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	PROSIGN
C2	Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. 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	Can keep up with an animated conversation between speakers of the target language. 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. 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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.
A2	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 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	*No descriptors available*

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 man points etc.

LISTENING AS A MEMBER OF A LIVE AUDIENCE	PROSIGN
C2	Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology. Can make appropriate inferences when links or implications are not made explicit. Can get the point of jokes or allusions in a presentation.
C1	Can follow most lectures, discussions and debates with relative ease.
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. 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.
	Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language. Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.
B1	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 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. 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.
A2	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).
	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. 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.'
A1	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.
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		PROSIGN
C2	*No descriptors available; see C1*	
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 AUDIO MEDIA AND RECORDINGS	PRO**SIGN**
C2	*No descriptors available; see C1*
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.
	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
A1	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	Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	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. 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.
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	Can understand any correspondence given the occasional use of a dictionary. 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. Can understand slang, idiomatic expressions and jokes in private correspondence.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. Can understand what is said in a personal email or posting even where some colloquial language is used.
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. Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest.
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	*No descriptors available; see B2*
C1	*No descriptors available; see B2*
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.
B1	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.
	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.
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).
	Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.
A1	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.
	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.).
Pre-A1	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.
B1	Can understand straightforward, factual texts on subjects relating to his/her interests or studies. 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). Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects. 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. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable. 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. Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area. Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities). 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. Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 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.
Pre-A1	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

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	*No descriptors available; see C1*
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.
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. Can understand clearly written, straightforward instructions for a piece of equipment. Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
A2	Can understand regulations, for example safety, when expressed in simple language. Can understand short written instructions illustrated step by step (e.g. for installing new technology). Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving. Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.
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.
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.
A2	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	*No descriptors available*

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.

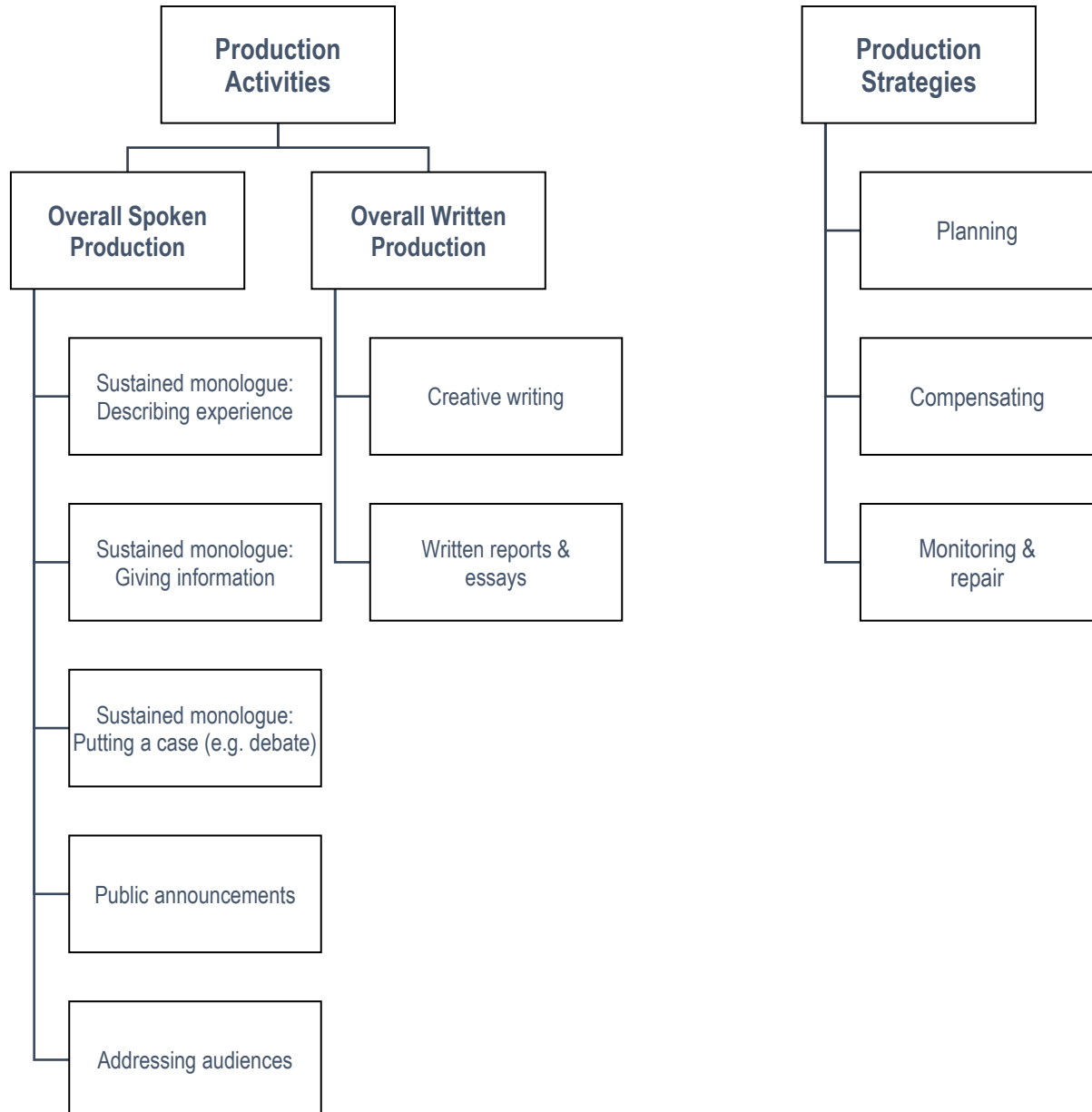| WATCHING TV, FILM AND VIDEO	PROSIGN
C2	*No descriptors available; see C1*
C1	Can follow films employing a considerable degree of slang and idiomatic usage. Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion 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.
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	*No descriptors available*

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)	PROSIGN
C2	*No descriptors available; see C1*
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).
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. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 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. Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text. 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).
A1	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.
Pre-A1	Can deduce the meaning of a word from an accompanying picture or icon.

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.

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Production                                      Production
Activities                                      Strategies
   │                                               │
   ├────────────┬────────────┐                     ├──── Planning
Overall Spoken       Overall Written              │
Production            Production                   ├──── Compensating
   │                    │                          │
   ├─ Sustained         ├─ Creative writing        └──── Monitoring &
   │  monologue:        │                                 repair
   │  Describing        ├─ Written reports &
   │  experience        │  essays
   │
   ├─ Sustained
   │  monologue:
   │  Giving information
   │
   ├─ Sustained
   │  monologue:
   │  Putting a case (e.g. debate)
   │
   ├─ Public announcements
   │
   └─ Addressing audiences
```

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	PROSIGN
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	PROSIGN
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. Can describe events, real or imagined. Can narrate a story.
A2	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. 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. 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	*No descriptors available; see C1*
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	Can explain the main points in an idea or problem with reasonable precision.
	Can describe how to do something, giving detailed instructions.
	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	*No descriptors available*

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)	PROSIGN
C2	*No descriptors available; see C1*
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	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	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. 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	PROSIGN
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		PRO**SIGN**
C2	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. Can handle difficult and even hostile questioning.
C1	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. Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments. Can handle interjections well, responding spontaneously and almost effortlessly.
B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. 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. 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. 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.
B1	Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans). 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. Can take follow up questions, but may have to ask for repetition if the speech was rapid.
A2	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. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject. 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.
A1	Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.
Pre-A1	*No descriptors available*

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.

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.

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.
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.
A2	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	*No descriptors available*

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	Can produce clear, smoothly flowing, complex reports, articles or 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.
	Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.
	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
	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.
B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
	Can write a detailed description of a complex process.
	Can evaluate different ideas or solutions to a problem.
	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.
	Can synthesise information and arguments from a number of sources.
B1	Can write short, simple essays on topics of interest.
	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.
	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.
	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
	Can present a topic in a short report or poster, using photographs and short blocks of text.
A2	Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'
	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.
A1	*No descriptors available*
Pre-A1	*No descriptors available*

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	PROSIGN
C2	*No descriptors available; see C1*
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	*No descriptors available*
Pre-A1	*No descriptors available*

Compensating

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	PROSIGN
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'. Can foreignise a mother tongue word and ask for confirmation.
A2	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.
	Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').
A1	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

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:
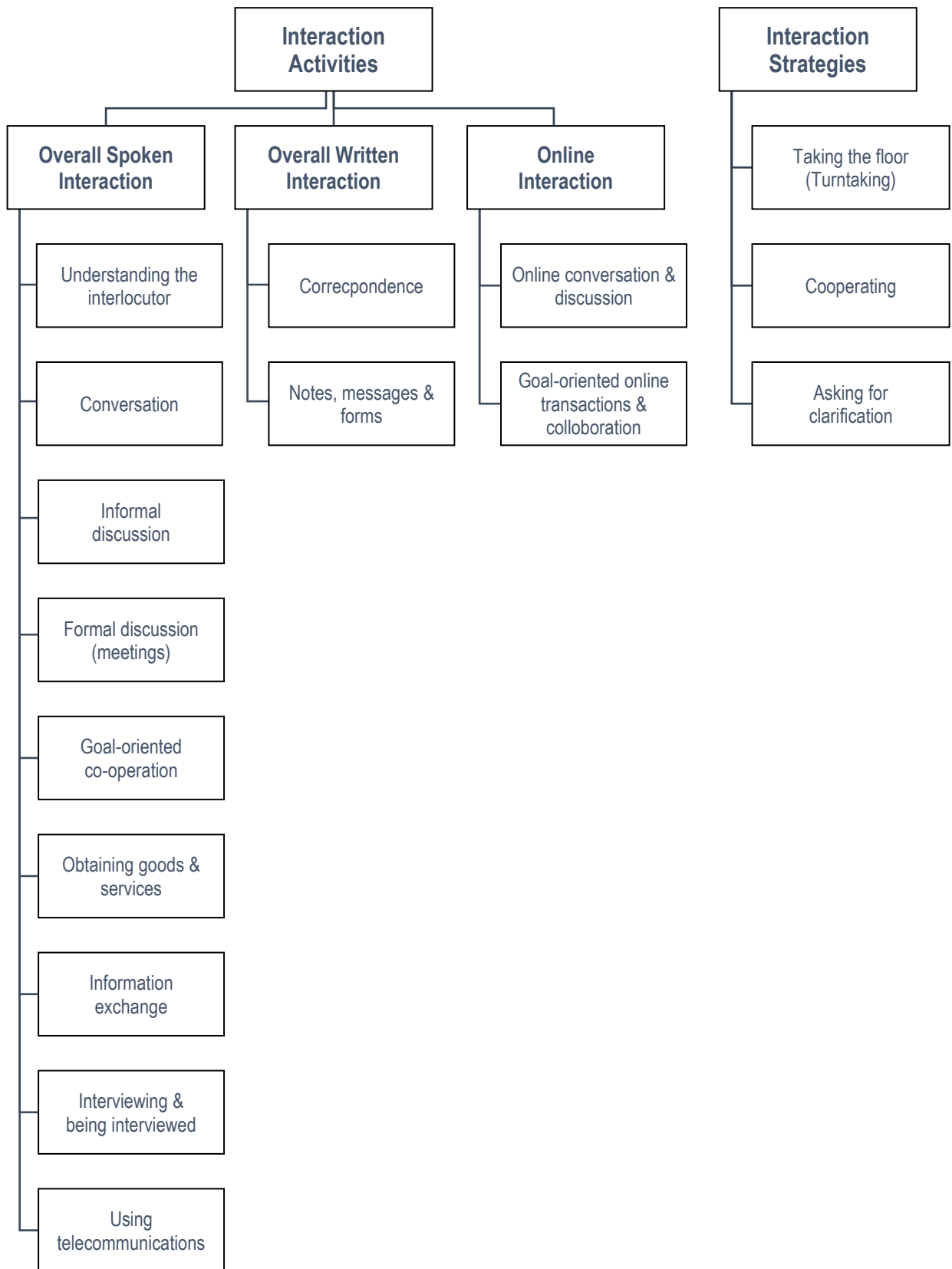
► changing tack and using a different tactic – very obviously at A levels, very smoothly at C levels;

► self-correcting slips, errors and 'favourite mistakes;

► the extent to which a communication problem must be evident before repair is undertaken.

MONITORING AND REPAIR	PROSIGN
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	*No descriptors available*
A1	*No descriptors available*
Pre-A1	*No descriptors available*

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.

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                    ┌─────────────────┐                              ┌─────────────────┐
                    │   Interaction   │                              │   Interaction   │
                    │    Activities   │                              │    Strategies   │
                    └─────────────────┘                              └─────────────────┘
```

Overall Spoken Interaction	Overall Written Interaction	Online Interaction
Understanding the interlocutor	Correcpondence	Online conversation & discussion
Conversation	Notes, messages & forms	Goal-oriented online transactions & colloboration
Informal discussion		
Formal discussion (meetings)		
Goal-oriented co-operation		
Obtaining goods & services		
Information exchange		
Interviewing & being interviewed		
Using telecommunications		

Interaction Strategies

- Taking the floor (Turntaking)
- Cooperating
- Asking for clarification

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	PRO**SIGN**
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.
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	PROSIGN
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.
Pre-A1	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	PROSIGN
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.	
	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)		PROSIGN
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.	
B1	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. 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.	
A2	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. 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.	
A1	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	
Pre-A1	*No descriptors available*	

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	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to other speakers. Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialised knowledge. Can deal with hostile questioning confidently, hold on to his/her turn to speak and diplomatically rebut counter-arguments.
C1	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence. Can make critical remarks or express disagreement diplomatically. Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.
B2	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
B1	Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate. 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. 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.
A2	Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. 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. 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.
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	*No descriptors available; see C1*
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	Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
B1	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. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others. Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. 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. Can invite others to give their views on how to proceed.
A2	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. 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.
A1	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.
Pre-A1	*No descriptors available*

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

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	PROSIGN
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.
B2	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.
B1	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.
B1	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.
B1	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.
B1	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
A2	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.
A2	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.
A2	Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.
A1	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
A1	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	*No descriptors available*
Pre-A1	*No descriptors available*

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).

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.

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	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.
B2	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. Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions. Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. 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. Can use formality and conventions appropriate to the context when writing personal and professional letters and emails. Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions. Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.
B1	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences. Can reply to an advertisement in writing and ask for further information on items which interest him/her. Can write basic formal emails/letters, for example to make a complaint and request action. Can write personal letters describing experiences, feelings and events in some detail. Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation. Can write a basic letter of application with limited supporting details.
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. Can write very simple personal letters expressing thanks and apology. 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. Can write a short, simple postcard. 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	*No descriptors available; see B2*
C1	*No descriptors available; see B2*
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. Can take messages communicating enquiries, explaining problems. 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. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.
A2	Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need. 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	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. 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	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. Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion. Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.
C1	Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions. Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary. 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. Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.
B2	Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately. 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. 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. 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.
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 referring to embedded links and media and sharing personal feelings. 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. 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.
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. 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. 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). 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.
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. 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.
Pre-A1	Can post simple online greetings, using basic formulaic expressions and emoticons. 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.

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.
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.
	Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.
A1	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)	PROSIGN
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*

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	PROSIGN

Note: This scale is developed further in the scales for *Facilitating collaborative interaction with peers* and *Collaborating to construct meaning*.

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.
B1	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.
A2	Can indicate when he/she is following.
A1	*No descriptors available*
Pre-A1	*No descriptors available*

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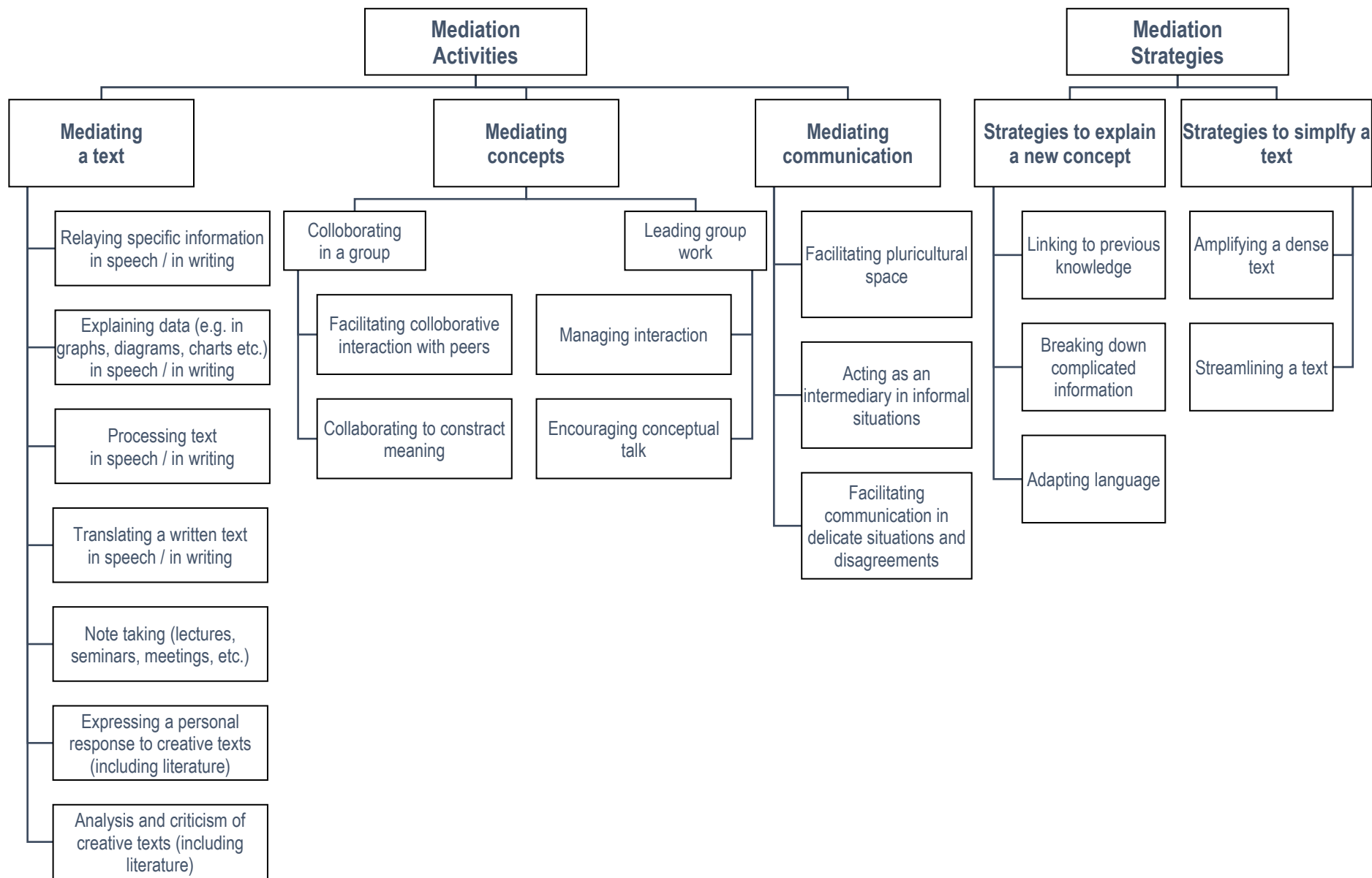
- ► indicating comprehension or a comprehension problem (lower levels);
- ► requesting repetition;
- ► asking follow up questions to check comprehension or request more details.

ASKING FOR CLARIFICATION		PROSIGN
C2	*No descriptors available; see C1*
C1	Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online.
B2	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
	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.
	Can ask someone to clarify or elaborate what he or she has just said.
A2	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.
	Can say he/she didn't follow.
	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	*No descriptors available*

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.

Mediation Activities

Mediating a text
- Relaying specific information in speech / in writing
- Explaining data (e.g. in graphs, diagrams, charts etc.) in speech / in writing
- Processing text in speech / in writing
- Translating a written text in speech / 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
- Colloborating in a group
  - Facilitating colloborative interaction with peers
  - Collaborating to constract meaning
- Leading group work
  - Managing interaction
  - Encouraging conceptual talk

Mediating communication
- Facilitating pluricultural space
- Acting as an intermediary in informal situations
- Facilitating communication in delicate situations and disagreements

Mediation Strategies

Strategies to explain a new concept
- Linking to previous knowledge
- Breaking down complicated information
- Adapting language

Strategies to simplfy a text
- Amplifying a dense text
- Streamlining a text

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	*No descriptors available*

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	*No descriptors available; see C1*
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	Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed. Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A). 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).
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. Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects. 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). 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.
A1	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).
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. Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).

	RELAYING SPECIFIC INFORMATION IN WRITING
C2	*No descriptors available; see B2*
C1	*No descriptors available; see B2*
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. 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. 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. Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A). Can relay in writing the significant point(s) contained in formal correspondence (in Language A).
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). Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 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.
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. 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. Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.
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.
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.

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 comple**x** 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.
	No descriptors available
A1	*No descriptors available*
Pre-A1	*No descriptors available*

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.
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	*No descriptors available*
A1	*No descriptors available*
Pre-A1	*No descriptors available*

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	Can summarise in (Language B) long, demanding texts (in Language A).

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.

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.

Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).

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.

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. |
| **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.

Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.

Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).

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.

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.

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.

Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).

Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A). |
| **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.

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.

Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.

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.

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).

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.

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.

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. |

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	*No descriptors available*

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.
	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
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.
	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.
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
	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.
	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.
	Can copy out single words and short texts presented in standard printed format.
Pre-A1	*No descriptors available*

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 texts 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 increasing complex and the translation is increasing 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	*No descriptors available*

TRANSLATING A WRITTEN TEXT IN WRITING

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.
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	*No descriptors available*

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. 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. 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. 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.
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. Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field 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. 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. 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.
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	*No descriptors available*
Pre-A1	*No descriptors available*

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	*No descriptor available*
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. 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. 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	*No descriptors available*

Analysis and criticism of creative texts (including literature): This represents an 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	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. 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. 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. 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. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.
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	*No descriptors available*
Pre-A1	*No descriptors available*

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 WITH PEERS	COLLABORATING TO CONSTRUCT MEANING
C2	*No descriptors available*	Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.
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 others' ideas in the process of trying to reach a consensus.
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.
	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.
	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.
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.
	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.
Pre-A1	*No descriptors available*	*No descriptors available*

Managing 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.

	MANAGING INTERACTION	**ENCOURAGING CONCEPTUAL TALK**

LEADING GROUP WORK

	MANAGING INTERACTION	**ENCOURAGING CONCEPTUAL TALK**
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. Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.	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.
C1	Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases. Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.	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 organise and manage collaborative group work efficiently. Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.	Can encourage members of a group to describe and elaborate on their thinking. Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.
	Can explain the different roles of participants in the collaborative process, giving clear instructions for group work. 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.	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 allocate the turn in a discussion, inviting a participant to say something.	Can ask people to elaborate on specific points they made in their initial explanation. Can ask appropriate questions to check understanding of concepts that have been explained. Can ask questions to invite people to clarify their reasoning.
	Can give simple, clear instructions to organise an activity.	Can ask why someone thinks something, or how they think something would work.
A2	Can give very simple instructions to a cooperative group who help with formulation when necessary.	Can ask what somebody thinks of a certain idea.
A1	*No descriptors available*	Can use simple isolated words and non-verbal signals to show interest in an idea.
Pre-A1	*No descriptors available*	*No descriptors available*

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 building on 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.
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.
B1	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. 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.
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	*No descriptors available*

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	*No descriptors available*

Facilitating communication in delicate situations and disagreements: 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	Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions. 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. 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. 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. Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.
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. 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	*No descriptors available*

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* in the scale above 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.
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.
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.
	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.
	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.
A2	*No descriptors available*	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	*No descriptors available*
A1	*No descriptors available*	*No descriptors available*	*No descriptors available*
Pre-A1	*No descriptors available*	*No descriptors available*	*No descriptors available*

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
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.
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 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 simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. 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 make an aspect of an everyday topic clearer by providing simple examples.	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.
A2	*No descriptors available*	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.
A1	*No descriptors available*	*No descriptors available*
Pre-A1	*No descriptors available*	*No descriptors available*

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.
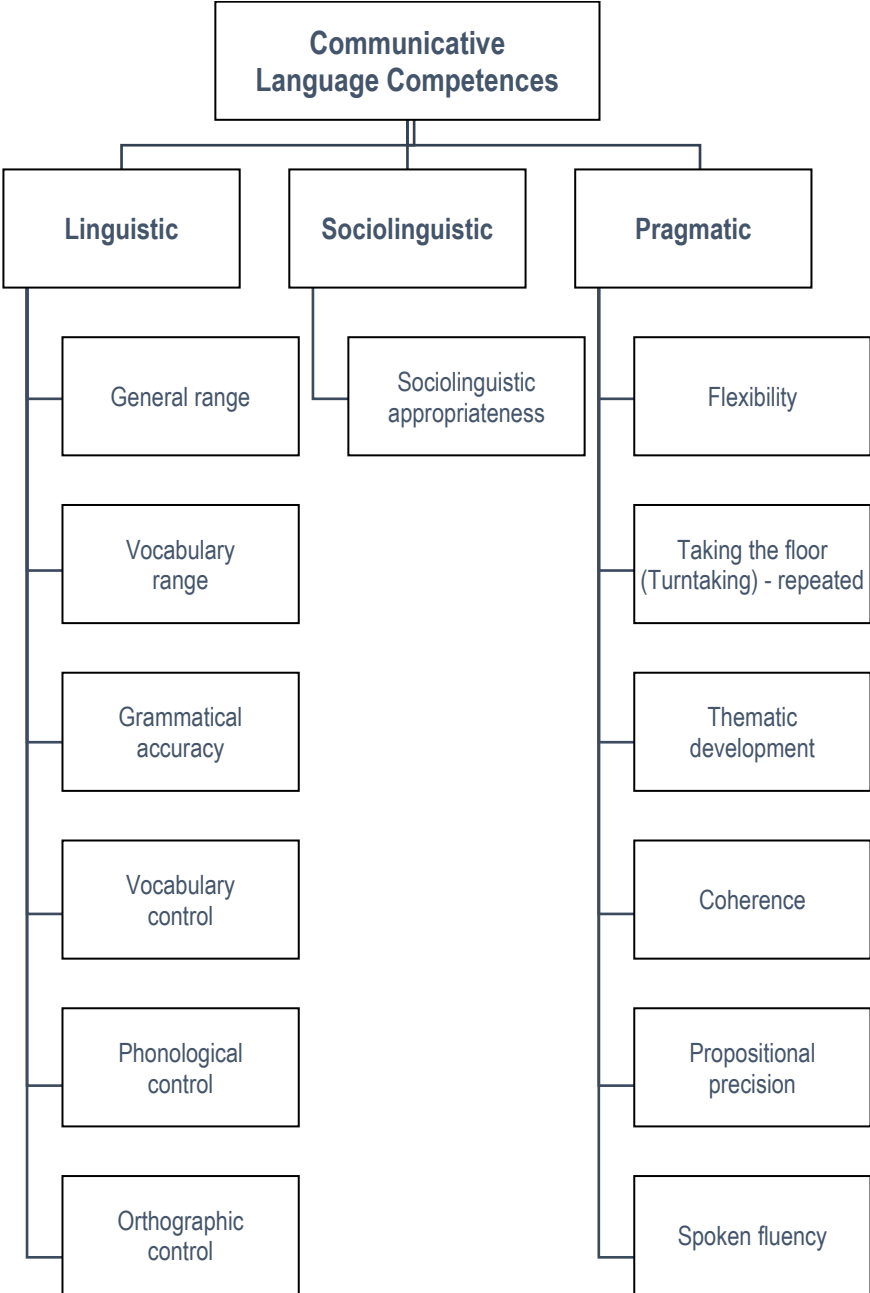
Linguistic

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 need to take account of 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		PROSIGN
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.	
	Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	
A1	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.	

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	PROSIGN
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 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.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	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		PROSIGN
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		PROSIGN
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	*No descriptors available*	
Pre-A1	*No descriptors available*	

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.
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 the ability to copy, spell and use layout and punctuation. 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	*No descriptors available*

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		PROSIGN
C2	Can mediate effectively and naturally between speakers of the target language and of his/her own community, taking account of sociocultural and sociolinguistic differences.	
	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.	
	Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly.	
	Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.	
C1	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.	
	Can understand humour, irony and implicit cultural references and pick up nuances of meaning.	
	Can follow films employing a considerable degree of slang and idiomatic usage.	
	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	
	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.	
	Can frame critical remarks or express strong disagreement diplomatically.	
B2	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.	
	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.	
	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	
	Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.	
	Can express him/herself appropriately in situations and avoid crass errors of formulation.	
	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.	
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	
	Is aware of the salient politeness conventions and acts appropriately.	
	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.	
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	
	Can socialise simply but effectively using the simplest common expressions and following basic routines.	
	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	
Pre-A1	*No descriptors available*	

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	PROSIGN
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.
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	PROSIGN
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. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. 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.
B2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail*. Can present and respond to complex lines of argument convincingly. Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples*. 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. Can develop an argument well enough to be followed without difficulty most of the time*. Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
A2	Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using 'like' or 'for example.' *No descriptors available*
A1	*No descriptors available*
Pre-A1	*No descriptors available*
These three original descriptors also appear on the scale for Sustained monologue: putting a case.	

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	PROSIGN
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		PROSIGN
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.	
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	PROSIGN
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.

Signing competences

Many of the CEFR descriptors, especially those for spoken communicative language activities, are as applicable to sign language as they are to spoken language, since sign language is used to fulfil the same communicative functions. This is indeed the basis of the ECML's ProSign Project. However, there are obviously ways in which sign language differs substantially from spoken language. Fundamentally it involves a spatial and diagrammatical competence in the use of visual space. And it involves a broadened notion of the term "text", namely for video recorded signing that is not based on a written script. These competencies go far beyond the paralinguistic features of communication through spoken language. The signing space is used to nominate and later refer to relevant persons, places and objects in a form of spatial mapping. Sign languages then have syntax, semantics, morphology and phonology just like any other language. These differ of course from one sign language to another, as there are different sign languages in different countries. But there are certain common features such as the use of indexing, pronouns and classifiers. In addition, facial expression, body, head, and mimics are used extensively in addition to hand and arm movements.

For communicative and contact purposes with spoken language users, the repertoire of proper signs is supplemented by literally spelling out words or names with the so-called finger alphabet. Roughly, each letter of the spoken language script corresponds to a handshape. This "fingering" however is a means of conveying something unfamiliar, e.g. a proper name, in order to use e.g. data bases that are restricted to graphemic access. So this "fingering" is a part of contact language necessary for the deaf to access the written knowledge of the spoken world. Everyone must know it, but it is not regarded as a characteristic of sign language proper.

Due to the divergent modalities of signed and spoken languages it cannot be assumed that the different levels and the respective competencies of the CEFR for spoken languages can be transferred onto sign languages as such. No European spoken language shows typological features that are characteristic of the European sign languages. So whereas a translation of *communicative functions* from spoken to sign languages can work, a translation of *language competences* is less appropriate! Naturally, the categories for signing competence relate to the linguistic, pragmatic and sociolinguistic competences found in spoken languages. And some of the descriptors given in the previous section can also be applied to sign language. For ease of reference, however, the descriptor scales for signing competence are provided here together separately.
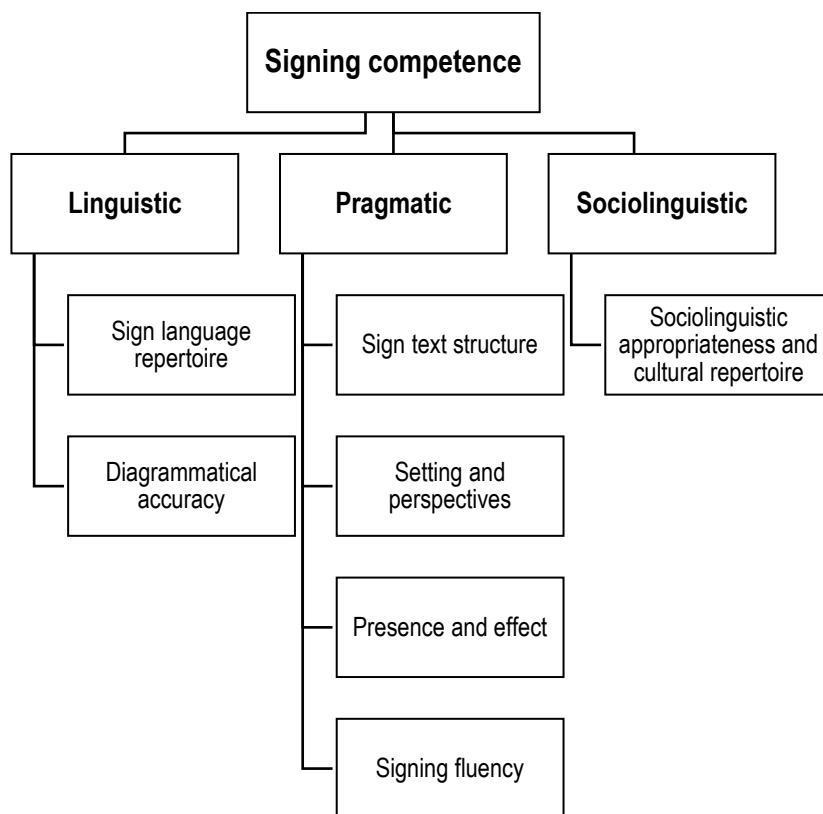
Linguistic

Descriptors are available for *Sign language repertoire* and for *Diagrammatical accuracy*. This distinction again reflects the knowledge / control dichotomy and mirrors that between range and control/accuracy outlined for grammar and vocabulary in the previous section.

Sign language repertoire

Sign language repertoire incorporates lexicalized language resources such as vocabulary range that may be accessed for precision of expression or the derivation of composed or inflected signs. Such language resources are accessed in sign language production, e.g. in combining mimic expressions with classifier handshapes to indicate reference and possibly hand motion and orientation to express other aspects of the intended meaning. Because of the rather limited number of lexicalized frozen forms in sign languages, competences of expression, namely vocabulary range and precision, also depend on other means of expression, namely on competences in the morpho-phonological and morpho-syntactic building of productive signs. This dependency is far more evident in sign languages than in spoken languages due to the different numbers of lexicalized forms. Learners progress in the use of these competences according to the multifaceted needs of expression by acquiring combinatory restrictions as well as principles for stylistic-aesthetic purposes.

Key concepts operationalized in the scale include:

► basic linguistic knowledge of forms in sign languages, forms that are exploited for naming and referring, for building new morpho-phonological and morpho-syntactical signs (non-concatenative and polymorphophonemic) in composition, in derivation, in forming expressions simultaneously;

► conceptual knowledge of meaning and connotations e.g. to make metaphors, and particular knowledge of the manual and the non-manual parameters of signs;

► manual aspects such as frozen (lexicalized) forms, idioms and chunks as well as the morpho-phonological building blocks that are used in productive sign creation;

► non-manual elements such as the particular meaning contributions of mimics, eyes, head, body and body motion, speed of signing, amplitude of articulation, etc.

► combination of the manual and non-manual building blocks (sign "roots" or "stems") into possible signs of a particular language, since neither manual nor non-manual building blocks "surface" in isolation.

SIGN LANGUAGE REPERTOIRE	
C2	Can express him/herself in abstract, poetic signing. Can formulate abstract expressions and concepts, e.g. in the academic and scientific domain. Can produce with the one hand a productive or lexical sign (e.g. a classifier or a lexical verb like "search for "), whilst simultaneously using the other hand and mimic for 'constructive action' (e.g. scratching his/her head in different places as if searching for something). Can present a complex action in a linguistically aesthetic way, for example by employing hand shapes as a means of playful expression.
C1	Can express actions, objects and relations between these by using suitable (substitutor)-classifiers (one- and two-handed) in varying ways with ease. Can employ the appropriate classifier in order to highlight a particular meaning. Can sign comprehensibly using just one hand (the dominant hand). Can use a sentence to specify the precisely intended meaning of a vague term (e.g. specify "murder" by mimicking the weapon used). Can give a very broad coverage of a topic, taking account of different aspects involved. Can switch between direct and indirect speech.
B2+	Can sign comprehensibly and precisely on a complex subject. Can adapt the signing style to the content and/or object being described. Can present a simple productive action with just mimic and an appropriate classifier. Can use a differentiated choice of words that corresponds to the type of text concerned. Can employ 'constructed action' (actions are imitated 1:1).

SIGN LANGUAGE REPERTOIRE	
B2	Can always express his/her own opinion, even when the positions taken and opinions expressed by others are being presented.
	Can express the same content in different language.
	Can alternate between productive and lexical signing.
	Can communicate information using only productive signing, without lexical signs.
	Can replace lexical signing with productive signing, for example by using classifier predicates.
B1	Can spell foreign words quickly and accurately with the finger alphabet.
	Can, in order to facilitate understanding, make a relevant comparison with other things/images/circumstances that the recipient already knows (e.g. "A porcupine looks like a big hedgehog").
	Can employ different classifiers (e.g. manipulators and substitutors) when describing an action.
	Can employ mouth shapes in a differentiated manner that is appropriate to context.
	Can employ different means (e.g. mimic, handshape, hand orientation, movement) in order to describe the size and shape of an object.
	Can present characteristics just with mouth gestures and mimic.
	Can describe important characteristics of a person or object with the appropriate handshapes.
	Can modify productive signing appropriately to the context.
	Can make part of his/her contribution by using 'constructed action' to present individual, simple actions.
	Can express character and qualities of a person or protagonist by using mimic.
	Can present actions through productive signing.
	Can vary the scale of his/her signing (larger, smaller) dependent on the situation.
	Can give a comprehensive description of a person, including facial expression, skin colour, make up, hairstyle and profession.
	Can employ appropriate classifiers to refer to, for example, animals instead of lexical signs.
	Can use mouth shapes precisely to express specific content (e.g. PFF).
A2	Can use a range of signs.
	Can present different aspects of the plot or storyline (e.g. duration: as in "work through the night".
	Can employ examples in order to illustrate something.
	Can make the distinction between different things clear.
	Can relay information in a short and minimal, yet intelligible way.
	Can, with preparation, use the right names and terminology related to the topic at hand.
	Can describe a person in terms of their characteristic features.
	Can express his/her own opinion.
	Can present visually simple information like actions and relationships (e.g. in the family).
	Can sign a direct demand.
	Can express an amount/quantity through mimic.
	Can express proximity and distance by using appropriate mimic or other non-manual means, for example by, in DGS, using the tongue to express 'round the corner'.
	Can describe the design, colour and texture of clothes.
A1	Can produce correct mouth shapes and employ them to differentiate between otherwise identical signs.
	Can spell names and technical expressions, among other things, using the finger alphabet.
	Can describe physical shape (height, width, length).
	Can sign direct requests.
	Can sign conventional greetings and leave taking expressions.
	Can describe a person from facial expressions, hair and physical characteristics or through things the person often wears.
	Can produce clear and unambiguous hand shapes.
	Can indicate the lexical signs for months, days of the week and times of the day.
	Can state his/her opinion (AGREE; DISAGREE).

Diagrammatical accuracy

Diagrammatical accuracy describes the correctness, accuracy, precision, and complexity of syntax expressions, hence the comprehensibility of the intended meanings of the signed expressions. The competences are of manual and non-manual types, they encompass knowledge and observation of syntactic rules and principles, use of signing space, bodily expression necessary, head motions etc.

These competences relate to the expression of textuality (cf. *Text structure*) as they are used in structuring signed texts by applying a number of strategies that may include a specific arrangement of the signing space or rhetorical questions to introduce a new point etc. This scale also shares commonalities with the scale *Sign language repertoire* as it is fed by lexical knowledge on manual and non-manual meaning-form pairings. *Diagrammatical accuracy* thus also relies on non-manual elements, e.g. the raising of eye brows to indicate particular grammatical constructions and meanings.

Key concepts operationalized in the scale include:

- ► an appropriate use of the signing space, taking account of existing conventions;
- ► the expression of situated events in time or of temporal relationships by establishing appropriate time references;
- ► consistency in and accuracy of referencing (e.g. to established elements in signing space, indexing, pronouns, classifiers, etc.);
- ► accuracy of non-manual movements (e.g. use and scopes of upper body, mimic expression);
- ► accuracy of sign sequences necessary to express certain concepts (e.g. cause and effect);
- ► use of particular conjunctions or serializations;
- ► use of certain structures; ability to conjugate verbs;
- ► means for structuring sign texts appropriate for the respective text-type.

	DIAGRAMMATICAL ACCURACY
C2	*No descriptors available; see B2+*
C1	*No descriptors available; see B2+*
B2	Can situate the different contents/actions in the text sensibly in the signing space in order to structure the text Can maintain full consistency in the references of proforms (classifiers, indexing, etc.) in short texts. Can use the signing space in a conscious manner, for example the right side for 'for' and the left side for 'against.' Can use a large or a small signing space, dependent on the situation. Can link productive signing with indicators of time (timelines). Can employ appropriate timelines in order to indicate the point in time or the duration of an event (for the temporal relations: simultaneously, beforehand/afterwards, after another). Can express how one does something (with X; without Y). Can express different temporal relationships (3 relationships: simultaneously; before and after; one after another). Can employ upper body posture when indicating timelines. Can exploit an appropriate timeline in order to place past, present and future events in the correct relationship to each other. Can exploit variation in the sign order of a sentence in order to highlight something (e.g. SVO, SOV, OSV).
B1	Can express rhetorical questions in an economical manner, for example just with the eyebrows. Can express the reason why one does something (aim, in order to …). Can link two phrases with ALTHOUGH and DESPITE. Can indicate a rhetoric question correctly by leaving a slight pause between the question and the answer. Can establish relationships in the signing space and later reuse these. Can focus on one point on a timeline in order to locate an event correctly in past, present or future time. Can make adequate comparisons with adjectives, including superlative forms, e.g. by correct use of classifiers, changing size or speed of movement. Can situate objects/people in the signing space by indexing and later referencing to them with pronouns. Can correctly employ the way he/she is looking in the signing space in order to refer to previously introduced objects or people. Can use correctly different types of sentence types (statements, questions, imperatives). Can use the correct non-manual means for questions (upper body posture plus mimic, eyebrows). Can employ the relevant mimic for the description of a shape. Can employ mimic elements in order to convey meaning. Can employ handshape as a modification device. Can present a simple temporal sequence by using the signing space. Can support the expression of the passage of time with mimic (events that are close in time as opposed to events that are distant in time). Can express cause and effect (reason for something).
A2	Can express the conditions under which one does certain things if … then). Can conjugate the different verbs consistently, maintaining concordance. Can express a non-causal sequence (and then …, and so …, next …, after that …). Can present the environment (e.g. landscape) by describing the relevant form(s). Can put the focus on important elements by placing them spatially in the centre. Can clearly and accurately perform a sequence of handshapes not only in isolation but also linked into a sentence. Can use 'if ….then' sentences. Can express lists and sequences (..and..., ...plus...). Can employ classifiers correctly in simple sentences.
A1	Can use personal pronouns correctly. Can construct simple sentences with SVO and SOV patterns. Can represent the thickness of an object by using mimic. Can construct a simple sentence with lexical signing. Can form the plural with simple signs (with numbers, through repetition).

Pragmatic

Pragmatic competence covers textual (discourse) competences, the ability to create personal meaning in content and functional competence (fluency). Descriptors are available for *Text structure,* for *Setting and perspectives,* for *Presence and effect* and for *Signing fluency.*

Sign text structure

The ability of the user/learner to shape and structure their contributions is in the focus of this scale. It relates to the scales for Coherence and Thematic development under Communicative language competences for spoken languages.

For sign languages, the scale captures the signing competences needed to shape and structure a (video recorded) text. The notion "text" is used here without referring to a conventionalized script as known from many spoken languages. It is meant to refer to multi phrase signed expressions to convey ideas, thoughts and meanings that serve some function. The notion "sign text" highlights the fact that texts in sign languages had a limited lifespan before media for recording (monologues) were commonly available. Apart from jokes, particular narratives, prayers and a small number of other genres of text that were handed down and spread in a community, texts could not be stretched over time, but remained dialogic in nature. They could not be conserved and were not accessible for discursive examination, educational purposes, or argumentative development. This has changed with video recordings.

The scale includes the use of an appropriate schema for texts, the way the text is built up and made coherent, and the particular cohesive devices employed to do so. Text competence also requires competences of all other scales introduced here, e.g. *Diagrammatical accuracy*, *Sign language repertoire* etc. The scale focusses on coherence and structured development of a signed message, whereas, for example, the descriptors for *Diagrammatical accuracy* focus on the syntactically correct locations for the use of proforms.

Key concepts operationalised in the scale include the following:
- ► logical development and coherence of the text, with ability to present and justify arguments;
- ► structuring information and arguments sequentially with an introduction and conclusion;
- ► creating appropriate transitions; placing emphasis;
- ► appropriate use of cohesive devices (manual and non-manual; rhetorical, etc.) according to the respective text types;
- ► referring backwards and forwards in the text.

SIGN TEXT STRUCTURE	
C2	Can mention in passing several other places and people, without losing his/her thread. Can systematically justify his/her opinions, for example logically, morally and pragmatically. Can effortlessly use stylistic and rhetoric means to effectively develop his/her contribution.
C1	Can develop a convincing, logical argument (thesis, justification, exemplification, conclusion). Can emphasise certain aspects of a complex topic. Can structure complex content in a sensible way. Can employ different types of argumentative texts (e.g. an explanatory text outlining arguments for and against something, or a text giving detailed background and exploring an issue in depth. Can treat a very wide range of topics, introducing and concluding each one appropriately. Can effortlessly employ manual and non-manual, lexical and productive cohesive devices to structure the text. Can adapt the linguistic cohesive devices employed appropriately to the internal structure of the text. Can construct the message of a text from general statements to specific details.
B2+	Can formulate an appropriate introduction and conclusion for a text. Can whilst concluding establish a thematic reference back to the introduction. Can organise and formulate given content following his/her own guiding principles. Can provide recipient who are not in presence with all the necessary information about the context, so that they can follow he/she has to say. Can group different pieces of information thematically. Can present with images the way an event / an organisation is structured. Can use pauses to structure a text, for example pausing between different arguments.

	SIGN TEXT STRUCTURE
B2	Can structure content into categories/topics, situate these in the signing space, and then refer to them through indexing.
	Can structure the text logically, maintaining a clear development.
	Can deliver all of the contents and parts that are expected for the type of text concerned.
	Can employ a metalanguage (e.g. to orientate the reader by explaining explicitly in the text the order in which he/she is doing things.
	Can create appropriate transitions and links between the different sections of the text.
	Can highlight the most important aspects of a topic. Can employ rhetoric questions to structure a text.
	Can employ the rules that concern going from the general to details.
	Can indicate the temporal relationships between the different things related in a report.
	Can briefly introduce the explanation of a term in the course of a text, when and if this is necessary.
B1	Can structure text content into an introduction, main section and closure or conclusion.
	Can present content in a sensible order. Can structure a text into a number of thematic sections.
	Can present clearly the relationships between things by making explicit reference to them.
	Can point out relevant and interesting details briefly and concisely.
	Can refer explicitly back to what has been said earlier.
	Can compare the opinions of others and him/herself take a position in relation to them.
	Can relate his/her own experience to something in the text.
	Can formulate the aim and objective of a text in the introduction.
	Can sequence the successive elements of a text in a logical order.
	Can introduce a topic appropriately and then provide the relevant content.
	Can indicate the most important aspects of a topic in the hierarchical order of their importance.
	Can employ simple strategies to structure information (e.g. adding comments on the topic).
	Can use the sign PALM-UP to indicate a pause.
	Can summarise in a text the most important statements in reply to "when," "where," "who," "what," "how," and "why" questions.
	Can give reasons for his/her opinions. Can conclude his/her contribution correctly (hands together).
A2	Can introduce a topic adequately.
	Can differentiate the different points in a list.
	Can formulate simple for and against arguments into the form of questions to put.
	Can produce a summary on simple topics.
	Can, at the beginning of a text, give the details necessary to frame the description, providing answers to the key what, here and who questions.
A1	*No descriptors available.*

Setting and perspectives

A very important aspect of sign language is to establish clearly the context and setting at the beginning of the interaction or production in order to establish reference points within the three-dimensional signing space and to get onto the same wavelength. Within the established setting, reference points remain in place until a new setting is established. Consistency of spatial relations is therefore essential in order to produce a coherent, unambiguous contribution. To achieve this, signing space is divided into reference spaces systematically. During the contribution, e.g. in reported speech, it may be necessary for the signer to adopt the role of some referent or to shift back and forth from relating something to explaining an issue from a particular perspective. The use of unambiguous signing space is crucial in order to be able to do so, as shifts need to be unambiguously signalled.

Key concepts operationalised in the scale include the following:

> ► ability to envisage and plan use of signing space;
>
> ► constructing a new setting or indicating a change of scene, topic, etc.;
>
> ► presenting an action, event or issue from the perspective of different people or different points of view;
>
> ► adopting or changing a role (e.g. through body posture, line of vision, mimic);
>
> ► use of facial expression and mimic to indicate different people.

SETTING AND PERSPECTIVES	
C2	Can present a complex action or event by playing different roles and taking different perspectives.
C1	Can switch between different perspectives. Can create a complex 3-D image including objects in motion.
B2	Can use the signing space correctly whilst presenting an interaction between more than two people (e.g. family dinner) as a roleplay. Can correctly introduce and play different roles. Can present a simple action or event from the perspective of a participant. Can present a simple action or event from the perspective of an observer/narrator.
	Can linguistically correctly construct a new setting when a new topic or situation etc. occurs in the text. Can construct a setting using just mimic and the representation of different shapes. Can present a change of scene, place or person comprehensibly. Can slip into the role of a character, for example in order to demonstrate feelings. Can indicate a change of role with body posture and/or the direction of vision.
B1	Can construct a setting in the signing space for a text (landscape, family, situation) in a linguistically correct manner. Can describe different positions in a correct relationship to one another. Can demonstrate a change of role through an alteration in upper body posture.
	Can reconstruct a landscape visually in the signing space in a way that respects. Can envisage things spatially. Can develop a statement in such a way as to move from near to far and from big to small. Can create a clear image in the signing space. Can employ a mimic appropriate to a character in a narrative. Can refer to characters in a narrative by using mimic.
A2	Can use body posture to indicate different opinions in relation to an issue (e.g. by contrasting arguments for and against by a posture oriented to the right and to the left respectively). Can adopt a facial expression appropriate to the character, person or object being described. Can describe a person by using roleplay techniques.
	Can when signing consistently maintain the relative sizes and proportions of objects (e.g. when peeling a banana).
A1	*No descriptors available.*

Presence and effect

The extent of the effect on addressees of one's signing (perlocutionary effects of convincing, amusing, persuading, affecting, etc.) and the specific signs at the user/learner's disposal is the main focus of this scale. There is a focus on the vocabulary and range of structures as well as the non-manual means available and the way the user can exploit them in a stylistic manner in order to produce a catchy text. Be it to demonstrate sophistication, for boasting, or explaining, the signer must be aware of his/her presence.

In addition to lexical and productive repertoires, this includes different ways of presenting a signed statement such as variation in tempo and style. In contrast to a written text, the author remains visible in sign texts: video recorded sign texts are not alienated from authors, the conveyed meanings are not detached from the authors. Therefore, there is an additional competence in producing signed texts, namely the "competence of appearance" which must be learned and which includes various aspects of how to successfully produce an appropriate sign text for specific purposes.

Key concepts operationalised in the scale include the following:

- ► sophistication and semantic precision in the overall message (up to aesthetic use at the C2);
- ► use of new classifiers, substitutors, pauses, handshapes, inclusion of ready-made signs etc.;
- ► use and/or combination of different types of signing (e.g. productive, lexical);
- ► use of mimic, mouthing (or not), 'Constructed Action', etc. where appropriate and effective;
- ► expression of specific functions and vocabulary (A levels);
- ► behaviour and appearance of the signer (accessories).

PRESENCE AND EFFECT	
C2	Can be creative, without losing his train of thought. Can use a wide range of different ways to build up suspense and excitement (e.g. mimic, rhetoric questions, varying rhythm, and roleplay). Can effortlessly and playfully employ hand shapes as an aesthetic element, so that creative forms of language emerge. Can present thoughts and feelings in an artistic way by using a selection of signs and mimic appropriate to them.
C1	Can prepare well, so that whilst signing he/she does not need to think about content. Appears calm and relaxed when signing, even when a high degree of concentration is required. Can give the characters in a story their own individual linguistic profile (style, tone, register etc.). Can use language to develop a narrative in such a way that the recipient can become immersed in what is happening in the story. Can alter the pace of signing (from slow to fast) in order to build up suspense. Can lead the recipients to be carried away with enthusiasm. Can employ exaggeration appropriately and effectively.
B2	Can contribute unconventional and original reflections on the topic concerned in a linguistically skilful manner. Can creatively give his/her imagination and mental images form in language. Can chose from a broad variety of non-manual means (e.g. mimic) to build up suspense and excitement. Can bring an audience to experience strong emotions (laughing, crying…). <hr> Can describe an event in an exciting way. Can express complicated emotional states with mimic and gesture. Can make relevant comparisons that help the recipient better to grasp the information concerned. Can stimulate/awaken curiosity on the part of the recipient with regard to the ending to a text.
B1	Can convey a new point of view in a way that makes the recipients think. Can express the feelings of a person who is close to him/her. Can use body language and strong mimic. Can emphasise certain aspects by using non-manual means (e.g. mimic, the extent of movements). <hr> Can hold the attention of the recipients by employing various means (for example rhetorical questions). Can tell a story in a credible way. Can express personal character traits.

PRESENCE AND EFFECT	
A2	Can present him/herself in a friendly and attractive way. Can sign in a neutral manner, without emotion in the expression. Can convey and stimulate feelings (joy, sadness).
	Can express emotions by employing mimic. Can employ mimic appropriately to express negative and positive feelings (eyebrows together: negative; eyebrows raised: positive).
A1	Can position him/herself so that the signing is easily visible to the recipients. Can express emotional states just with mimic (without the use of manual signs).

Signing fluency

This scale is a direct equivalent of the scale for spoken fluency and complements it. Key concepts operationalised in the scale include the following:

► the pace, regularity and rhythm of signing;

► the ability to pause where appropriate;

► the ability to perform meaningful actions with the two hands simultaneously;

► ability to use signs one after another with smooth transitions and without distortion;

► the ability to finger spell in a fluid sequence to express words for unknown signs (A levels) as a means of bilingual contact signing.

SIGNING FLUENCY	
C2	*No descriptors available; see C1*
C1	Can sign rapidly in a steady rhythm. Can sign a longer text fluently and rhythmically. Can employ an extended hold of a sign (hold) as a rhetoric or prosodic feature.
B2	Can sign at a fluent pace, even though some pauses for planning are still necessary. Can relate fluently in sign language a story that he/she knows. Can hold a sign with the one hand in order to demonstrate something static (hold), whilst simultaneously using the other hand to continue signing.
	Can sign at a comfortable pace, without needing to think about the individual signs. Can use pauses for effect at appropriate points. Can rhythmically represent the stages of a movement or activity (leafs falling down; hail). Can use the finger alphabet to spell fluently, producing ergonomic designs rather than single letters.
B1	Can sign a fluent transition between related points.
	Can sign a short text rhythmically. Can employ different handshapes fluently one after another.
A2	Can sign a simple sentence rhythmically.
	Can indicate the end of a sentence clearly by leaving a pause.
A1	*No descriptors available.*

Sociolinguistic

As in the scale in the previous section for this area, some elements of sociocultural knowledge have been included, since it is difficult to draw a hard and fast line between the two concepts. In the Zurich research project, a number of descriptors for specific knowledge of aspects relevant to the deaf community and the deaf culture were calibrated. These have been placed in the supplementary descriptors in Appendix 9.

Sociolinguistic repertoire and cultural repertoire

This scale is the equivalent of the scale for Sociolinguistic appropriateness in the previous section and again complements it. In addition to sociolinguistic appropriateness, (register, politeness conventions etc.) some elements of cultural and regional knowledge are included. Key concepts operationalised in the scale include the following:

- ► expression of registers and switches between them;
- ► ability to express greetings, introductions and leave taking;
- ► ability to sign appropriately with regard to the social status of referents and/or the interlocutors;
- ► adaptation of signing space to the context and recipient(s); taking account of local conditions;
- ► respect of socio-cultural norms, taboos, etc. and appropriate personal appearance;
- ► establishment and maintenance of eye contact;
- ► means of gaining attention; means of giving feedback;
- ► knowledge of the landmarks of deaf culture, people, facts, and major community issues;
- ► ability to provide and judge social background, regional origin, local ties in/from the signing of interlocutors;
- ► caring for aspects relevant to communication with the deaf (e.g. abbreviations, technical aids, behaviour).
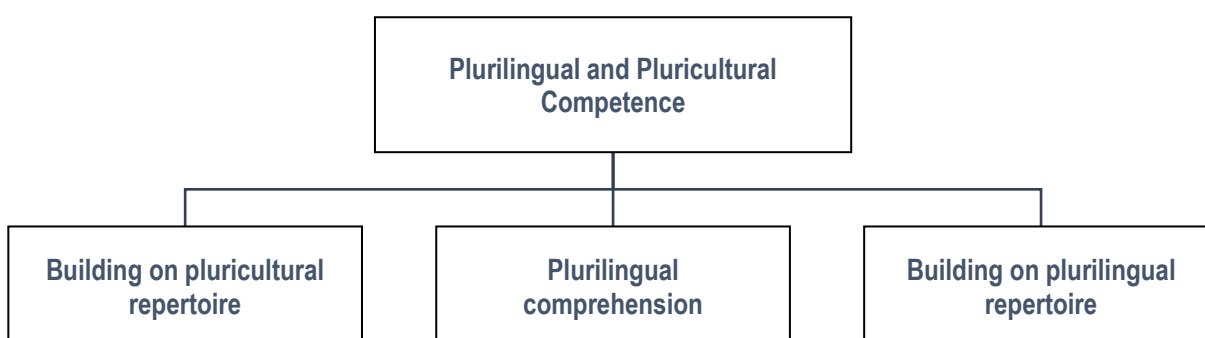
SOCIOLINGUISTIC APPROPRIATENESS AND CULTURAL REPERTOIRE	
C2	*No descriptors available; see C1*
C1	Can respect sociocultural norms in producing texts, e.g. appropriate register, forms of politeness, status, taboos. Can adapt his/her register to the audience concerned. Can switch between formal and informal registers without effort. Can express non-lexical difference of register through both manual and non-.manual means. Can tell a joke that relates to the culture of the deaf.
B2	Can gauge whether the public concerned is familiar with deafness and explain things explicitly if necessary. Can produce lexicalised signs of different registers. Can explain facts and events that are important in the culture of the deaf. Can adopt the appropriate formal register in order to maintain distance to the reported issue. Can indicate someone's social status through different manual performance of signs.
B1	Can make or leave aside an appropriate greeting/leave-taking remark, according to the type of text and the public concerned. Can present him/herself in a manner appropriate to the type of text and the public concerned (clothes, charisma, personal hygiene). Can sensibilise people to cultural issues. Can, in the course of describing travel, include cultural experiences and aspects typical of the country concerned. Can introduce him/herself to deaf people appropriately. Can use his/her knowledge of sign language culture to explain the origin of certain culturally determined signs (e.g. the names of well-known people, institutions and place names). Can indicate someone's social status with non-manual means, for example direction of vision. Can use the sign-abbreviations that are conventional in relation to deafness.
A2	Can maintain eye contact with his/her interlocutor whilst signing. Can accept or decline a direct request or demand. Is familiar with the common technical aids for deaf people and can name them. Can use an appropriate means of address when meeting an unknown deaf person. Can adapt the signing space used to the context and the audience. Can take into account aspects of the immediate environment that are important for signed communication (light, objects on the table).
A1	Can greet a deaf person appropriately. Can employ different strategies in order to establish the eye contact necessary for communication (touching, winking, tapping the table, turning off and on lighting). Can attract attention in order to acquire the turn (e.g. by raising a hand, touching). Can maintain direct eye contact with his interlocutor. Can use the finger alphabet as an aid when communication problems occur. Can give his/her interlocutor visual feedback through codified signing (e.g. 'PFF'). Can give his/her interlocutor visual feedback (positive and negative) with mimic. Can respond appropriately to a "Thank you," (e.g. with "You're welcome").

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)

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│  Plurilingual and Pluricultural │
│         Competence          │
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Building on pluricultural repertoire	Plurilingual comprehension	Building on plurilingual repertoire

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/plurilinguistic 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 plurilingualism/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 FREPA (Framework of Reference for Pluralistic Approaches). 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 the 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

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

C2	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.
C1	Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly.
	Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.
	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.
	Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.
B2	**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.
	**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.
	Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.
	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.
	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.
	Can generally interpret cultural cues appropriately in the culture concerned.
	Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.
B1	Can generally act according to conventions regarding posture, eye contact, and distance from others.
	Can generally respond appropriately to the most commonly used cultural cues.
	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.
	Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.
	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.
	Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.
A2	Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).
	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.
	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.
	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.
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	*No descriptors available*

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 <u>different languages</u> (e.g. news in brief, museum brochure, online reviews)* might be presented as: *Can deduce the message of a text <u>in German</u> by exploiting what he/she has understood from texts on the same theme written in <u>French and English</u> (e.g. news in brief, museum brochure, online reviews).*	
C2	*No descriptors available, see B2*
C1	*No descriptors available, see B2*
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.
B1	Can use what he/she has understood in <u>one language</u> to understand the topic and main message of a text in <u>another language</u> (e.g. when reading short newspaper articles on the same theme written in different languages). Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <u>different languages</u>. Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <u>different languages</u> (e.g. news in brief, museum brochure, online reviews). Can extract information from documents written in <u>different languages</u> in his/her field, e.g. to include in a presentation. Can recognise similarities and contrasts between the way concepts are expressed in <u>different languages</u>, in order to distinguish between identical uses of the same word root and 'false friends'. Can use his/her knowledge of contrasting grammatical structures and functional expressions of <u>languages in his/her plurilingual repertoire</u> in order to support comprehension.
A2	Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <u>different languages</u>. Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <u>different languages</u>. Can use simple warnings, instructions and product information given in parallel <u>in different languages</u> to find relevant information.
A1	Can recognise internationalisms and words common to <u>different languages</u> (e.g. Haus/hus/house) to: - deduce the meaning of simple signs and notices; - identify the probable message of a short, simple, written text; - follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; - deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.
Pre-A1	*No descriptors available*

Building on plurilingual repertoire

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