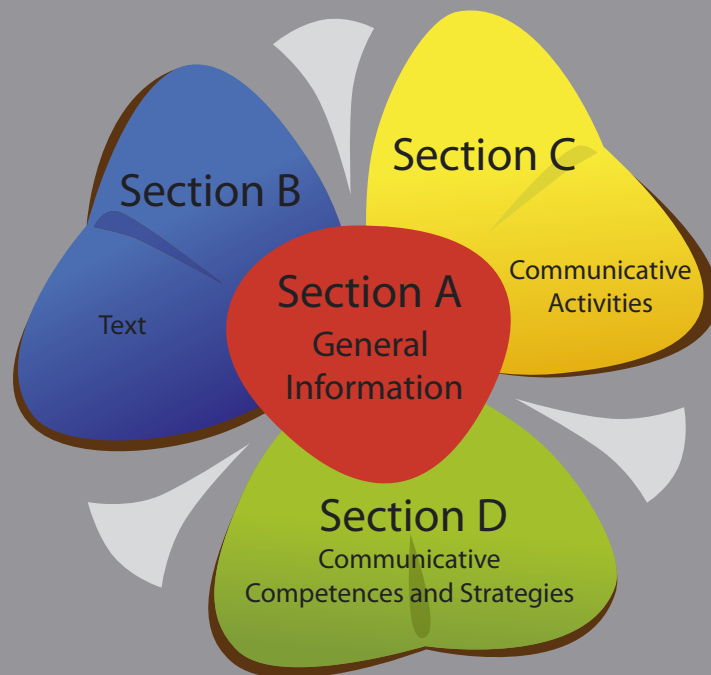




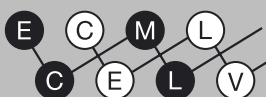
The CEF-ESTIM Grid

[Common European Framework of Reference for Languages – Level estimation grid for teachers]

[This document is designed to assist languages teachers in estimating and recording the level of individual texts and teaching materials according to the reference levels of the Common European Framework of Reference for Languages of the Council of Europe.]



Claire Tardieu, Raili Hildén, Magda Lehmann and Monique Reichert
[European Centre for Modern Languages]
[2010]



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum





The CEF-ESTIM GRID

You would like some help in planning lessons ...

You want to implement the Common European Framework of Reference for Languages (CEFR) in your teaching but you do not know how to ...

You want a simple tool to do that ...

You would like to share your ideas with other teachers and have them share their ideas with you ...

The CEF-ESTIM Grid has been designed for you!

The CEF-ESTIM Grid can also be a useful tool for teacher educators: you can familiarise your students with it and thus prepare them for using it as practising teachers.

The CEF-ESTIM Grid can also assist writers of teaching materials and test constructors and developers.

Please note that this guide has been written with the teachers as the intended audience. Thus, other users will need to make any adaptations they think appropriate.

What is it for?

The CEF-ESTIM Grid will help you empirically estimate the level of a text; of a set of activities (reception, production, interaction and mediation); of the competences involved (linguistic, sociolinguistic, pragmatic); and eventually of the overall task (by combining the different levels) in the ordinary context of your teaching practices.

The CEF-ESTIM Grid can be used in a very flexible way according to your needs and you are free to use the relevant parts only.

The grid will enable you to create archives of your class materials, thus making it easier for a team of schoolteachers to create a bank of activities linked to the CEFR levels through a qualitative validation procedure.

What is it?

The CEF-ESTIM Grid aims to help teachers link their class activities to the Common European Framework of Reference for Languages (CEFR) levels.

The grid is related to the Dutch CEFR Grid¹ project led by J. Charles Alderson (Lancaster University) and financed by the Dutch Government in 2003-04. The outcome of this former project, apart from a published report, is an online tool for two skills, oral and written comprehension, to help testers and examiners link their tests to the CEFR levels.

1 The Dutch CEFR Grid allows a detailed description of reading and listening activities. For further details, see: www.lancs.ac.uk/fss/projects/grid/. The members of the team were: Neus Figueras, Henk Kuijper, Günther Nold, Sauli Takala and Claire Tardieu.



The CEF-ESTIM Grid has a broader perspective. It aims both to complement reading and listening skills with the productive and interactive use of language and to reflect work in the classroom better. In estimating tasks that require production and interaction or even mediation, the CEF-ESTIM Grid does not provide an equally detailed description as in the case of reading and listening, it only suggests an overall estimation of the level at which a pupil/student can cope with the task.² This estimation does not describe actual student performances (actual oral/written productions), it rather defines a probable minimum level at which a pupil/student can cope with the task (for instance, reading an e-mail, writing a postcard, presenting an argument, and so on).

In addition, the CEF-ESTIM Grid helps you keep in mind that the notion of level is flexible. Even within one activity, several levels may be identified. The issue is less to pinpoint a level than to give a probable range of levels. In this way, we retain the basic “philosophy” of the framework rather than narrowing its scope.

More generally, the CEF-ESTIM Grid supports you in raising your awareness of the various characteristics of your class activities in relation to the CEFR.

The publication is composed of three parts:

- introduction;
- the grid itself in a [pdf description](#) form, which is easy to use and save;
- a [glossary](#) defining the basic terms used in the project.

In addition, an Access description form is available, which makes it easier to create a database.

Who is it for?

The CEF-ESTIM Grid targets several user groups: originally designed for teachers working at secondary school level, it provides samples at A2, B1 and B2 levels. However, users at other levels and working in other contexts may also benefit from it. Teacher educators and disseminators are obvious potential users.

How to use it?

- Prepare a class material you want to estimate.
- Download the pdf description form (sections A to D of this document) on your computer and fill it in according to your needs.
- Save the file on your computer.
- Optional: share your materials with others and create a class activity bank for your school. The Access description form may be more appropriate for this purpose.

When using the grid for the first time, it may take some time and effort to get familiar with the approach. With repeated use, your awareness of materials will increase and the analysis and estimation of materials will become faster and easier. Discussion and co-operation with colleagues is also helpful in estimating your materials.

2 For a detailed grid for speaking and writing you can refer to the following document: www.coe.int/T/DG4/Portfolio/documents/ALTE_CEFR_Speaking_Grid_INput51.pdf.

pdf description form

This form helps you describe your class activities and estimate the required level of language proficiency. The form is rather extensive but you do not necessarily have to fill in everything, just the parts that are relevant to you.

To create a database we advise you to download and use the Access file.

Access description form

To create a database we advise you to download and use the Access file.

Similarly to the pdf description form, the Access file has several parts to be filled in, guiding you through your description and estimation of your task(s). For example, it is possible to search for a task related to a specific theme or age-group, or for a task tackling specific competencies. It also provides an overview of all the tasks you have created so far.

Samples (reading and listening)

The samples provided on the website illustrate how the CEF-ESTIM Grid may be used.

All of the samples come from real classroom contexts.

They do not claim to be exemplary in all respects.

Glossary

The bilingual glossary helps you understand the basic terms used in the project.

Useful links

Council of Europe Language Policy Division

www.coe.int/lang

A platform of resources and references for plurilingual and intercultural education

www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp?

Recommendations and guidelines for language policy and tools for implementation in order to enhance shared understanding about what language proficiency is and how it can be described

www.coe.int/t/dg4/linguistic/langeduc/BoxC3-Foreign_en.asp

European Language Portfolio web page with models in various languages

www.coe.int/portfolio

Related ECML projects

www.ecml.at/Activities/Currentprogramme/tabid/154/language/en-GB/Default.aspx

“Piloting and implementing the European Portfolio for Student Teachers of Languages” (EPOSTL 2)

<http://epostl2.ecml.at>

Co-ordinator: David Newby, Karl-Franzens Universität Graz, Austria

**Common European Framework of Reference for Languages – Level estimation grid for teachers (CEF-ESTIM)**

<http://cefestim.ecml.at>

Encouraging the culture of evaluation among professionals (ECEP)

<http://ecep.ecml.at>

Co-ordinators: Marie Berchoud, Université de Bourgogne, France (2008-09); Enrica Piccardo, Université Joseph Fourier – Grenoble 1, France (2010-11)

Assessment of young learner literacy linked to the Common European Framework of Reference for Languages (AYLLIT)

<http://ayllit.ecml.at>

Co-ordinator: Angela Hasselgreen, Bergen University College, Norway

Guidelines for university language testing (GULT)

<http://gult.ecml.at>

Co-ordinator: Johann Fischer, Universität Göttingen, Germany

QualiTraining at Grass-roots Level (QUALITRAINING 2)

<http://qualitraining2.ecml.at>

Co-ordinator: Laura Muresan, Academy of Economic Studies/QUEST, Romania

Training in relating language examinations to the Common European Framework of Reference for Languages (RELEX)

<http://relex.ecml.at>

Co-ordinator: José Noijons, CITO (Dutch Institute for Educational Measurement), Netherlands

DIALANG

An extensive project site providing language tasks and self-assessment tools with feedback to the users in 14 languages.

<http://www.lancs.ac.uk/researchenterprise/dialang/about>

CEF Dutch Grid project

An online tool for analysing receptive language tasks along a wide range of parameters

www.lancs.ac.uk/fss/projects/grid/

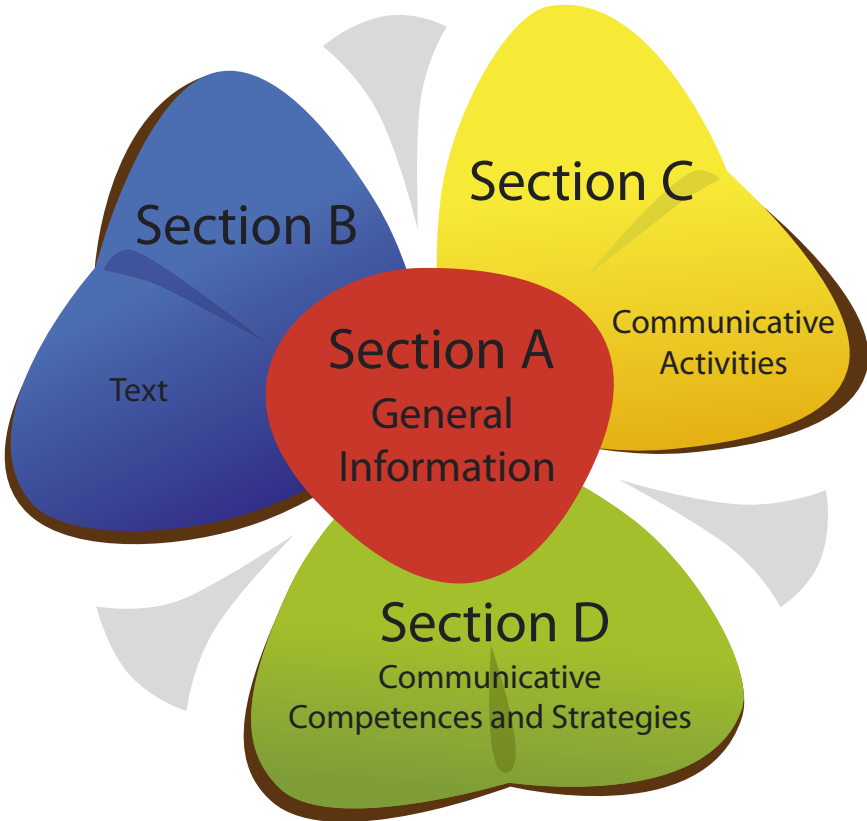
CEFTTrain project

An online training package for teachers, students and others interested in applying the CEFR level system on language samples (listening, speaking, reading, writing)

<http://www.helsinki.fi/project/ceftrain/index.html>

Bibliography

- Alderson, C., Figueras, N., Kuijper, H., Nolte, G., Takala, S., Tardieu, C. (2006) "Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference: The experience of the Dutch CEFR Construct Project". In *Language assessment Quarterly*, Vol. 3, 1/2006, p.3-30.
- ALTE (Association of language testers in Europe) (1998). *Multilingual glossary of language testing terms in Studies in Language Testing 6*. Cambridge: Cambridge University Press.
- Bachman, L.F. (1990) *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press. http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp
- De Péretti, A., Boniface, J., Legrand, J.A. (1998) *Encyclopédie de l'évaluation en formation et en éducation, Guide pratique*. Paris: ESF Editeur.
- Dutch CEFR Grid (2005-6): www.ling.lancs.ac.uk/cefgrid
- EBAFLS (2006-7) *Building a European Bank of Anchor Items for Language Skills* : http://www.cito.com/research_and_development/participation_international_research/ebafls.aspx
- Ellis, R. (2003) *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Goullier, F. (2005) *Les outils du conseil de l'Europe en classe de langue. Cadre européen commun et portfolios*. Paris: Didier.
- Pica, R., Kanagy, R., Falodun, J. (1993) "Choosing and using communication tasks for second language research and instruction", in S. Gass and G. Crookes (eds.), *Task-based Learning in a Second Language*. Clevedon: Multilingual Matters.
- Portine, H. (2008) «Activités langagières, énonciation et cognition, La centration sur les apprentissages». *Cahiers de l'ACEDLE*, vol. 5, p. 233-254. Mise en ligne le 15 décembre 2008: <http://acedle.org/spip.php?article1023>
- Prabhu, N.S. (1987) *Second Language Pedagogy*. Oxford : Oxford University Press.
- Van Avermaet, P. & Gysen, S. (2006) In K. Van den Branden, K. (Ed.) *Task-Based Language Education. From theory to practice*. Cambridge: CUP, 17-46.
- Van den Branden, K. (2006). Introduction: Task-based language teaching in a nutshell. In K. Van den Branden, K. (Ed.) *Task-Based Language Education. From theory to practice*. (pp. 1-16). Cambridge: CUP.
- Widdowson, H.G. (1978) *Une approche communicative de l'enseignement des langues. Coll. Langues et apprentissage des langues*. Paris: Crefid, Hatier/Didier 1991, Oxford: Oxford University Press.
- (2002) *Aspects of Language Teaching*. Oxford: Oxford University Press (1st pub.1990).
- Wilkins, D. (1977) *Notional Syllabuses: A Taxonomy and Its Relevance to Foreign Language Curriculum Development (Paperback)*. Oxford: Oxford University Press.
- Willis, J. (1996) *A Framework for Task-Based Learning*. Essex: Longman.





CEF-ESTIM DESCRIPTION FORM

This form is intended to help you describe your class activities and estimate the required level of language proficiency. Although the form is rather extensive you do not necessarily have to fill in everything, just the parts which are relevant to you.

We advise you to fill in first [Section A](#): General information. Then fill in other sections according to your needs ([Section B](#): Text; [Section C](#): Communicative language activities; [Section D](#): Communicative language competences and strategies).

If you want to create a database we advise you to download and use the Access file which is available from the following address: <http://cefestim.ecml.at/Resources/tabid/1147/language/en-GB/Default.aspx>.



SECTION A: General information

In this section, you will record useful information about your class preparation. This will also help you to share this information with others.

1. File No.

Title

Author

Date of creation

2. Target language(s)

3. What is the topic of the [task](#) (see CEFR 4.2, p. 52)? Tick more than one if necessary.

- Personal identification
- House and home, environment
- Daily life
- Free time, entertainment
- Travel
- Relations with other people
- Health and body care
- Education
- Shopping
- Food and drink
- Services
- Places
- Language
- Weather
- Other:

4. Precise source and copyright of the documents used:



5. Who are the intended pupils/students?

Grade

Age-group

Type of school

Other relevant information

6. What is the link with the curriculum?

7. What are the overall aims of the [task](#) (real life-like and/or pedagogical)?

8. What are the types of response? Please select!

9. What are the modes of work? Tick more than one if necessary.

- Individual
- Pair work
- Group work
- Whole class
- Other:

10. What is the estimated time?

Hrs

Mins

11. What is the estimated number of class sessions?



SECTION B: Text level estimate

In this section you will record useful information about the text dimensions in relation to the CEFR.

1. What is the topic (CEFR, 4.2 p. 52)? Tick more than one if necessary.

<input type="checkbox"/>	Personal identification
	House and home environment
<input type="checkbox"/>	Daily life
	Free time, entertainment
<input type="checkbox"/>	Travel
	Relations with other people
<input type="checkbox"/>	Health and body care
	Education
<input type="checkbox"/>	Shopping
	Food and drink
<input type="checkbox"/>	Services
	Places
<input type="checkbox"/>	Language
	Weather
<input type="checkbox"/>	Other:

2. What is the domain? Tick more than one if necessary.

<input type="checkbox"/>	Personal
	Public
<input type="checkbox"/>	Professional
	Educational

3. What is the main discourse type? Please select only one box.

DISCOURSE TYPES		Examples
Mainly descriptive	impressionistic descriptions	sports commentaries, physical appearance, layout of room, house, landscape, places
	technical descriptions	presentation of a product
Mainly narrative	stories, jokes, anecdotes	news reports, features, documentaries
	reports	



Mainly expository	definitions	brief definitions
	explanations	broader accounts of (especially) abstract phenomena, e.g. lectures, talks
	outlines	programme listings on the radio, timetables
	summaries	an oral account of the plot of a book, summarising minutes of a meeting
	interpretations	a book, an article, etc.
Mainly instructive	instructions	e.g. announcements, ads, propaganda, routines, commands
Mainly argumentative	comments, pros and cons of an issue, opinions	by any individual in any situation
	formal argumentation	e.g. formal debate

4. What is the text source? Please select only one box.

Text source for listening (CEFR, Appendix C: The DIALANG scales, pp. 233-234, 237 and 242-243)

TEXT SOURCE	Probable level band of a learner to cope with the text
Debates and discussions (both live and in the media); public speeches, lectures, presentations, sermons, rituals (ceremonies, formal religious services)	C1/C2
Entertainment (drama, shows, reading, songs), interviews (both live and broadcast)	B2-C2
Radio phone-in; sports commentaries (football, cricket, boxing, horse racing, etc.); telephone conversations	B1/B2
Public announcements; interpersonal dialogues and conversation	A2-C2
News broadcasts; publicity texts (e.g. radio, TV, supermarket); recorded tourist information; telephone information; traffic information; weather forecasts	A2/B1
Routine commands (instructions/directions by police, customs officials, airline personnel, etc.)	A1



Text source for reading (CEFR, Appendix C: The DIALANG scales, pp. 231, 235 and 238-239)

TEXT SOURCE	Probable level band of a learner to cope with the text
Abstracts, contracts, instructional manuals, reference books, regulations, sacred texts, sermons, hymns	C1/C2
Business letters, dictionaries, guarantees, instructional material, job descriptions, journal articles, magazines, newspapers, novels, reports, memoranda	B1/B2
Advertising material, brochures, junk mail, personal letters, recipes, teletext, textbooks and readers, video text, visiting cards	A2/B1
Announcements and notices, blackboard text, computer screen text, exercise material, labelling and packaging, leaflets, graffiti, life safety notices, menus, programmes, sign posting, tickets, timetables	A1/A2

5. What is the nature of the content?³

6. How long is the text?

7. The vocabulary is ...

8. The grammatical structures ...

9. The text speed is (for listening only) ...



10. How many participants are there? (for listening only).

11. How is it articulated? (For listening only)

12. What is the accent like? (For listening only)

Estimated Level of learner to cope with text

A1	0-12
A1/ 2	13-16
A2	17-24
A2/B1	25-32
B1	33-40
B1/B2	41-48
B2	49-56
B2/C1	57-64
C1	65-72
C1/C2	73-80

In order to calculate the level automatically, please answer all questions in section B!



SECTION C: Communicative language activities level estimate (reception, production, interaction, mediation, aesthetic/ludic, non-verbal)

In this section, you will record useful information about the communicative language activities: reception (listening, audiovisual, reading), production (spoken and written), interaction (spoken and written) and mediation (translation, interpretation, summarising, paraphrasing).
When relevant, see descriptors below and give your estimation.

1. Are there any reception activities involved	Yes	No
1-1 <u>Are there any listening activities?</u> If yes, please estimate at what level:	Yes	No
1-2 <u>Is there any audiovisual reception involved?</u> If yes, please estimate at what level:	Yes	No
1-3 <u>Are there any reading activities involved?</u> If yes, please estimate at what level:	Yes	No
2. Are there any production activities involved?	Yes	No
2-1 <u>Are there any oral production activities (monologues)?</u> If yes, please estimate at what level:	Yes	No
2-2 <u>Are there any written production activities (creative writing, reports, essays)?</u> If yes, please estimate at what level:	Yes	No

**3. Are there any interaction activities involved?**

Yes

No

3-1 Is there any spoken interaction required?

Yes

No

If yes, please estimate at what level:

3-1-1 Turn-taking

Yes

No

If yes, please estimate at what level:

3-1-1 Co-operating

Yes

No

If yes, please estimate at what level:

3-1-3 Asking for clarification

Yes

No

If yes, please estimate at what level:

3-2 Is there any written interaction required?

Yes

No

If yes, please estimate at what level:

4. Are there any mediation activities involved?

Yes

No

Translation

Yes

No

Interpretation

Yes

No

Summarising gist and paraphrasing

Yes

No

5. Are there any specific aesthetic, ludic, uses of language involved?

Yes

No

If yes, what are they?

6. Are there any specific non-verbal uses of language involved?

Yes

No

If yes, what are they?



Estimated Level of learner to cope with the communicative language activities

A1	1-10
A1/A2	11-20
A2	21-30
A2/B1	31-40
B1	41-50
B1/B2	51-60
B2	61-70
B2/C1	71-80
C1	81-90
C1/C2	91-100
C2	101-110

In order to calculate the level automatically, please answer all questions in section D!



SECTION D: Communicative language competences and strategies (linguistic, sociolinguistic, pragmatic, strategy)

In this section, you will record useful information about the communicative language competences (linguistic, sociolinguistic and pragmatic) and strategies in reception (identifying cues and inferring) and in production (planning, execution, evaluation and repair).

Answer the questionnaire and see descriptors, where relevant.

1. Linguistic competence

1-1 What level of linguistic range is required?

1-1-1 [General linguistic range](#)

1-1-2 [Vocabulary range](#)

1-2 What level of control is required?

1-2-1 [Grammatical accuracy](#)

1-2-2 [Vocabulary control](#)

1-2-3 [Phonological control](#)

2. What level of [sociolinguistic competence](#) is required?

3. What level of pragmatic competence (discourse and functional) is required?

3-1 [Flexibility](#)

3-2 [Taking the floor \(Turn-taking\)](#)

3-3 [Thematic development](#)

3-4 [Coherence and cohesion](#)

3-5 What level of [propositional precision](#) is required?

3-6 What level of [spoken fluency](#) is required?



4. What level of communication strategy is required?

Estimated Level of learner to cope with the communication competences and strategies involved

A1	1-13
A1/A2	14-26
A2	27-39
A2/B1	40-52
B1	53-65
B1/B2	66-78
B2	79-91
B2/C1	92-104
C1	105-117
C1/C2	118-130
C2	131-143

In order to calculate the level automatically, please answer all questions in section D!



Overall estimate

Estimated level of learner to cope
with text

In order to calculate the level automatically, please answer all questions in all sections!

Further remarks



GLOSSARY

ACTIVITY: a set of actions. Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task. (CEFR p. 10)

AESTHETIC, LUDIC USE OF LANGUAGE, CEFR 4.3.4.p. 55-56

4.3.4 *Ludic uses of language*

The use of language for playful purposes often plays an important part in language learning and development, but is not confined to the educational domain. Examples of ludic activities include:

Social language games:

- oral (story with mistakes; how, when, where, etc.);
- written (consequences, hangman, etc.);
- audio-visual (picture lotto, snap, etc.);
- board and card games (Scrabble, Lexicon, Diplomacy, etc.);
- charades, miming, etc.

Individual activities:

- puzzles (crossword, rebus, anagram, etc.);
- media games (TV and radio: „Countdown (words and numbers game)“, Catchword, etc.).

Verbal joking (punning, etc.) e.g. in:

- advertisements e.g. (for a car) 'Make your money go a long way';
- newspaper headlines e.g. 'Feminism or bust!';
- graffiti e.g. 'Grammar rules – O.K.?'

4.3.5 *Aesthetic uses of language*

Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:

- singing (nursery rhymes, folk songs, pop songs, etc.)
- retelling and rewriting stories, etc.
- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.) including audio-visual texts, cartoons, picture stories, etc.
- performing scripted or unscripted plays, etc.
- the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc.

This summary treatment of what has traditionally been a major, often dominant, aspect of modern language studies in upper secondary and higher education may appear dismissive.

It is not intended to be so. National and regional literatures make a major contribution to the European cultural heritage, which the Council of Europe sees as 'a valuable common resource to be protected and developed'. Literary studies serve many more educational purposes – intellectual, moral and emotional, linguistic and cultural – than the purely aesthetic. It is to be hoped that teachers of literature at all levels may find many sections of the CEFR relevant to their concerns and useful in making their aims and methods more transparent.

CEF-ESTIM grid: The CEF-ESTIM Grid aims to help teachers link their class activities to the Common European Framework of Reference for Languages (CEFR) levels.

CEFR: Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Council of Europe, Cambridge University Press, 2001.
http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

COMPETENCES: the sum of knowledge, skills and characteristics that allow a person to perform actions (CEFR, 2.1, p. 9).

COMMUNICATIVE LANGUAGE COMPETENCES: which empower a person to act using specifically linguistic means (CEFR, 2.1, p. 9).

DUTCH CEFR grid: on-line tool developed for foreign language testers and exam makers to estimate the level of a task (level of text + level of items) in listening and reading comprehension, according to the parameters of the CEFR.
<http://www.lanacs.ac.uk/fss/projects/grid/>

FAMILIARISATION: process of making sure that the teachers involved in the estimation procedure are thoroughly acquainted with the parameters of the CEFR used in the Dutch CEFR grid and adapted to the CEF-ESTIM grid.

LINGUISTIC COMPETENCE: lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability). Knowledge may be conscious and readily expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organisation and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organisation of vocabulary and the storing of expressions, etc. depend, amongst other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred (CEFR, 2.1.2., p. 13).

LISTENING COMPREHENSION ACTIVITY: reception language activity in relation to an oral text and a task.

MEDIATION ACTIVITIES: 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. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies (CEFR 2.1.3., p. 14).


MENTAL OPERATIONS FOR LISTENING: (CEFR. 4.4.2.1. p. 66-68)

MENTAL OPERATION REQUIRED FOR LISTENING	Probably the learner is in the level band
No difficulty in understanding	C2
Can follow with relative ease / Can easily follow Can extract specific information Can identify finer points of detail including implicit attitudes and relationships between speakers Can understand enough to follow	C1-C2
Can with some effort catch much of what is said around him/her Can follow the essentials Can understand the main points and ideas Can identify both general messages and specific details	B1-B2
Can understand the information content Can generally follow the main points Can follow in outline	B1
Can catch the main point Can generally identify the topic of discussion Can understand phrases and expressions Can understand and extract the essential information Can understand enough to be able to meet needs of a concrete type.	A2

MENTAL OPERATIONS FOR READING: Mental operations required for reading as represented by the set of illustrative descriptors (CEFR 4.4.2.2., p. 69-71)

MENTAL OPERATION REQUIRED FOR READING	Probably the text is in the level band
Can understand and interpret critically. Can appreciate subtle distinctions of style and implicit as well as explicit meaning.	C2
Can identify finer points of detail including attitudes and implied as well as stated opinions.	C1-C2
Can understand in detail – provided he/she can reread difficult sections, or can use a dictionary occasionally to confirm his/her interpretation of terminology. Can read with a large degree of independence, adapting style and speed of reading, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. Can readily grasp the essential meaning. Can scan quickly. Can quickly identify the content and relevance, deciding whether closer study is worthwhile.	B2-C1

<p>Can read with a satisfactory level of comprehension. Can understand well enough to correspond regularly with a penfriend. Can recognise the line of argument though not necessarily in detail. Can recognise significant points. Can identify the main conclusions. Can scan in order to locate desired information and gather information in order to fulfil a specific task.</p>	B1
<p>Can find / identify specific, predictable information. Can locate specific information</p>	A2-B1
<p>Can get an idea of the content - especially if there is visual support Can understand a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p>	A1

NON-VERBAL COMMUNICATION ACTIVITY: CEFR 4.4.5. p. 88-90

4.4.5 Non-verbal communication

4.4.5.1 **Practical actions** accompanying language activities (normally face-to-face oral activities) include:

- *pointing*, e.g. by finger, hand, glance, nod. These actions are used with deictics for the identification of objects, persons, etc., such as, 'Can I have that one? No, not that one, that one';
- *demonstration*, accompanying deictics and simple present verbs and proverbs, such as, 'I take this and fix it here, like this. Now you do the same!';
- *clearly observable actions*, which can be assumed as known in narrative, comment, orders, etc., such as, 'Don't do that!', 'Well done there!', 'Oh no, he's dropped it!'. In all these cases, the utterance is uninterpretable unless the action is perceived.

4.4.5.2 Paralinguistics includes:

body language. Paralinguistic body language differs from practical actions accompanied by language in that it carries conventionalised meanings, which may well differ from one culture to another. For example, the following are used in many European countries:

- gesture (e.g. shaken fist for 'protest');
- facial expression (e.g. smile or scowl);
- posture (e.g. slump for 'despair' or sitting forward for 'keen interest');
- eye contact (e.g. a conspiratorial wink or a disbelieving stare);
- body contact (e.g. kiss or handshake);
- proxemics (e.g. standing close or aloof).

use of extra-linguistic speech-sounds. Such sounds (or syllables) are paralinguistic in that they carry conventionalised meanings but lie outside the regular phonological system of a language, for example, (in English):

- 'sh' requesting silence
- 's-s-s' expressing public disapproval
- 'ugh' expressing disgust
- 'humph' expressing disgruntlement
- 'tut, tut' expressing polite disapproval

prosodic qualities. The use of these qualities is paralinguistic if they carry conventionalised meanings (e.g. related to attitudes and states of mind), but fall outside the regular phonological



system in which prosodic features of length, tone, stress may play a part, for example:

- voice quality (gruff, breathy, piercing, etc.)
- pitch (growling, whining, screaming, etc.)
- loudness (whispering, murmuring, shouting, etc.)
- length (e.g. ve-e-e-ery good!)

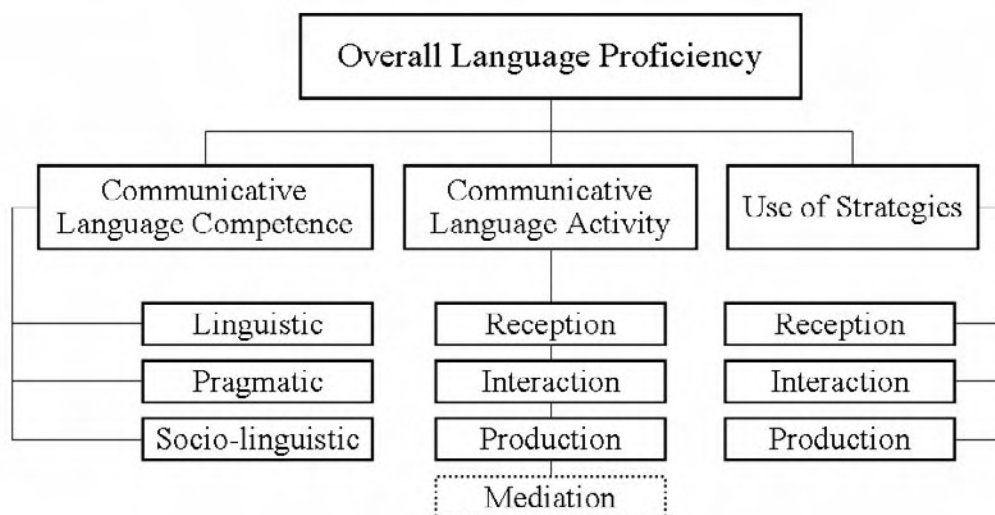
Many paralinguistic effects are produced by combinations of pitch, length, loudness and voice quality.

4.4.5.3 Paratextual features: a similarly 'paralinguistic' role is played in relation to written texts by such devices as:

- illustrations (photographs, drawings, etc.)
- charts, tables, diagrams, figures, etc.
- typographic features (fonts, pitch, spacing, underlining, layout, etc.)

PRAGMATIC COMPETENCE: the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed (CEFR, 2.1.2, p.13).

OVERALL LANGUAGE PROFICIENCY



READING COMPREHENSION ACTIVITY: reception language activity in relation to a written text and a task.

SOCIOLINGUISTIC COMPETENCE: the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence (CEFR, 2.1.2, p. 13).

STRATEGY: any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted (CEFR, 2.1, p. 10).

STRATEGIES: a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose. (...) The use of communicative strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity : Reception, Interaction, Production and Mediation. (...) The adoption of a particular line of action in order to maximise effectiveness (CEFR p. 57)

TASK: any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved (CEFR 2.1., p.10).

Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome. Tasks can be extremely varied in nature, and may involve language activities to a greater or lesser extent, for example: creative (painting, story writing), skills based (repairing or assembling something), problem solving (jigsaw, crossword), routine transactions, interpreting a role in a play, taking part in a discussion, giving a presentation, planning a course of action, reading and replying to (an e-mail) message, etc. A task may be quite simple or extremely complex (e.g. studying a number of related diagrams and instructions and assembling an unfamiliar and intricate apparatus). A particular task may involve a greater or lesser number of steps or embedded sub-tasks and consequently the boundaries of any one task may be difficult to define. [...]

These 'real-life', 'target' or 'rehearsal' tasks are chosen on the basis of learners' needs outside the classroom, whether in the personal and public domains, or related to more specific occupational or educational needs.

Other kinds of classroom tasks are specifically 'pedagogic' in nature and have their basis in the social and interactive nature and immediacy of the classroom situation where learners engage in a 'willing suspension of disbelief' and accept the use of the target language rather than the easier and more natural mother tongue to carry out meaning-focused tasks (CEFR 7.1, p. 157).

« A task is a workplan

A task involves a primary focus on meaning

A task involves real-world processes of language use

A task can involve any of the four language skills

A task engages cognitive processes

A task has a clearly defined communicative outcome.”

(Ellis, R., *Task-based Language Learning and Teaching*, Oxford: Oxford University Press, 2003 : 9)

Types of tasks: “Prabhu (1987) distinguishes three general types of tasks based on the kind of cognitive activity involved:

- Information gap activity
- Reasoning-gap activity
- Opinion-gap activity” (Ellis, op.cit. 213)

According to Prabhu, to be successful, tasks need to investigate 'negotiation', that is 'moving



up and down a given line of thought and logic'(quoted by Ellis, op.cit., 213-214).
"Prabhu's classification of tasks is based on the premise that using language for reasoning fosters acquisition" (Ellis, op.cit., 214).

Pica, Kanagy and Falodun (1993) operate a psycholinguistic classification based on "interactional categories that have been shown to affect the opportunities learners have to comprehend input, obtain feedback, and to modify their own output. The categories are:

- Interactant relationship: this concerns who holds the information to be exchanged and who requests it and supplies it in order to achieve the task goals. [...]
- Interaction requirement: this concerns whether the task requires participants to request and supply information or whether this is optional. [...]
- Goal orientation: this concerns whether the task requires the participants to agree on a single outcome or allows them to disagree. [...]
- Outcome options: this refers to the scope of the task outcomes available to the participants in meeting the task goals [...]" (Ellis, op.cit., 215).

TEXT: any sequence or discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as support or as a goal, as product or process (CEFR p. 10)

TRAINING: process of applying the CEF-ESTIM grid to teaching and assessing material.

TRAINING KIT: CEF-ESTIM Grid training kit composed of The CEF-ESTIM grid, samples of oral and written texts, listening and reading comprehension activities, examples of completed grid, guidelines for ease of use ...

CEFR descriptors

CEFR descriptors for section C

Descriptor 1.1 (CEFR.4.4.2.1. p. 66-68)

MENTAL OPERATION REQUIRED FOR LISTENING	Probably the learner is in the level band
No difficulty in understanding	C2
Can follow with relative ease / Can easily follow Can extract specific information Can identify finer points of detail including implicit attitudes and relationships between speakers Can understand enough to follow	C1-C2
Can with some effort catch much of what is said around him/her Can follow the essentials Can understand the main points and ideas Can identify both general messages and specific details	B1-B2
Can understand the information content Can generally follow the main points Can follow in outline	B1
Can catch the main point Can generally identify the topic of discussion Can understand phrases and expressions Can understand and extract the essential information Can understand enough to be able to meet needs of a concrete type.	A2

Descriptor 1.2 (CEFR 4.4.2.3 p. 71)

In audio-visual reception the user simultaneously receives an auditory and a visual input. Such activities include:

- following a text as it is read aloud;
- watching TV, video, or a film with subtitles;
- using new technologies (multi-media, CD-Rom, etc.).

WATCHING TV AND FILM	Probably the learner is in the level band
As C1	C2
Can follow films employing a considerable degree of slang and idiomatic usage.	C1



Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. 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.	B2
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.	B1
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow changes of topic of factual TV news items, and form an idea of the main content.	A2
No descriptor available	A1

Descriptor 1.3 (CEFR p. 69-71)

MENTAL OPERATIONS REQUIRED FOR READING AS REPRESENTED BY THE SET OF ILLUSTRATIVE DESCRIPTORS	Probably the text is in the level band
Can understand and interpret critically. Can appreciate subtle distinctions of style and implicit as well as explicit meaning.	C2
Can identify finer points of detail including attitudes and implied as well as stated opinions.	C1-C2
Can understand in detail - provided he/she can reread difficult sections, or can use a dictionary occasionally to confirm his/her interpretation of terminology. Can read with a large degree of independence, adapting style and speed of reading, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. Can readily grasp the essential meaning. Can scan quickly. Can quickly identify the content and relevance, deciding whether closer study is worthwhile.	B2-C1
Can read with a satisfactory level of comprehension. Can understand well enough to correspond regularly with a pen friend. Can recognise the line of argument though not necessarily in detail. Can recognise significant points. Can identify the main conclusions. Can scan in order to locate desired information and gather information in order to fulfil a specific task.	B1
Can find / identify specific, predictable information. Can locate specific information	A2-B1
Can get an idea of the content - especially if there is visual support Can understand a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	A1

Descriptor 2.1 (CEFR 4.4.1. p. 58)

OVERALL ORAL PRODUCTION	Level
Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.	C2
Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion	C1
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	B2
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

Descriptor 2.2 (CEFR 4.4.1.2. p. 61)

OVERALL WRITTEN PRODUCTION	Level
Can write clear, smoothly flowing, complex text in an appropriate and effective style and a logical structure which helps the reader to find significant points.	C2
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.	C1
Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	B2
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.	B1
Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	A2
Can write simple isolated phrases and sentences.	A1


Descriptor 3.1 (CEFR 4.4.3.1. p. 74)

OVERALL SPOKEN INTERACTION	Level
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.	C2
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.	C1
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 native speakers 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.	B2
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).	B1
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.	A2
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.	A1

Descriptor 3.1.1 (CEFR 4.4.3.5 p. 86)

TAKING THE FLOOR (TURNTAKING)	Level
As C1	C2
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. Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking.	C1
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. Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	B2
Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. Can use simple techniques to start, maintain, or end a short conversation.	B1
Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.	A2
No descriptor available	A1

Descriptor 3.1.2 (CEFR 4.4.3.5 p. 86)

CO-OPERATING	Level
As C1	C2
Can relate own contribution skilfully to those of other speakers.	C1
Can give feedback on and follow up statements and inferences and so help the development of the discussion.	B2
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. 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. 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.	B1
Can indicate when he/she is following.	A2
No descriptor available	A1


Descriptor 3.1.3 (CEFR 4.4.3.5 p. 87)

ASKING FOR CLARIFICATION	Level
As B2	C2
As B2	C1
Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	B2
Can ask someone to clarify or elaborate what they have just said	B1
Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.	A2
Can say he/she didn't follow	
No descriptor available	A1

Descriptor 3.2 (CEFR 4.4.3.4 p. 83)

OVERALL WRITTEN INTERACTION	Level
No descriptor available	C2
Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	C1
Can express news and views effectively in writing, and relate to those of others.	B2
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	B1
Can write short, simple formulaic notes relating to matters in areas of immediate need.	A2
Can ask for or pass on personal details in written form.	A1

CEFR Descriptors for section D

Descriptor 1-1-1 (CEFR 5.2.1. p. 110)

GENERAL LINGUISTIC RANGE	Level
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.	C2
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.	C1
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. 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.	B2
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.	B1
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.	A2
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



Descriptor 1-1-2 (CEFR 5.2.1.1. p. 112)

VOCABULARY RANGE	Level
Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	C2
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. Good command of idiomatic expressions and colloquialisms.	C1
Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	B2
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	B1
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs.	A2
Has a sufficient vocabulary for coping with simple survival needs.	A1

Descriptor 1-2-1 (CEFR 5.2.1.2. p. 114)

GRAMMATICAL ACCURACY	Level
Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	C2
Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	C1
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.	B2
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.	B1
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.	A2
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	A1

Descriptor 1-2-2 (CEFR 5.2.1.1. p. 112)

VOCABULARY CONTROL	
Consistently correct and appropriate use of vocabulary.	C2
Occasional minor slips, but no significant vocabulary errors.	C1
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	B2
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	B1
Can control a narrow repertoire dealing with concrete everyday needs.	A2
No descriptor available	A1

Descriptor 1-2-3 (CEFR 5.2.1.4. p. 117)

PHONOLOGICAL CONTROL	
As C1	C2
Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	C1
Has a clear, natural, pronunciation and intonation.	B2
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B1
Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	A2
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	A1

Descriptor 1-2-4 (CEFR 5.2.1.6. p. 118)

ORTHOGRAPHIC CONTROL	
Writing is orthographically free of error.	C2
Layout, paragraphing and punctuation are consistent and helpful.	C1
Spelling is accurate, apart from occasional slips of the pen.	B2
Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	B1
Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	A2
Can produce continuous writing, which is generally intelligible throughout.	A1


Descriptor 2 (CEFR 5.2.2 p. 122)

SOCIOLINGUISTIC APPROPRIATENESS	Level
Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning	C2
Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly	C1
Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences. 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.	B2
Can follow films employing a considerable degree of slang and idiomatic usage.	B1
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	A2
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.	A1

Descriptor 3-1 (CEFR 5.2.3.1 p. 124)

FLEXIBILITY	Level
Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.	C2
No descriptor available	C1
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.	B2
Can vary formulation of what he/she wants to say. Can adapt his expression to deal with less routine, even difficult, situations.	B1
Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	A2
Can expand learned phrases through simple recombination of their elements.	A1

Descriptor 3-2 (CEFR 5.2.3.1. p. 124)

TAKING THE FLOOR (TURN TAKING)	Level
As C1	C2
Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	C1
Can intervene appropriately in discussion, exploiting appropriate language to do so.	B2
Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	B1
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. Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	A2
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	A1

Descriptor 3-3 (CEFR 5.2.3.1. p. 125)

THEMATIC DEVELOPMENT	Level
As C1	C2
Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	C1
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	B2
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	B1
Can tell a story or describe something in a simple list of points.	A2
No descriptor available	A1


Descriptor 3-4 (CEFR 5.2.3.1. p. 125)

COHERENCE AND COHESION	Level
Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	C2
Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	C1
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.	B2
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	B1
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“.	A2
Can link words or groups of words with very basic linear connectors like ‚and‘ or ‚then‘.	A1

Descriptor 3-5 (CEFR 5.2.3.2. p. 129)

PROPOSITIONAL PRECISION	Level
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).	C2
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.	B2
Can pass on detailed information reliably Can explain the main points in an idea or problem with reasonable precision.	B1
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	A2
Can express the main point he/she wants to make comprehensibly.	A1

Descriptor 3-6 (CEFR 5.2.3.2. p. 129)

SPOKEN FLUENCY	Level
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.	C2
Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	C1
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.	B2
Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. 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.	B1
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 make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	A2
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	A1

**Descriptor 4** (CEFR 4.4.2.4. p. 72)

IDENTIFYING CUES & INFERRING (SPOKEN & WRITTEN RECEPTION)	Level
As C1	C2
Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	C1
Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	B2
Can identify unfamiliar words from the context on topics related to his/her field and interests.	B1
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	A2
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.	A1



[CEF-ESTIM]



The European Centre for Modern Languages (ECML) Promoting excellence in language education

Established in 1995 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility.

The ECML, guided by its 34 member states⁴, is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

The present publications series represents the results of international projects organised within the Centre's Empowering language professionals programme (2008-2011). Through this programme the ECML has sought to increase awareness of and confidence in the capacities of professionals in language education and to enable members of the profession to be more actively involved in defining and delivering higher standards of language education.

The publications within the present series illustrate the dedication of the coordinating teams and of all those who participated within the projects and their commitment to furthering innovation and good practice in language education.

For information on the European Centre for Modern Languages and its publications visit the ECML website: <http://www.ecml.at>

The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the second world war, the Council of Europe has symbolised reconciliation.

4 Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", United Kingdom.

[CEF-
ESTIM]

