	Can explain briefly the feelings and opinions that a work provoked in him/her.				
	Can describe the personality of a character.				
A2	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	Not applicable	Not applicable	Not applicable	a simple story, fairy/folk tale or poem read in class
	Can describe a character's feelings and explain the reasons for them.				
	Can say in simple language which aspects of a work especially interested him/her.				
	Can say whether he/she liked a work or not and explain why in simple language.				
	Can select simple passages he/she particularly likes from work of literature to use as quotes.				
A1	Can use simple words and phrases to say how a work made him/her feel.				
Pre-A1	<i>No descriptors available</i>				

MEDIATING A TEXT					
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can give a critical appraisal of work of different periods and genres (novels, poems, plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.	Not applicable	in writing a review of a novel, film, writer's or artist's life work for the journal or blog of a cultural circle organised by a cultural institute or club	Not applicable	a novel, poem, play, short story or other classical or contemporary work studied in a literature course
	Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations.				
	Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness.				
	Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.				
C1	Can critically appraise a wide variety of texts including literary works of different periods and genres.				
	Can evaluate the extent to which a work meets the conventions of its genre.				
	Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).				
B2	Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.	a novel or short story just read, a play, film, musical or other show just seen, paintings or sculptures in a gallery, cultural artefacts in a museum – in discussion with friends	a more straightforward novel or short story read as a member of a foreign language reading circle organised by a teacher or cultural institute	Not applicable	a novel, poem, play, short story or other literary work studied in class
	Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.				
	Can evaluate the way the work encourages identification with characters, giving examples.				

MEDIATING A TEXT					
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		TEXT (& DISCOURSE ENVIRONMENT)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	Can describe the way in which different works differ in their treatment of the same theme.				
B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.				a simpler short story, fairy/folk tale or extract from a novel read in class or for homework
	Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	Not applicable	Not applicable	Not applicable	
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.				a simple story, fairy/folk tale or poem read in class
A1	<i>No descriptors available</i>				
Pre-A1	<i>No descriptors available</i>				

MEDIATING CONCEPTS					
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	<i>No descriptor available: see C1</i>				
C1	Can show sensitivity to different perspectives in guiding a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence.	during an exchange with friends, family members, colleagues met in informal circumstances to discuss an issue he/she is aware of	as a member/chair/moderator at a community meeting, an association meeting; a fundraising event; a QA session in a public presentation of a project, for instance for a new building/facility	as a chair/member of a group during focus groups meetings; during a relatively straightforward business transaction; during programme meetings; during committee meetings	as a lecturer/instructor at a conference during Q/A time; during a previously organized debate in a class at school/university; in community of practice work for teacher development
	Can develop the interaction and tactfully help steer it towards a conclusion.				
B2+	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.				
	Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.				
B2	Can ask questions to stimulate discussion on how to organise collaborative work.	during an exchange with friends, family members, colleagues met in informal circumstances to choose among possible solutions to a problem	at a community meeting dealing with a straightforward issue, with visual support		during a collaborative task in a class at school/university; in community of practice work for teacher development
	Can help to define goals for teamwork and compare options for how to achieve them.				
B1+	Can refocus a discussion by suggesting what to consider next, and how to proceed.			during a relatively straightforward business transaction; during committee meetings between colleagues	
	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.				
B1	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	during a short exchange with friends, family members, colleagues met in informal circumstances, for instance to ask for advice before choosing among possible solutions to a problem		as a chair/member of a group during focus groups meetings; during a relatively straightforward business transaction; during committee meetings	
	Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.				
	Can invite other people in a group to speak.				
A2+	Can collaborate in simple, shared tasks, provided that	during a short exchange with	Not applicable	during a straightforward	during a simple collaborative

MEDIATING CONCEPTS					
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	friends, family members		business transaction	task in a class at school/university
A2	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.				
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING CONCEPTS					
COLLABORATING TO CONSTRUCT MEANING		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can guide the discussion effectively, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.	during an exchange with friends, family members, colleagues met in informal circumstances to discuss an issue he/she is aware of	as a chair/moderator at a community meeting, an association meeting; a fundraising event; a QA session in a public presentation of a project, for instance for a new building/facility	as a chair/ moderator of a group during focus groups meetings; during a business transaction; during programme meetings; during committee meetings	as a lecturer/instructor at a conference during Q/A time; during a previously organized debate in a class at school/university; in community of practice work for teacher development
C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.				
	Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.				
	Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.				in completing a group problem-solving task or project or in a class debate
B2+	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.	in helping a friend plan how to resolve a financial or family problem, when planning a family event such as a wedding or anniversary party	as a member/ chair/ moderator of a planning meeting for a (political) campaign or project and/or an event set up by a club	as a chair/member of a strategy meeting or project-planning meeting	when organising a group assignment such as writing a collective review or designing a research project, in planning an exchange visit or project
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	when planning a complicated outing, holiday or project with family and friends			
	Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.				
B2	Can further develop other people's ideas and opinions.	a conversation with family or friends to plan a themed or staged social event such as a (surprise) party	as a member of a club in a community meeting to organise a public event		in completing a group problem-solving task or project or in a class debate; in community of practice work for teacher
	Can present his/her ideas in a group and pose questions	in a discussion with family or	at a community meeting		

MEDIATING CONCEPTS					
COLLABORATING TO CONSTRUCT MEANING		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	that invite reactions from other group members' perspectives.	friends of strongly differing ideas what to do on holiday, during a family reunion, a house renovation	seeking a solution to a local social problem such as security, vandalism, traffic conditions, lack of green areas and/or of amenities/services		development
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	in a discussion with family or friends of strongly differing ideas what to do on holiday, during a family reunion, a house renovation, during a domestic dispute between housemates			
B1+	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.	in a discussion with flatmates or friends about how to re-organise arrangements in an apartment, how to repair something, how to organise an event	in attending a public consultation meeting about local issues such as transport, planning applications or community policy / events	at a project-planning meeting; during collaborative work on a project	in completing a group problem-solving task or project or in a class debate
	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.				
B1	Can ask a group member to give the reason(s) for their views.				
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.				
A2+	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	in a discussion of options for an evening out, when organising a party or when deciding on house rules	Not applicable	during collaborative work on a project	in completing a group problem-solving task or project
A2	Can make simple remarks and pose occasional questions to indicate that he/she is following.				
	Can make suggestions in a simple way in order to move				

MEDIATING CONCEPTS					
COLLABORATING TO CONSTRUCT MEANING		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	the discussion forward.				
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING CONCEPTS					
MANAGING INTERACTION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.	Not applicable	as a member/ chair/ moderator at a community meeting; at a political/ volunteer/ charity/ association meeting, sports events, at a local, regional, national, international level	at consultation meetings/sessions on policy/structure change in an organization; at professional development sessions; during work on complex collaborative projects within another business, a partnering institutions	during activities implying group/pair work, collaborative tasks, jigsaw, think/pair/share, project work at school/university or in teacher education; parent/student assembly, organizing for instance a protest/opposition, a school trip; at a PhD workshop
	Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.	during a short exchange with friends, family members met in informal circumstances			
C1	Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases.	Not applicable		at a meeting on procedures, during collaborative work on a project	
	Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.				
B2+	Can organise and manage collaborative group work efficiently.		at consultation meetings/sessions on policy/structure change in an organization; at professional development sessions; during work on complex collaborative projects within another business, a partnering institutions		
	Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.			at a meeting on procedures, during collaborative work on a project	
	Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.	Not applicable	as a member/ chair/ moderator at a community meeting; at a political/ volunteer/ charity/ association meeting, sports events, at a local, regional, national, international level	at consultation meetings/sessions on policy/structure change in an organization; at professional development sessions; during work on complex collaborative projects within another business, a	during activities implying group/pair work, collaborative tasks, jigsaw, think/pair/share, project work at school/university or in teacher education; parent/student assembly, organizing for instance a

MEDIATING CONCEPTS					
MANAGING INTERACTION		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
				partnering institutions	protest/opposition, a school trip; at a PhD workshop
B2	Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.			as a chair/member of a group during focus groups meetings; during committee meetings	
	Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.				
	Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.		as a member /chair /moderator at a community meeting with a specific, clearly-defined goal; at a festival working with a group, with a specific goal	at a meeting on procedures, during collaborative work on a project	during a clearly structured collaborative activity at school/university
B1+	Can allocate the turn in a discussion, inviting a participant to say something.		residents meeting to agree routine terms of upkeep etc.	as a team member at the meeting of a small task force	
B1	Can give simple, clear instructions to organise an activity.		as a member/ chair/ moderator at a community meeting with a specific, clearly-defined goal; at a festival working with a group, with a specific goal	at a meeting on procedures, during collaborative work on a project, at a staff meeting on introducing new procedures/equipment, with an outline	
A2	Can give very simple instructions to a cooperative group who help with formulation when necessary.				
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING CONCEPTS					
ENCOURAGING CONCEPTUAL TALK		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.	when discussing social and political issues with friends and relatives	at a community meeting when discussing details of an action plan	when taking the lead during project team meetings and brainstorming sessions	when leading a seminar, giving a lesson, engaging in class debates or discussions
C1	Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).				
B2+	Can encourage members of a group to describe and elaborate on their thinking.				when leading a seminar, giving a lesson, engaging in class debates or discussions; as a lecturer/instructor at a conference during Q/A time
	Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.				
B2	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.				
	Can build on people's ideas and link them into coherent lines of thinking				
	Can ask people to explain how an idea fits with the main topic under discussion.				
B1+	Can ask people to elaborate on specific points they made in their initial explanation.	when discussing films, plays and other forms of entertainment with friends/relatives	in attending a public consultation meeting about local issues such as transport, planning applications or community policy / events	during project team meetings and brainstorming sessions; during collaborative work on a project	when engaging in class debates or discussion
	Can ask appropriate questions to check understanding of concepts that have been explained.	Not applicable	Not applicable		
	Can ask questions to invite people to clarify their reasoning.	when discussing social and personal issues with friends and relatives	in attending a public consultation meeting about local issues such as transport, planning		in simple class debates or discussions with (fellow) students
B1	Can ask why someone thinks something, or how they				

MEDIATING CONCEPTS					
ENCOURAGING CONCEPTUAL TALK		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	think something would work.		applications or community policy / events		
A2	Can ask what somebody thinks of a certain idea.	when discussing options with family, friends or housemates for an evening out, when organising a party	at a community meeting	during team meetings; during collaborative work on a project	when engaging in simple class discussions
A1	Can use simple isolated words and non-verbal signals to show interest in an idea.	in a discussion of options for an evening out	Not applicable	Not applicable	in a simple group activity
Pre-A1	<i>No descriptor available</i>				

MEDIATING COMMUNICATION					
FACILITATING PLURICULTURAL SPACE		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences.	in multicultural gatherings or celebrations of personal relevance with friends and/or family	during a multicultural community meeting, when shopping, travelling or dealing with public affairs in a multicultural environment	during a meeting at senior management level in a multinational setting	at a seminar in a multicultural educational setting at a seminar in a multicultural educational setting
	Can guide a sensitive discussion effectively, identifying nuances and undercurrents.				
C1	Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings.	when breaking/delivering news on delicate issues from third parties	at multicultural guidance and counselling concerning e.g. marriage, divorce, child custody	when discussing the terms of a multilateral contract, when explaining the laws or regulations in another country.	when teaching a university course to a multicultural class
	Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.				
B2+	Can exploit knowledge of socio-cultural conventions in order to establish agreement on how to proceed in a particular situation unfamiliar to everyone involved.	in multicultural gatherings or celebrations of personal relevance with friends and/or family	during a multicultural community meeting, when shopping, travelling or dealing with public affairs in a multicultural environment	during a meeting at senior management level in a multinational setting	at a seminar in a multicultural educational setting
	Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.	when discussing with friends and/or relatives social or personal issues or ways of action in an informal multicultural setting	when interacting with individuals and/or groups in the neighbourhood	helping colleagues from a different cultural background through work-related problems	in supporting inclusive education
	Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.	in potentially conflicting private situations involving persons from different cultures or backgrounds	in peer interaction at public events, such as festivals, talks, demonstrations when conducting / moderating a public debate on multicultural issues	when discussing the implementation of international commercial policies with colleagues	as an instructor when dealing with conflicts between students on an international campus
B2	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to	when presented or introducing someone into a new group of friends/people	in peer interaction at public events, such as festivals,	when escorting colleagues from other countries around	as an instructor when teaching a multicultural primary class at intercultural

MEDIATING COMMUNICATION					
FACILITATING PLURICULTURAL SPACE		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	contribute and react to each other's ideas.	sharing interests	talks, demonstrations	town or company premises	centres
	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	when organising shared activities with friends or roommates	in joint activities with travel mates during a trip, in peer interaction at public events, such as festivals, talks, demonstrations	in discussions with colleagues about simple tasks, working hours, holidays	with schoolmates in academic activities
	Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.		during a multicultural community meeting	when discussing the implementation of international commercial policies with colleagues	at a seminar in a multicultural educational setting
B1+	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	in everyday conversations with friends and relatives from different cultural backgrounds	during holidays, with locals	between colleagues during work-related telephone exchanges or conversations	with schoolmates in off-school activities
	Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.	when organising shared activities with friends or roommates	during a multicultural community meeting	in discussions with colleagues about simple tasks, working hours, holidays	at a seminar in a multicultural educational setting
B1	Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.	in a simple informal conversation between friends/relatives and visitors	in simple exchanges and conversations at restaurants	when introducing newcomers into the workplace	as an instructor when welcoming students into the school's sports team
	Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.				
A2	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.				
A1	<i>No descriptor available</i>				

MEDIATING COMMUNICATION					
FACILITATING PLURICULTURAL SPACE		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
Pre-A1	<i>No descriptor available</i>				

MEDIATING COMMUNICATION					
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can communicate in clear, fluent, well-structured (Language B) the sense of what is said in (Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.	in a discussion with friends/relatives, guests/hosts about e.g. politics, literature at a gathering with guests,	during a public lecture, at a political rally or meeting, at a (religious) ceremony	at a management meeting, a social or cultural event during a work-related visit in another country	at a school event such as an awards evening with parents, at welcome address or presentation to visiting guests from other schools, in webinars, debates and discussions
C1	Can communicate fluently in (Language B) the sense of what is said in (Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.	interpretation, at a formal gathering with guests, of complex ceremonies, statements, conversations, or discussions		during discussions on organisational matters such as international conferences or events, contract negotiations	during an interview as part of a research project, at a conference or seminar
B2+	Can mediate (between Language A and Language B), conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.	with visiting guests / relatives from another country	at a public meeting, at an intercultural event	with visiting partners or clients, in a discussion in an international team about organisation, project and resource planning	in a parent-teacher meeting to discuss a child's school performance, of an academic on their specialised field
B2	Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so.	in discussions with relatives / friends on matters such as studying or working abroad	during a guided visit	during a visit to company / factory / university premises	in a parent-teacher meeting to discuss a child's school performance; during a school exchange with visiting principals, teachers/students
	Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the speaker stops frequently to allow him/her to do so, and gives clarifications if needed.	in a conversation with friends/relatives, guests/hosts about important current affairs	during a guided visit at e.g. an exhibition	at dinner with visiting colleagues	at a school event or parents' day
B1+	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that	in everyday conversations with friends and relatives about e.g. family, work, daily	in casual conversations with other travellers during a trip or holiday about e.g. travel,	in everyday conversations with colleagues/ workmates about e.g. interests, work,	during a school exchange – incoming and outgoing, in a parent-teacher meeting to discuss a child's school

MEDIATING COMMUNICATION					
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	he/she can prepare beforehand and that the speakers articulate clearly in everyday language.	events	hobbies, interests	daily events	performance
B1	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.				
A2+	Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	in a conversation between friends/ relatives and visitors to make arrangements for an outing interpreting on the telephone for relatives and friends when applying for a service such as internet or utilities	at a restaurant with guests, conversing about background, hobbies, education at a public office offering services such as a licensing office	at the workplace to organize a leaving party during a visit from a client	with a new student from his/her country of origin
A2	Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.	during introduction of a visitor/guest to family/friends' circles	at a public office offering services such as a licensing office	during a visit from a client	
A1	<i>No descriptor available</i>				
Pre-A1	<i>No descriptor available</i>				

MEDIATING COMMUNICATION					
FACILITATING COMMUNICATION IN DELICATE SITUATIONS & DISAGREEMENTS		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.	in a disagreement between friends or family members discussing personal or social issues	in a situation with inter-communal conflict tensions	in collaborative work that takes a difficult turn in negotiations, in discussions about cuts and restructuring	in cases of disruptive classroom behaviour in cases of bullying or racial/gender-aggravated school violence
	Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.				
C1	Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.	in a disagreement between housemates about house rules, when discussing with relatives responsibilities and measures concerning child or elderly care	during an incident on a package holiday or a public event	in the resolution of organizational and functional conflicts	in dysfunctional group work, when organising and managing peer mediation, or in a disagreement between two groups of students
	Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.				
	Can use persuasive language to suggest that parties in disagreement shift towards a new position.				
B2+	Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.	in a disagreement between housemates about house rules, when discussing with relatives responsibilities and measures concerning child or elderly care in disputes with landlords/tenants over e.g. financial responsibility for damage in a flat,	during an incident on a package holiday or a public event in arguments affecting third parties at restaurants, cinemas or other public places in disputes regarding an accident	in the resolution of organizational and functional conflicts when dealing with everyday negative interactions between employees at collective bargaining or labour arbitration	in mediating in dysfunctional group work, when organising and managing peer mediation, or in a disagreement between two groups of students
	Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.				
	Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.				
B2	Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.		helping others with complaints about bills or services at shops, transport, banks	at minor disputes at the workplace	
	Can outline the main points in a disagreement with		in arguments affecting third	when dealing with everyday	

MEDIATING COMMUNICATION					
FACILITATING COMMUNICATION IN DELICATE SITUATIONS & DISAGREEMENTS		SITUATION (& ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
	reasonable precision and explain the positions of the parties involved.		parties at restaurants, cinemas or other public places	negative interactions between employees	
	Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.		as a member/ chair/ moderator at a community meeting to discuss social policies or safety and security problems	during preparatory meetings to examine and revise an agenda or an action plan	
B1+	Can ask parties in a disagreement to explain their-point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.	in arguments between flatmates over household responsibilities or home improvements	in arguments affecting third parties at restaurants, cinemas or other public places	when dealing with everyday negative interactions between employees	when dealing with everyday negative interactions between classmates
B1	Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.				
A2	Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.				
A1	Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.				
Pre-A1	<i>No descriptor available</i>				

## Appendix 7 – List of changes to specific 2001 Descriptors

	OVERALL LISTENING COMPREHENSION
C2	Can understand with ease <del>virtually</del> <del>Has no difficulty with</del> any kind of spoken language, whether live or broadcast, delivered at fast <del>native-natural</del> speed.
	UNDERSTANDING CONVERSATION BETWEEN OTHER <del>NATIVE</del> SPEAKERS
B2+	Can keep up with an animated conversation between <del>native-speakers</del> of the target language.
B2	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several <del>native speakers of the target language</del> who do not modify their <del>language speech</del> in any way.
	LISTENING AS A MEMBER OF A LIVE AUDIENCE
C2	Can follow specialised lectures and presentations employing <del>a high-degree-of</del> colloquialism, regional usage or unfamiliar terminology.
	OVERALL READING COMPREHENSION
C2	Can understand <del>and interpret critically</del> virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
	OVERALL SPOKEN INTERACTION
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with <del>speakers of the target language native-speakers</del> quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
	UNDERSTANDING <del>A NATIVE-SPEAKER AN</del> INTERLOCUTOR
C2	Can understand any <del>native-speaker</del> interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent <del>or dialect</del> .
	CONVERSATION
B2	Can sustain relationships with <del>speakers of the target language native-speakers</del> without unintentionally amusing or irritating them or requiring them to behave other than they would with another <del>native proficient</del> speaker.
	INFORMAL DISCUSSION (WITH FRIENDS)
B2+	Can keep up with an animated discussion between <del>native</del> speakers of the target language.
B2	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several <del>native</del> speakers of the target language who do not modify their <del>language-speech</del> in any way.
	FORMAL DISCUSSION (MEETINGS)
C2	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to <del>native other</del> speakers.
	INTERVIEWING AND BEING INTERVIEWED
C2	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with <del>complete effortless</del> fluency as interviewer or interviewee, at no disadvantage to <del>native other</del> speakers.
	SOCIOLINGUISTIC APPROPRIATENESS
C2	Appreciates <del>virtually all</del> the sociolinguistic and sociocultural implications of language used <del>by-native proficient</del> <del>speakers of the target language</del> and can react accordingly.
B2	Can sustain relationships with <del>speakers of the target language native-speakers</del> without unintentionally amusing or irritating them or requiring them to behave other than they would with another <del>native-proficient</del> speaker.
	SPOKEN FLUENCY
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction with <del>speakers of the target language native-speakers</del> quite possible without imposing strain on either party.

## Appendix 8 – Sources for new descriptors

Abbe et al	Abbe, A., Gulick, L.M.V. & Herman, J.L. (2007). <i>Cross-Cultural Competence in Army Leaders: A Conceptual and Empirical Foundation</i> . Arlington, VA: United States Army Research Institute for the Behavioral and Social Sciences. <a href="http://www.deomi.org/CulturalReadiness/documents/CCCompetenceArmy.pdf">http://www.deomi.org/CulturalReadiness/documents/CCCompetenceArmy.pdf</a> In Barrett CDCID collation
AACU	Association of American Colleges and Universities: Intercultural Competence and Knowledge Value Rubric
AIE Notes	Notes in relation to the Autobiography of Intercultural Encounters. <a href="http://www.coe.int/lang-autobiography">www.coe.int/lang-autobiography</a>
Alexander	Alexander, R. (2008) Culture, dialogue and learning: an emerging pedagogy, in Mercer N. and S. Hodgkinson (Eds.) <i>Exploring Talk in Schools</i> (91–114). London: Sage.
ALTE	Alte Can Do Statements 2001. Appendix D in the CEFR
AMMKIA	Finnish AMMKIA project (Sauli Takala: unpublished)
ATESL	Government of Alberta. (2005). <i>Alberta Teachers of English as a Second Language Section 7: Intercultural Communicative Competence: ATESL Adult ESL Curriculum Framework</i> . Alberta: Alberta Teachers of English as a Second Language. Figure 2. Adapted Intercultural Knowledge and Skills Strand of the Massachusetts Curriculum Framework. <a href="http://www.atesldocuments.com/cf/sites/default/files/downloads/Intercultural_Communicative_Competence.pdf">www.atesldocuments.com/cf/sites/default/files/downloads/Intercultural_Communicative_Competence.pdf</a>
Barrett	Barrett, M. (2013). Intercultural competence: A distinctive hallmark of interculturalism? In M. Barrett (Ed.), <i>Interculturalism and Multiculturalism: Similarities and Differences</i> (pp.147-168). Strasbourg: Council of Europe Publishing. Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. & Philippou, S. (2014). <i>Developing Intercultural Competence through Education</i> . Strasbourg: Council of Europe. In Barrett CDCID collation
Barrett CDCID collation	Barrett, M. (2014). <i>Competences for democratic culture and intercultural dialogue (CDCID)</i> . 3rd meeting of the Ad hoc group of experts, Strasbourg, Council of Europe, Agora Building (Room G04), 16–17 June 2014. Phase One of CDCID: Collation of Existing Competence Schemes. CDCID 3/2014 - Doc.4.0
Beacco	Beacco, J-C., Porquier, R. and Bouquet, S. (2004) <i>Niveau B2 pour le français : Un référentiel</i> . Paris: Didier.
BN	Brian North, member of the group
BULATS	Cambridge BULATS Summary of Typical Candidate Abilities (global scale)
Byram	Byram, M. (1997) <i>Teaching and Assessing Intercultural Communicative Competence</i> . Cleveland: Multilingual Matters
C-ASS	Cambridge Assessment Scales for Speaking
C-CWS	Cambridge Common Scale for Writing
C-OSS	Cambridge Overall Speaking Scale
C-OWS	Cambridge Overall Writing Scale
CAL90s	Center for Applied Linguistics, Washington D.C: Descriptors form translation collected in 1992 and included in the bank of descriptors for the CEFR descriptor research, but never used.
CARAP	CARAP/FREPA: A Framework of Reference for Pluralistic Approaches. <a href="http://carap.ecml.at/Descriptorsofresources/Skills/tabid/2657/language/en-GB/Default.aspx">http://carap.ecml.at/Descriptorsofresources/Skills/tabid/2657/language/en-GB/Default.aspx</a>
C-CWS	Cambridge Common Scale for Writing: Overall Writing Scales. Available in, e.g. <i>Cambridge English: Business English Certificates: Handbooks for Teachers</i> . <a href="http://www.cambridgeenglish.org/images/business-english-certificates-handbook-for-teachers.pdf">www.cambridgeenglish.org/images/business-english-certificates-handbook-for-teachers.pdf</a>
CEBS	Center für berufsbezogenen Sprachen, das Sprachen-Kompetenzzentrum der Sektion Berufsbildung des BMBF, Vienna.

CEFR	English version: Council of Europe. (2001). <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i> . Cambridge: Cambridge University Press.
CEFR-J	CEFR-J project for Japanese secondary school learners of English, 2011. Negishi, M., Takada, T. & Tono, Y. (2013). A progress report on the development of the CEFR-J. In: Galaczi, E. D. & Weir, C. J. (2013) (Eds.) <i>Exploring Language Frameworks: Proceedings of the ALTE Krakow Conference, July 2011</i> (pp. 135–163). Cambridge. Studies in Language Testing Series 36, Cambridge University Press.
CERCLES	CERCLES Portfolio descriptors. Included in Lenz, P. and Schneider, G. (2004). A bank of descriptors for self-assessment in European Language. <a href="http://www.coe.int/portfolio">www.coe.int/portfolio</a>
CH2000	European Language Portfolio Serial No 1 (Prototype based closely on CEFR/Swiss project descriptors). Schneider, G., North, B. and Koch, L. (2000). <i>A European Language Portfolio</i> , Berne: Berner Lehrmittel und Medienverlag.
CH-Hodel	Hanspeter Hodel, Pädagogischer Hochschule Luzern: Descriptors for Literature 2007: Personal communication. Descriptors for Literature 2013 (Work in progress in HarmoS-related national project on objectives for school years)
Corcoll López	Corcoll López, C. & González-Davies, M. (2016) Switching codes in the plurilingual Classroom, <i>ELT Journal</i> 70, 1 January 2016, 67–77.
Creese & Blackledge (Creese & B)	Creese, A., & Blackledge, A. (2010) Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? <i>Modern Language Journal</i> , 94, 1, 103–115.
DF	Daniela Fasoglio, SLO, Netherlands consultant to project
DILF	Beacco, J-C., De Ferrari, M., Lhote, G. & Tagliante, C. (2006) Niveau A1.1 pour le français /référentiel DILF livre. Paris: Didier.
Dunbar	Dunbar, S. (1992) Integrating language and content: A case study. <i>TESL Canada Journal</i> , 10, 1, 62–70.
EAQUALS	Eaquals (2008) Eaquals Can Do SIP: Eaquals/Alte Portfolio Descriptor Revision. <a href="http://www.eaquals.org">www.eaquals.org</a>
ELTDU	ELTDU (1976). <i>Stages of Attainment Scale</i> . Oxford: English Language Development Unit, Oxford University Press.
EP	English Profile. Published in Green, A. (2012) <i>Language Functions Revisited: Theoretical and empirical bases for language construct definition across the ability range</i> . English Profile Studies, Volume 2, Cambridge: UCLES/Cambridge University Press.
EPG	European Profiling Grid, EPG-project. Available at <a href="http://www.epg-project.eu">www.epg-project.eu</a>
EPI	Enrica Piccardo (OISE, University of Toronto/ Université de Grenoble-Alpes)
EPOSTL	Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H. & Soghikyan, K. (2006). <i>The European Portfolio for Student Teachers of Languages, EPOSTL</i> . at <a href="http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf">archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf</a>
Euro/ELTDU	Eurocentres adaptation of ELTDU scale, see ELTDU
Fantini & Tirmizi	Fantini, A.E. & Tirmizi, A. (2006). <i>Exploring and Assessing Intercultural Competence</i> . World Learning Publications, Paper 1. <a href="http://digitalcollections.sit.edu/worldlearning_publications/1">digitalcollections.sit.edu/worldlearning_publications/1</a> In Barrett CDCID collation
FBI90s	Federal Bureau of Investigation, Washington D.C: Descriptors form translation collected in 1992 and included in the bank of descriptors for the CEFR descriptor research, but never used.
Hardman	Hardman, F. (2008): Teachers' use of feedback in whole-class and group-based talk, in Mercer N. and Hodgkinson (Eds.). <i>Exploring Talk in Schools</i> (pp.131–150). London, Sage.
Frau-Meigs	Frau-Meigs, D. (2007). <i>General Rapporteur's Report on the Workshop on 'Media Literacy and Human Rights: Education for Sustainable Democratic Societies'</i> , Graz, Austria. 5–7 December 2007. In Barrett CDCID collation

GCSE	UK General Certificate of Secondary Education : English: assessment criteria
Gollob et al	Gollob, R., Krapf, P. & Weidinger, W. (Eds.) (2010). <i>Educating for Democracy: Background Materials on Democratic Citizenship and Human Rights Education for Teachers</i> . Strasbourg: Council of Europe. <a href="http://www.coe.int/t/dg4/education/edc/Source/Resources/Teachers_manuals/Educating_democracy_EN.pdf">www.coe.int/t/dg4/education/edc/Source/Resources/Teachers_manuals/Educating_democracy_EN.pdf</a> In Barrett CDCID collation
Grindal	Grindal, K. (1997). <i>EDC: Basic Concepts and Core Competences: The Approach in Norway</i> . Strasbourg: Council of Europe. In Barrett CDCID collation
GreenApp	Performance conditions added to descriptors. Appendix to Green, A. (2012) <i>Language Functions Revisited: Theoretical and empirical bases for language construct definition across the ability range</i> . English Profile Studies Volume 2, Cambridge: UCL/ES/Cambridge University Press.
Group	Mediation ad hoc group, collectively
HarmoS	Swiss Project HarmoS: EDK (Schweizerischer Konferenz der Kantonalen Erziehungsdirektoren) (2008). Projekt Bildungsstandards HarmoS: Vorschläge für Basisstandards Fremdsprachen. <a href="http://www.edk.ch/dyn/11659.php">www.edk.ch/dyn/11659.php</a>
Himmelman	Himmelman, G. (2003). <i>Zukunft, Fachidentität und Standards der politischen Bildung</i> . (Unpublished manuscript). Braunschweig: TU Braunschweig, Institut für Sozialwissenschaften. [Summarised in Byram, 2008.] In Barrett CDCID collation
Huber et al	Huber, J., Mompoin-Gaillard, P. & Lázár, I. (Eds.) (2014). <i>TASKs for Democracy: Developing Competences for Sustainable Democratic Societies</i> . Strasbourg: Council of Europe Publishing. In Barrett CDCID collation
ICCinTE	ICCinTE: Intercultural communication training in teacher education. Lázár I with Huber-Kriegler, M., Lussier, D., Matei, G.S. & Peck C. (Eds.), <i>Developing and assessing intercultural communicative competence - A guide for language teachers and teacher educators</i> , Strasbourg/Graz: Conseil de l'Europe / Centre européen pour les langues vivantes. <a href="http://archive.ecml.at/mtp2/lccinte/html/ICC_E_Results.htm">archive.ecml.at/mtp2/lccinte/html/ICC_E_Results.htm</a>
ILR	US Interagency Language Roundtable Scale of Proficiency. <a href="http://www.govtilr.org/skills/ILRscale1.htm">www.govtilr.org/skills/ILRscale1.htm</a>
INCA	The INCA Project (2004): Intercultural Competence Assessment. INCA Assessor Manual. <a href="http://ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment">ec.europa.eu/migrant-integration/librarydoc/the-inca-project-intercultural-competence-assessment</a>
Jørgensen	Jørgensen, J.N. Karrebæk, M., S., Maden, L.M. & Møller, J.S. (2011) Polylinguaging in Söuperdiversity, <i>Diversities</i> , 13, 2, 22–37. <a href="http://www.unesco.org/shs/diversities/vol13/issue2/art2">www.unesco.org/shs/diversities/vol13/issue2/art2</a>
Karwacka-Vögele	Karwacka-Vögele, K. (2012). Towards indicators for intercultural understanding. In J. Huber (Ed.), <i>Intercultural Competence for All: Preparation for Living in a Heterogeneous World</i> (pp. 51-60). Strasbourg: Council of Europe. In Barrett CDCID collation
King & Chetty	King, J. and Chetty, R. (2014). Codeswitching: Linguistic and literacy understanding of teaching dilemmas in multilingual classrooms, <i>Linguistics and Education</i> 25, 40– 50.
Koch	Leo Koch, co-author of Swiss ELP 2000 (CH-2000). Proposed additional descriptors for reading in a secondary school context (unpublished).
Lenz & Berthele	Lenz, P. and Berthele, R. (2010) <i>Assessment in Plurilingual and Intercultural Education</i> , Satellite Study No 2, Guide for the development and implementation of curricula for plurilingual and intercultural education. Document prepared for the Policy Forum <i>The Right of Learners to Quality and Equity in Education – The role of linguistic and intercultural competence</i> , Geneva, Switzerland, 2–4 November 2010, Strasbourg: Council of Europe.
Lewis et al	Lewis, G., Jones, B., and Baker, C. (2012): Translanguaging: developing its conceptualisation and contextualisation, <i>Educational Research and Evaluation</i> , 18, 7, 655–670.

Lici Hnbk	Lici Handbook: Handbook: Language in Content Instruction. Lici project. <a href="http://www.yumpu.com/en/document/view/17817415/language-in-content-instruction-lici-project">www.yumpu.com/en/document/view/17817415/language-in-content-instruction-lici-project</a>
Ling	Lingualevel/IEF (Swiss) project for 13–15 year olds, 2009. <a href="http://www.lingualevel.ch">www.lingualevel.ch</a>
Lüdi	Lüdi, G. (2014) Dynamics and management of linguistic diversity in companies and institutes of higher educations: Results from the DYLAN project. In Gromes, P. and Hu, A. (Eds.). <i>Plurilingual education: Policies – practices – language development</i> (113–118), Studies on Linguistic Diversity 3, Hamburg: John Benjamins.
Main set	The set of descriptors produced in Phase 1 of this project updating and extending the existing CEFR descriptor scales, on the basis of projects that have validated, scientifically calibrated descriptors. (Phase 2 was the development, from scratch, of descriptors for Mediation and related areas).
Mercer & Dawes	Mercer, N. and Dawes, L. (2008): The value of exploratory talk, in Mercer N. and S. Hodgkinson (Eds.). <i>Exploring Talk in Schools</i> (55–72), London: Sage.
MC	Marisa Cavalli, consultant to project
MS	Maria Stathopoulou, member of the group
NatCurr	English National Curriculum, English
Neuner	Neuner, G. (2012). The dimensions of intercultural education. In J. Huber (Ed.), <i>Intercultural Competence for All: Preparation for Living in a Heterogeneous World</i> (pp. 11-49). Strasbourg: Council of Europe. In Barrett CDCID collation
NIDP	National Institute for Dispute Resolution (1995): Performance-Based Assessment: A Methodology, for use in selecting, training and evaluating mediators, Washington DC. <a href="http://www.colorado.edu/conflict/Theory_to_Practice/Method.pdf">www.colorado.edu/conflict/Theory_to_Practice/Method.pdf</a>
North 2000	Descriptors calibrated in 1993-1995 Swiss project but not used in the CEFR. Included in Appendices to North, B. (2000). <i>The Development of a Common Framework Scale of Language Proficiency</i> . New York: Peter Lang.
North-South	North-South Centre of the Council of Europe (2010). <i>Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education</i> . Lisbon: North-South Centre of the Council of Europe. <a href="http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf">http://www.coe.int/t/dg4/nscentre/ge/GE-Guidelines/GEguidelines-web.pdf</a> In Barrett CDCID collation
Oatley	Oatley, K. (1994). A taxonomy of the emotions of literary response and a theory of identification in fictional narrative, <i>Poetics</i> , 23, 53–74.
OECD	Organisation for Economic Co-operation and Development (OECD) (2005). <i>The Definition and Selection of Key Competences: Executive Summary</i> . Paris: Organisation for Economic Co-operation and Development/DeSeCo. <a href="http://www.oecd.org/pisa/35070367.pdf">www.oecd.org/pisa/35070367.pdf</a> In Barrett CDCID collation
Pierce & Gilles	Pierce, K.M. and Gilles, C. (2008). From exploratory talk to critical conversations, in Mercer N. and S. Hodgkinson (Eds.) <i>Exploring Talk in Schools</i> (pp. 37–54). London: Sage.
Pear	Pearson GSE (Global Scale of English) <a href="http://www.english.com/gse">www.english.com/gse</a>
Pisa	Thompson, S., Hillman, K. and De Bortoli, L. (2013) <i>A Teachers Guide to PISA Reading Literacy</i> . Victoria: ACER. <a href="http://www.acer.edu.au/files/PISA_Thematic_Report_-_Reading_-_web.pdf">www.acer.edu.au/files/PISA_Thematic_Report_-_Reading_-_web.pdf</a>
ProfD	Profile Deutsch: Glaboniat, M., Müller, M., Rusch, P., Schmitz, H. and Wertenschlag, L. (2005) <i>Profile deutsch A1 - C2. Lernzielbestimmungen, Kannbeschreibungen, Kommunikative Mittel</i> . München: Langenscheidt.
Purves	Purves, A. C. (1971): The Evaluation of Learning in Literature, in Bloom, B.S., Hastings, J. T. and G.F Madaus (Eds.) <i>Handbook of Formative and Summative Evaluation of Student Learning</i> . New York: McGraw-Hill, 699–766.
RCeL	Research Centre for Language Teaching, Testing and Assessment, National and Kapodistrian University of Athens: Mediation descriptors related to the mediation tasks in the Greek KPG examinations.

REFIC	Référentiel de compétences en didactique de l'intercompréhension (REFIC): (Skills reference data on multilingual communication in intercomprehension). Project Miriadi (Mutualisation et Innovation pour un Réseau de l'Intercompréhension à Distance) <a href="http://www.miriadi.net/en/skills-reference-data">www.miriadi.net/en/skills-reference-data</a>
ST	Sauli Takala, member of the group
T-check	Vollmer, H. and Thürmann, E. (2016): Language Sensitive Subject Teaching: A Checklist. In <i>Handbook on the Language Dimension in all School Subjects</i> , Strasbourg: Council of Europe. Translated and shortened from Thürman, E. and Vollmer, H. (2012), <i>Schulsprache und Sprachsensibler Fachunterricht: Eine Checkliste mit Erläuterungen</i> . Also in: Röhner, Charlotte & Hövelbrinks, Britta (eds.): <i>Fachbezogene Sprachförderung in Deutsch als Zweitsprache</i> . Weinheim: Juventa, pp. 212–233.
TG	Tim Goodier, member of the group
Trim/ProfD	C1 Level Can Do Specifications for Profile Deutsch, translated by J.L.M. Trim. Appendix A in Green, A. (2012) <i>Language Functions Revisited: Theoretical and empirical bases for language construct definition across the ability range</i> . English Profile Studies, Volume 2, Cambridge: UCLES/Cambridge University Press.
TS	Tunde Szabo, Eurocentres
Tuning	Tuning Educational Structures in Europe (nd-a). Approaches to Teaching, Learning and Assessment in Competences Based Degree Programmes. <a href="http://www.unideusto.org/tuningeu/teaching-learning-a-assessment.html#process">www.unideusto.org/tuningeu/teaching-learning-a-assessment.html#process</a> Tuning Educational Structures in Europe (nd-b). Generic Competences. <a href="http://www.unideusto.org/tuningeu/competences/generic.html">www.unideusto.org/tuningeu/competences/generic.html</a> Tuning Educational Structures in Europe (nd-c). Education - Specific Competences. <a href="http://www.unideusto.org/tuningeu/competences/specific/education.html">www.unideusto.org/tuningeu/competences/specific/education.html</a> In Barrett CDCID collation
UA	Ulrike Arras, Free University of Bolzano, Language Study Unit
Vacca	Vacca, J. S. (2008) Scaffolding is an effective technique for teaching a social studies lesson about Buddha to sixth graders, <i>Journal Of Adolescent and Adult Literacy</i> , 51, 8, 652–658.
Walqui	Walqui, A. (2006): Scaffolding Instruction for English Language Learners: A Conceptual Framework, <i>The International Journal of Bilingual Education and Bilingualism</i> , 9, 2, 159–180.
Webb	Webb, N. (2009). The teacher's role in promoting collaborative dialogue in the classroom. <i>British Journal of Educational Psychology</i> , 78, 1, 1–28.
WebGlossary	Scaffolding definition: The Glossary of Educational Reform <a href="http://edglossary.org/scaffolding/">edglossary.org/scaffolding/</a>
Zwiers	Zwiers, J. (2008). <i>Building Academic Language</i> . San Francisco: Jossey-Bass

## Appendix 9 – Supplementary descriptors

The descriptors in this appendix were also developed, validated and calibrated in the project to develop descriptors for mediation. They have been excluded from the extended illustrative descriptors either because of redundancy, because it had not been possible to develop descriptors for a sufficient range of levels, or because of comments in the consultation phases. They will be added to the bank of supplementary descriptors on the Council of Europe website.

### Scales

ESTABLISHING A POSITIVE ATMOSPHERE	
C2	<i>No descriptor available: see B2</i>
C1	<i>No descriptor available: see B2</i>
B2	Can establish a supportive environment for sharing ideas and practice by providing clear explanations and encouraging people to explore and discuss the issue they are encountering, relating it to their experience. Can use humour appropriate to the situation (e.g. an anecdote, a joking or light-hearted comment) in order to create a positive atmosphere or to redirect attention. Can create a positive atmosphere and encourage participation by giving both practical and emotional support.
B1	Can create a positive atmosphere by the way he/she greets and welcomes people and asks them a series of questions that demonstrate interest.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>

VISUALLY REPRESENTING INFORMATION	
C2	<i>No descriptor available: see B2</i>
C1	<i>No descriptor available: see B2</i>
B2	Can make abstract concepts accessible by visually representing them (e.g. in mind maps, tables, flowcharts, etc.), facilitating understanding by highlighting and explaining the relationship between ideas. Can represent information visually (with graphic organisers like mind maps, tables, flowcharts, etc.) to make both the key concepts and the relationship between them (e.g. problem-solution, compare-contrast) more accessible. Can, from a text, produce a graphic to present the main ideas in it (e.g. a mind map, pie chart, etc.) in order to help people understand the concepts involved. Can make the key points of abstract concepts more accessible by representing information visually (e.g. in mind maps, tables, flowcharts, etc.). Can visually represent a concept or a process in order to make relations between information explicit (e.g. in flowcharts, tables showing cause-effect, problem-solution).
B1	Can communicate the essential points of a concept or the main steps in a straightforward procedure by using a drawing or graphic organiser. Can represent straightforward information clearly with a graphic organiser (e.g. a PowerPoint slide contrasting before/after, advantages/disadvantages, problem/solution). Can create a drawing or diagram to illustrate a simple text written in high frequency language.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

INTERPRETING	
<p>Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned, as in this example for a C2 descriptor:</p> <p><i>Can provide almost completely accurate simultaneous or consecutive interpretation into French of complex, formal discourse in German, conveying the meaning of the speaker faithfully and reflecting the style, register and cultural context without omissions or additions.</i></p>	
C2	<p>Can provide almost completely accurate simultaneous or consecutive interpretation of complex, formal discourse, conveying the meaning of the speaker faithfully and reflecting the style, register, and cultural context without omissions or additions.</p> <p>Can, in informal situations, provide simultaneous or consecutive interpretation in clear, fluent, well-structured language on a wide range of general and specialised topics, conveying style, register and finer shades of meaning precisely.</p> <p>Can provide simultaneous or consecutive interpretation, coping with unpredictable complications, conveying many nuances and cultural allusions on top of the main message, though expression may not always reflect the appropriate conventions.</p>
C1	<p>Can provide consecutive interpretation fluently on a wide range of subjects of personal, academic and professional interest, passing on significant information clearly and concisely.</p>
B2	<p>Can mediate during an interview, conveying complex information, drawing the attention of both sides to background information, and posing clarification and follow-up questions as necessary.</p> <p>Can provide consecutive interpretation of a welcome address, anecdote or presentation in his/her field, provided that the speaker stops frequently in order to allow time for him/her to do so.</p> <p>Can provide consecutive interpretation on subjects of general interest and/or within his/her field, passing on important statements and viewpoints, provided the speaker stops frequently to allow him/her to do so, and gives clarifications if necessary.</p> <p>Can, during an interview, interpret and convey detailed information reliably and provide supporting information, although he/she may search for expressions and will sometimes need to ask for clarification of certain formulations.</p>
B1	<p>Can, during an interview, interpret and convey straightforward factual information, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.</p> <p>Can interpret informally on subjects of personal or current interest, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.</p>
A2	<p>Can interpret informally in everyday situations, conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.</p> <p>Can interpret informally in predictable, everyday situations, passing back and forth information about personal wants and needs, provided that the speakers help with formulation.</p> <p>Can interpret simply in an interview, conveying straightforward information on familiar topics, provided that he/she can prepare beforehand and that the speakers articulate clearly.</p> <p>Can indicate in a simple fashion that somebody else might be able to help in interpreting.</p>
A1	<p>Can communicate with simple words and gestures what basic needs a third party has in a particular situation.</p>
Pre-A1	<p><i>No descriptors available</i></p>

PHONOLOGICAL CONTROL: SOUND RECOGNITION	
C2	<p>Can consciously incorporate relevant features of regional and socio-linguistic varieties of pronunciation appropriately.</p>
C1	<p>Can recognise features of regional and socio-linguistic varieties of pronunciation and consciously incorporate the most prominent of them in his/her speech.</p>
B2	<p>Can recognise common words when pronounced in a different regional variety from the one(s) he/she is accustomed to.</p>
B1	<p>Can recognise when his/her comprehension difficulty is caused by a regional variety of pronunciation.</p>

## Individual Descriptors

MULTIMODAL CONVERSATION AND DISCUSSION	
C2	Can use with precision colloquialisms, humorous language, idiomatic abbreviations and/or specialised register to enhance the impact of comments made in an online discussion.
C1	Can express his/her ideas and opinions with precision in an online discussion on a complex subject or specialised topic related to his/her field, presenting and responding to complex lines of argument convincingly. Can critically evaluate online comments and express negative reactions diplomatically.
B2+	Can exploit different online environments to initiate and maintain relationships, using language fluently to share experiences and develop the interaction by asking appropriate questions.
B2	Can develop an argument in an online discussion giving reasons for or against a particular point of view, though some contributions may appear repetitive. Can express degrees of emotion in personal online postings, highlighting the personal significance of events and experiences and responding flexibly to further comments. Can repair possible misunderstanding in an online discussion with an appropriate response.
B1	Can initiate, maintain and close simple online conversations on topics that are familiar to him/her, though with some pauses for real-time responses.
A2	Can post online how he/she is feeling or what he/she is doing, using formulaic expressions, and respond to further comments with simple thanks or apology.
Pre-A1	Can establish basic social contact online by using the simplest everyday polite forms of greetings and farewells.

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION	
C1	Can deal effectively with communication problems and cultural issues that arise in online collaborative or transactional exchanges, by adjusting his/her register appropriately.
A2+	Can exchange basic information with a supportive interlocutor online in order to address a problem or simple shared task.

PROCESSING TEXT IN SPEECH	
C1	Can summarise clearly and fluently in well-structured language the significant ideas presented in complex texts, whether or not they relate to his/her own fields of interest or specialisation. Can summarise in clear, fluent, well-structured speech the information and arguments contained in complex, spoken or written texts on a wide range of general and specialised topics.
B2+	Can summarise clearly in well-structured speech the information and arguments contained in complex spoken or written texts on a wide range of subjects related to his/her fields of interest and specialisation. Can clarify the implicit opinions and purposes of speakers, including attitudes.
B1+	Can summarise and comment on factual information within his/her field of interest.

PROCESSING TEXT IN WRITING	
B1	Can summarise in writing the main points made in straightforward informational texts on subjects that are of personal or current interest. Can summarise in writing the main points made in spoken or written informational texts on subjects of personal interest, using simple formulations and the help of a dictionary to do so.

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)	
B1+	Can relate the emotions experienced by a character in a work to emotions he/she has experienced.
A2	Can explain in simple sentences how a work of literature made him/her feel.

ANALYSIS AND CRITICISM OF CREATIVE TEXTS (including literature)	
C2	Can analyse complex works of literature, identifying meanings, opinions and implicit attitudes. Can explain the effect of rhetorical/literary devices on the reader, e.g. the way in which the author changes style in order to convey different moods.

FACILITATING COLLABORATIVE INTERACTION	
B2+	Can invite participation, introduce issues and manage contributions on matters within his/her academic or professional competence.
B2+	Can keep a record of ideas and decisions in group work, discuss these with the group and structure a report back to a plenary.
B2	Can intervene to support collaborative problem solving initiated by another person.
B1	Can invite other people in a group to speak.

COLLABORATING TO CONSTRUCT MEANING	
B2+	Can summarise and evaluate the main points of discussion on matters within his/her academic or professional competence. Can encourage people to contribute to a discussion, building upon one another's information and ideas to come up with a concept or solution.
B2	Can synthesise the key points towards the end of a discussion.

MANAGING INTERACTION	
B2	Can intervene to address problems in a group and to prevent the marginalisation of any participant. Can give clear instructions to organise pair and small group work and conclude them with summary reports in plenary.

ENCOURAGING LOGICAL THINKING	
B2+	Can monitor performance non-intrusively and effectively, taking notes and later providing clear feedback. Can monitor group work, drawing attention to the characteristics of good work and encouraging peer evaluation. Can monitor small group discussion to ensure that ideas are not only exchanged but are used to build a line of argument or enquiry.
B2	Can present information and instruct people to use it independently to try and solve problems.
A1	Can use simple words and non-verbal signals to show interest in an idea.

FACILITATING PLURICULTURAL COMMUNICATION	
C1	<p>Can recognise different communication conventions and their effect on discourse processes, adjust the way he/she speaks accordingly, and help to establish related 'rules' to support effective intercultural communication.</p> <p>Can interact flexibly and effectively in situations in which intercultural issues need to be acknowledged and tasks need to be completed together, by exploiting his/her capacity to belong to the group(s) whilst maintaining balance and distance.</p>
B2+	<p>Can project him/herself empathetically into another person's perspective and ways of thinking and feeling so as to respond appropriately with both words and actions.</p>
B2	<p>Can establish a relationship with members of other cultures, showing interest and empathy through questioning, expressions of agreement and identification of emotional and practical needs.</p> <p>Can encourage discussion without being dominant, expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.</p> <p>Can help to create a shared understanding based on his/her appreciation of the use of direct/ indirect and explicit/ implicit communication.</p>

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
B2+	<p>Can facilitate discussion of delicate situations or disagreements by outlining the essential issues that need resolving.</p> <p>Can formulate open-ended, neutral questions to obtain information about sensitive issues whilst minimising embarrassment or offense.</p> <p>Can use repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.</p> <p>Can explain the background to a delicate situation or disagreement by repeating and summarising statements made.</p> <p>Can clarify interests and objectives in a negotiation with open-ended questions that convey a neutral atmosphere.</p> <p>Can facilitate discussion of a disagreement by explaining the origins of the problem, reporting respective lines of argument, outlining the essential issues that need resolving, and identifying points in common.</p> <p>Can help the parties in disagreement to consider different possible solutions by weighing the advantages and disadvantages of each solution.</p> <p>Can evaluate the position of one party in a disagreement and invite them to reconsider an issue, relating his/her argumentation to that party's stated aim.</p>
B2	<p>Can summarise the essentials of what has been agreed.</p>

LINKING TO PREVIOUS KNOWLEDGE	
B2	<p>Can raise people's awareness of how something builds on their existing knowledge by providing and explaining visual representations (e.g. diagram/chart, tables, flowcharts).</p> <p>Can explain clearly how something that will be introduced builds on what people probably already know.</p>

BREAKING DOWN COMPLICATED INFORMATION	
C1	<p>Can make a complex issue more comprehensible by building up the chain of steps or line of argument, and by recapitulating at key points.</p>

ADAPTING LANGUAGE	
C1	Can make information in a complex written text (e.g. a scientific article) more accessible by presenting the content in a different genre and register.
B2+	Can adapt articulation, sentence stress, intonation, speed and volume in order to structure content, highlight important aspects and mark transitions from one topic to another.
B2	Can make difficult concepts in a complex spoken or written text more comprehensible through paraphrasing.
B1+	Can use paraphrasing to explain the content of a spoken or written text on a familiar topic in a simplified, more concrete form.

AMPLIFYING A DENSE TEXT	
B2	Can support understanding of unfamiliar language in a text by providing additional examples that contain similar language.

STREAMLINING A TEXT	
C1	Can rewrite a complex source text, reorganising it in order to focus on the points of most relevance to target audience.
B2	<p>Can distil the relevant information from different parts of the source text in order to guide the recipient to understanding the essential points.</p> <p>Can distil information from different parts of the source text in order to make accessible contrasting information and arguments contained in it.</p> <p>Can eliminate repetition and digressions in a text in order to make the essential message accessible.</p>

BUILDING ON PLURICULTURAL REPERTOIRE	
C2	Can effectively employ, both in person and in writing, a wide variety of sophisticated communicative strategies to command, argue, persuade, dissuade, negotiate, counsel, and show empathy in a culturally appropriate manner.
High B2+	Can exploit his/her awareness of similarities and differences between cultures for successful intercultural communication in both the personal and professional domains.
High B2+	Can engage appropriately in communication, following the main verbal and non-verbal conventions and rituals appropriate to the context, coping with most difficulties that occur.
B2	<p>Can recognise cultural stereotypes – favourable and discriminatory – and describe how they influence his/her own or another's behaviour.</p> <p>Can analyse and explain the balance that he/she personally maintains in the adjustment process between acculturation and preserving his/her own culture(s).</p> <p>Can adapt his/her behaviour and verbal expression to new cultural environments, avoiding behaviours that he/she is aware may be viewed as impolite.</p> <p>Can explain his/her interpretation of culturally-specific opinions, practices, beliefs and values, pointing out similarities and differences to his/her own and other cultures.</p> <p>Can, in intercultural encounters, acknowledge otherness, appreciate things from perspectives other than his/her own normal worldview, and express him/herself sensitively.</p> <p>Can engage appropriately in communication, following the main verbal and non-verbal conventions and rituals appropriate to the context, coping with most difficulties that occur.</p> <p>Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p>

BUILDING ON PLURICULTURAL REPERTOIRE (continued)	
B2	<p>Can comment on cultural differences, comparing them in depth with his own experience and traditions.</p> <p>Can interact effectively in a situation in which intercultural issues need to be acknowledged in order to solve a task co-operatively.</p> <p>Can enquire about relevant cultural norms and practices while collaborating in an intercultural encounter and then apply the knowledge gained under the constraints of real-time interaction.</p>

PLURILINGUAL COMPREHENSION	
A2	<p>Can exploit easily identifiable vocabulary (e.g. international expressions, words with roots common to <i>different languages</i> – like 'bank' or 'music') in order to form a hypothesis as to the meaning of a text.</p>

BUILDING ON PLURILINGUAL REPERTOIRE	
C2	<p>Can borrow metaphors and other figures of speech from <i>other languages in his/her plurilingual repertoire</i> for rhetoric effect, elaborating, reformulating, and explaining them as necessary.</p>
C1	<p>Can tell a joke from a <i>different language</i>, keeping the punch line in the original language, because the joke depends on it and explaining the joke to those listeners who didn't understand it.</p>
B2	<p>Can follow a conversation happening around him/her in <i>a language or languages in which he/she has receptive competence</i>, and express his/her contribution in <i>a language that is understood by one or more of the interlocutors</i>.</p> <p>Can support understanding and the development of ideas in multilingual group work in which participants are using different <i>languages in his/her plurilingual repertoire</i> flexibly.</p> <p>Can manage interaction in <i>two or more languages in his/her plurilingual repertoire</i> in order to keep a discussion or a task moving, encouraging people to use their languages flexibly.</p> <p>Can engage a multilingual group in an activity and encourage contributions in different languages by narrating a story/incident in one <i>language in his/her plurilingual repertoire</i> and then explaining it in another.</p> <p>Can exploit, and explain if necessary, an expression from <i>another language in his/her plurilingual repertoire</i> for a concept for which such a suitable expression appears not to exist in <i>the language being used</i>.</p>
B1	<p>Can use an apt word from <i>another language that the interlocutor speaks</i>, when he/she cannot think of an adequate expression in <i>the language being spoken</i>.</p>

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