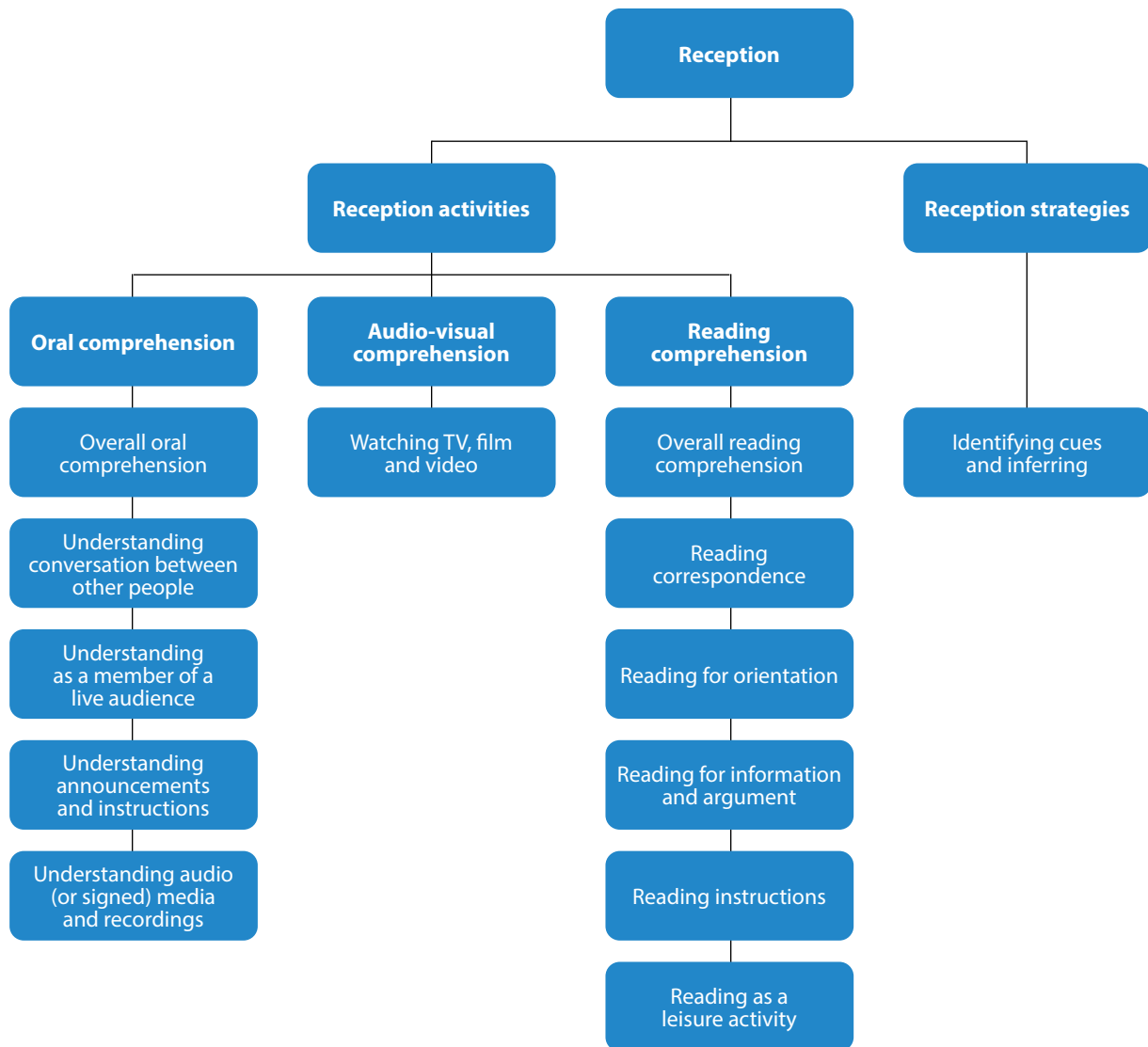


THE CEFR ILLUSTRATIVE DESCRIPTOR SCALES: COMMUNICATIVE LANGUAGE ACTIVITIES AND STRATEGIES

Figure 11 – Reception activities and strategies



3.1. RECEPTION

Reception involves receiving and processing input: activating what are thought to be appropriate schemata in order to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. Incoming co-textual and contextual cues are checked to see if they “fit” the activated schema – or suggest that an alternative hypothesis is necessary. In “oral reception”, the language user receives and processes live or recorded input produced by one or more other people. In “visual reception” (reading and watching) activities the user receives and processes as input written and signed texts produced by one or more people. In “audio-visual comprehension”, for which one scale (watching TV and film) is provided, the user watches TV, video or a film and uses multimedia, with or without subtitles, voiceovers or signing.

3.1.1. Reception activities

3.1.1.1. Oral comprehension

The expression “oral comprehension” covers comprehension in live, face-to-face communication and its remote and/or recorded equivalent. It thus includes visuo-gestural and audio-vocal modalities. The aspects of oral comprehension included here under reception are different kinds of one-way comprehension, excluding “Understanding an interlocutor” (as a participant in interaction), which is included under interaction. The approach is strongly influenced by the metaphor of concentric circles as one moves out from a role as participant in an interaction towards a one-way role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media. Scales are provided for “Understanding conversation between other people” (as an overhearer) and for “Understanding as a member of a live audience”. To these scales particular media are added, with “Understanding announcements and instructions”, and “Understanding audio (or signed) media and recordings.” There is also a separate scale for “Watching TV, film and video” included under audio-visual comprehension.

Overall oral comprehension

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

Understanding conversation between other people

This scale concerns two main situations: the first is when other participants in a group interaction talk/sign 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 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/signers 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 “right” to ask for clarification, repetition, etc. Key concepts operationalised in the scale include the following:

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

Understanding conversation between other people	
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 participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar.
B2	Can keep up with an animated conversation between proficient users of the target language.
	Can with some effort catch much of what is said around them, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote.
B1	Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.
	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.
A2	Can generally identify the topic of discussion around them when it is conducted slowly and clearly. Can recognise when people 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 expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.
	Can understand words/signs and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.
Pre-A1	<i>No descriptors available</i>

Understanding as a member of a live audience

This scale concerns understanding a speaker addressing an audience, for example in a meeting or seminar, at a conference or lecture, on a guided tour, or at a wedding or other celebration. Understanding the speaker/signer as a member of an audience is in fact usually easier than “Understanding conversation between other people”, even though the user/learner is even further away from being a participant in the discourse. This is firstly because the more structured nature of a monologue means that it is easier to bridge over sections that one does not understand and pick up the thread again. Secondly, the speaker/signer is more likely to be using a neutral register and projecting well so as to maximise the ability of the audience to follow. Key concepts operationalised in the scale include the following:

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

	Understanding as a member of a live audience
C2	<p>Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology.</p> <p>Can make appropriate inferences when links or implications are not made explicit.</p> <p>Can get the point of jokes or allusions in a presentation.</p>
C1	<p>Can follow most lectures, discussions and debates with relative ease.</p>
B2	<p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety.</p> <p>Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.</p> <p>Can recognise the point of view expressed and distinguish this from facts being reporting.</p>
B1	<p>Can follow a lecture or talk within their own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.</p> <p>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within their field, understanding explanations given.</p> <p>Can understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow.</p>
A2	<p>Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).</p> <p>Can follow a very simple, well-structured presentation or demonstration, provided it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition, and the topic is familiar.</p> <p>Can understand the outline of simple information given in a predictable situation, such as on a guided tour (e.g. “This is where the President lives”).</p>

Understanding as a member of a live audience	
A1	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided the delivery is very slow and clear and that there are long pauses from time to time.
Pre-A1	No descriptors available

Understanding announcements and instructions

This scale involves a different type of extremely focused comprehension 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/signed some considerable distance away. Key concepts operationalised 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 and/or visual distortion.

Understanding announcements and instructions	
C2	No descriptors available; see C1
C1	Can extract specific information from poor quality, [audibly and/or visually] distorted public announcements, e.g. in a station or sports stadium, or on an old recording. Can understand complex technical information, such as operating instructions or specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety 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 with minimum interference from [auditory/visual] 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. of a cinema programme or sports event, that a train has been delayed), provided the delivery is slow and clear. Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions on 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 them and follow short, simple directions. Can understand when someone tells them 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.

Understanding audio (or signed) media and recordings

This scale involves broadcast audio and signed media and recorded materials unaccompanied by video, including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries. Key concepts operationalised in the scale include the following:

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

	Understanding audio (or signed) media and recordings
C2	<i>No descriptors available; see C1</i>
C1	Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people.
B2	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.
	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.
B1	Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.
	Can understand the main points of 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 delivery is slow and clear.
A2	Can understand the most important information contained in short commercials concerning goods and services of interest (e.g. CDs, video games, travel).
	Can understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly.
	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. Can extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided 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 recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
Pre-A1	Can recognise words/signs, names and numbers that they already know in simple, short recordings, provided these are delivered very slowly and clearly.

3.1.1.2. Audio-visual comprehension

Watching TV, film and video

This scale 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	
C2	No descriptors available; see C1
C1	<p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.</p> <p>Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.</p>
B2	Can extract the main points from the arguments and discussions in news and current affairs programmes.
	<p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.</p>
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.
	<p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>
A2	Can identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary.
	<p>Can follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>
A1	Can recognise familiar words/signs 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	Can identify the subject of a video document on the basis of visual information and previous knowledge.

3.1.1.3. Reading comprehension

Reading comprehension is taken to include both written and signed texts. 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 and 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 and 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, vlogs/blogs, biographies, etc. – and possibly even texts that 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 specialised 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 listed last purely because it was added in 2018.

Overall reading comprehension

	Overall reading comprehension
C2	<p>Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>
C1	<p>Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</p>
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to their field of interest 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/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

Reading correspondence

This scale encompasses reading both personal and formal correspondence. Key concepts operationalised 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, or if it is related to interests, or specialised.

	Reading correspondence
C2	Can understand specialised, formal correspondence on a complex topic.
C1	<p>Can understand any correspondence given the occasional use of a dictionary.</p> <p>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in e-mails, discussion forums, vlogs/blogs, etc., provided there are opportunities for rereading and they have access to reference tools.</p> <p>Can understand slang, idiomatic expressions and jokes in private correspondence.</p>
	<p>Can read correspondence relating to their field of interest and readily grasp the essential meaning.</p> <p>Can understand what is said in a personal e-mail or posting even where some colloquial language is used.</p>

	Reading correspondence
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, e-mails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in their area of professional interest.
	Can understand a simple personal letter, e-mail 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.
A2	Can understand short, simple personal letters. Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).
	Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).
A1	Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).
Pre-A1	Can understand from a letter, card or e-mail the event to which they are 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 (e.g. "Back at 4 o'clock" or "In the meeting room"), provided there are no abbreviations.

Reading for orientation

Reading for orientation – search reading – involves “skimming”: reading at speed in order to judge relevance and “scanning”: searching for specific information. In relation to signed texts, both functions are achieved by putting the video into “fast forward”. Key concepts operationalised in the scale include the following:

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

	Reading for orientation
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their 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.

	Reading for orientation
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 on 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 foodstuff 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 there are not too many abbreviations.
A2	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced 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).
	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/signs 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. 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, programmes for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).
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 and argument

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

- ▶ types of text, from simple, short, illustrated informational material to complex reports and articles;
- ▶ subjects of text, from familiar everyday subjects of personal interest to topics outside their area of interest;
- ▶ depth of understanding, from getting an idea of the content to understanding the 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 their 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.

Reading for information and argument	
B2	<p>Can obtain information, ideas and opinions from highly specialised sources within their field.</p> <p>Can understand specialised articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology.</p>
	<p>Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.</p> <p>Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.</p>
B1	<p>Can understand straightforward, factual texts on subjects relating to their interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers’ letters to the editor).</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>
	<p>Can recognise significant points in straightforward news articles on familiar subjects.</p> <p>Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p>
A2	<p>Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events.</p> <p>Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.</p> <p>Can pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p>
	<p>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</p> <p>Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>
A1	<p>Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.</p>
Pre-A1	<p>Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.</p>

Reading instructions

Reading instructions is a specialised form of reading for information, and again concerns written or signed text. Key concepts operationalised 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 their area of expertise;
- ▶ degree of contextualisation and familiarity;
- ▶ length, from a few words/signs to detailed and lengthy, complex instructions in continuous text.

Reading instructions	
C2	<i>No descriptors available; see C1</i>
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections.
B2	Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.
B1	Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.
	Can understand clearly expressed, 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 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 they are illustrated and not presented 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 directions (e.g. to go from X to Y).
Pre-A1	Can understand very short, simple, instructions used in familiar everyday contexts (e.g. “No parking”, “No food or drink”), especially if there are illustrations.

Reading as a leisure activity

This scale involves both fiction and non-fiction written and signed texts. These may include creative texts, different forms of literature, magazine and newspaper articles, blogs or biographies, among other types of text – depending on one’s interests. Key concepts operationalised in the scale include the following:

- ▶ length, variety of texts and whether there are illustrations;
- ▶ types of text, from simple descriptions of people and places, through different types of narrative text, to contemporary and classical writings in different genres;
- ▶ topics, from everyday topics (for example hobbies, sports, leisure activities, animals) and 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 texts including classical or colloquial literary and non-literary texts 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 they can reread certain sections and that they can access reference tools if they wish. Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety 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 with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.
B1	Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points. Can understand simple poems and song lyrics provided these employ straightforward language and style. Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer. 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 described 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 composed in simple language. 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 composed clearly in simple language.
A1	Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.
Pre-A1	<i>No descriptors available</i>

3.1.2. Reception strategies

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

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

Identifying cues and inferring (spoken, signed and written)

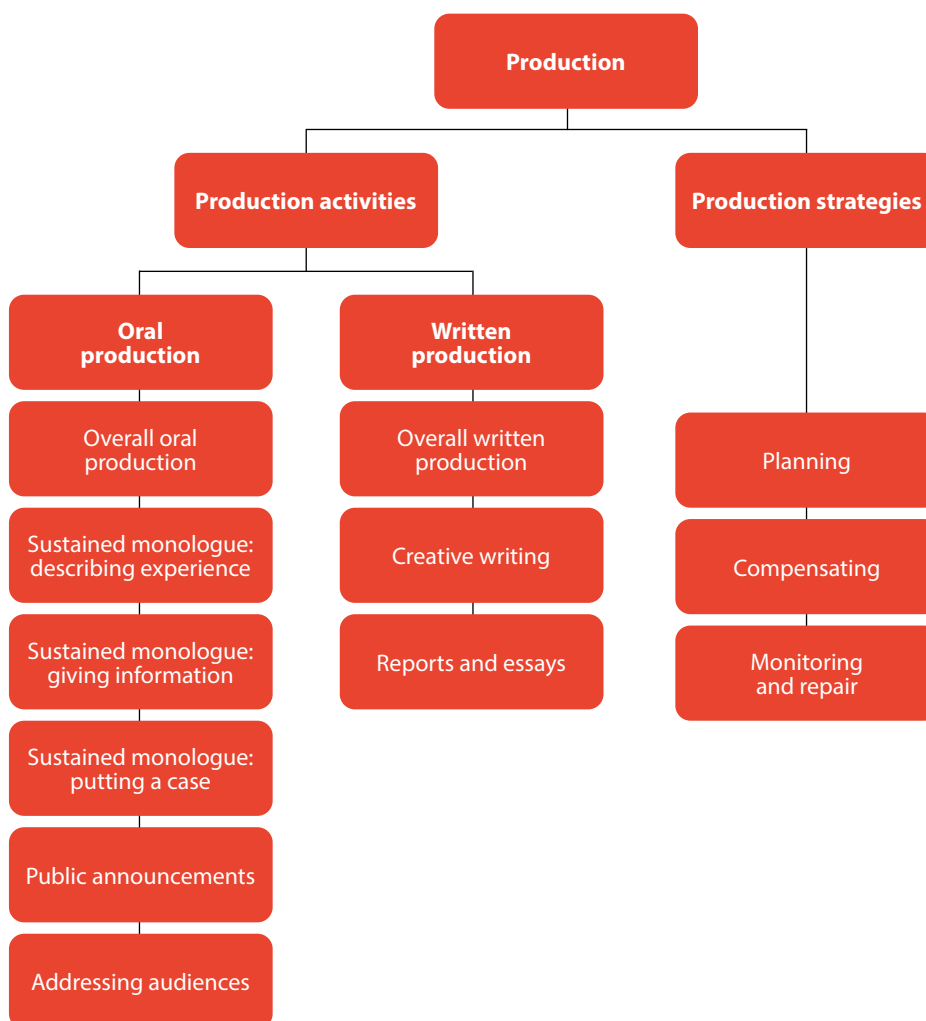
Identifying cues and inferring (spoken, signed and written)	
C2	<i>No descriptors available; see C1</i>
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
B2	Can use a variety of strategies to achieve comprehension, including watching out for main points and 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 the meaning of unfamiliar words/signs from the context on topics related to their field and interests. Can extrapolate the meaning of occasional unknown words/signs 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 watch or listen to a short narrative and predict what will happen next. Can follow a line of argumentation 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/signs in a text by identifying their constituent parts (e.g. identifying 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/signs from the context. Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs 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 text (e.g. at the beginning or end of a letter).
A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
Pre-A1	Can deduce the meaning of a word/sign from an accompanying picture or icon.

3.2. PRODUCTION

Production includes speaking, signing and writing activities. Oral production is a “long turn”, which may involve a short description or anecdote, or may imply a longer, more formal presentation. Productive activities have an important function in many academic and professional fields (for example oral presentations, written studies and reports – that may be transmitted in sign) and particular social value is attached to them. Judgments are made about the linguistic quality of what has been submitted in writing or in a signed video, and about the

fluency and articulateness of expression in real time, 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 quasi-automated processes in natural language production.

Figure 12 – Production activities and strategies



3.2.1. Production activities

3.2.1.1. Oral production

The categories for oral production are organised 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 while “Sustained monologue: putting a case (e.g. in a 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 2018 scale, created by transferring certain descriptors from the scale for “Information exchange” that implied monologue rather than dialogue.

Overall oral production

	Overall oral production
C2	Can produce clear, smoothly flowing, well-structured discourse 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 their 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 their 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).

Sustained monologue: describing experience

This scale concerns narrative and description. It has many short descriptors from A1 to 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 one needs to consult the scales for communicative language competences, which are relevant to spoken, signed and written modalities. Key concepts operationalised in the scale include the following:

- ▶ aspects described, from simple everyday information (describe themselves, what they do and where they live), through classic functions (for example, describe plans and arrangements, habits and routines, past activities and personal experiences) and a wide range of subjects related to fields of interest, to detailed descriptions of complex subjects;
- ▶ complexity of discourse: from simple words/signs, formulaic expressions and simple sentences or short paragraphs, through relating as a sequence of points, to integrating sub-themes and developing particular points in a smoothly flowing description.

	Sustained monologue: describing experience
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 them off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to their 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 their field of interest.
	Can reasonably fluently relate a straightforward narrative or description as a 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 their reactions.
	Can describe dreams, hopes and ambitions.
	Can describe events, real or imagined.
Can narrate a story.	

	Sustained monologue: describing experience
A2	<p>Can tell a story or describe something in a simple list of points.</p> <p>Can describe everyday aspects of their environment, e.g. people, places, a job or study experience.</p> <p>Can give short, basic descriptions of events and activities.</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Can explain what they like or dislike about something.</p>
	<p>Can describe their family, living conditions, educational background, present or most recent job.</p> <p>Can describe people, places and possessions in simple terms.</p> <p>Can express what they are good at and not so good at (e.g. sports, games, skills, subjects).</p> <p>Can briefly describe what they plan to do at the weekend or during the holidays.</p>
A1	<p>Can describe themselves, what they do and where they live.</p> <p>Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.</p>
Pre-A1	<p>Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance.</p> <p>Can express how they are feeling using simple adjectives like “happy” or “tired”, accompanied by body language.</p>

Sustained monologue: giving information

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 operationalised 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 and communicating detailed information reliably, to making clear distinctions between ideas, concepts and things that closely resemble one another.

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

Sustained monologue: putting a case (e.g. in a debate)

This scale describes the ability to sustain an argument. The descriptors published in 2001 were bunched at B2, where this ability is a salient concept. Descriptors have now been added for more levels. Key concepts operationalised in the scale include the following:

- ▶ topics: from what they like or dislike about something, through 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 while 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 language.

Sustained monologue: putting a case (e.g. in a debate)	
C2	<i>No descriptors available; see C1</i>
C1	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured language, 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 their 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.
	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.
B1	Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.
	Can explain what they like or dislike about something, why they prefer one thing to another, making simple, direct comparisons. Can present their opinion in simple terms, provided interlocutors are patient.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Public announcements

Public announcements are a very specialised way of passing important information to a group of people, perhaps in a private capacity (for example at a wedding), perhaps while 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 that recipients will have to concentrate on to follow, to effective use of prosodic cues⁴¹ in order to convey finer shades of meaning precisely;
- ▶ need for preparation: from very short, rehearsed announcements to spontaneous and almost effortless fluency.

41. Prosodic cues are, for example, stress and intonation for spoken languages, and non-manual elements for sign languages.

	Public announcements
C2	<i>No descriptors available; see C1</i>
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 recipient.
B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in their field which, despite possible problems with stress and intonation (= non-manuals in a sign language), are nevertheless clearly intelligible.
A2	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to recipients who are prepared to concentrate.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Addressing audiences

This scale involves giving an oral presentation at a public event, in a meeting, seminar or class. Although the talk is clearly prepared, it is not usually read word for word/sign for sign. 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 operationalised 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 their field, to a well-structured presentation on 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
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 on 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 themselves or the audience.

	Addressing audiences
B1	Can give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans).
	Can give a prepared straightforward presentation on a familiar topic within their 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 delivery is rapid.
A2	Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and 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 they can ask for repetition and if some help with the formulation of their reply is possible.
A1	Can use a very short prepared text to deliver a rehearsed statement (e.g. to formally introduce someone, to propose a toast).
Pre-A1	<i>No descriptors available</i>

3.2.1.2. 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 equivalent of “Sustained monologue: describing experience”, and focuses on description and narrative. As an alternative to writing, signers sometimes produce and send a video.⁴²

Overall written production

	Overall written production
C2	Can produce clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader identify significant points.
C1	Can produce 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 genres, varying the tone, style and register according to addressee, text type and theme.
B2	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

42. The production of formal, signed texts on video is becoming increasingly common. The number of students in the primary, secondary and tertiary education who submit video-recorded assignments in a sign language has been rising rapidly. There are nowadays a number of MA and doctoral dissertations as well as other publications in various genres (e.g. storybooks, textbooks) produced in sign languages. Videoed statements, press releases and public announcements in sign are also increasingly common.

Creative writing

This scale involves personal, imaginative expression in a variety of text types in written and signed modalities. Key concepts operationalised 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 text: 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/signs 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	<p>Can relate clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted.</p> <p>Can exploit idiom and humour appropriately to enhance the impact of the text.</p>
C1	<p>Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>Can incorporate idiom and humour, though use of the latter is not always appropriate.</p> <p>Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.</p>
B2	<p>Can give 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.</p> <p>Can give clear, detailed descriptions on a variety of subjects related to their field of interest.</p> <p>Can give a review of a film, book or play.</p>
B1	<p>Can clearly signal chronological sequence in narrative text.</p> <p>Can give a simple review of a film, book or TV programme using a limited range of language.</p> <p>Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.</p> <p>Can give accounts of experiences, describing feelings and reactions in simple, connected text.</p> <p>Can give a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p>
A2	<p>Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.</p> <p>Can give very short, basic descriptions of events, past activities and personal experiences.</p> <p>Can tell a simple story (e.g. about events on a holiday or about life in the distant future).</p> <p>Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.</p> <p>Can create short, simple imaginary biographies and simple poems about people.</p> <p>Can create 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”.</p> <p>Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).</p>
A1	<p>Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Can describe in very simple language what a room looks like.</p> <p>Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</p>
Pre-A1	<i>No descriptors available</i>

Reports and essays

This scale covers more formal types of transactional and evaluative writing and signed production. Key concepts operationalised 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;
- ▶ types of text: from short reports and posters to complex texts that present a case, or provide critical appreciation of proposals or literary works;
- ▶ complexity of discourse: from linking sentences with simple connectors to smoothly flowing expositions with effective logical structure.

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

3.2.2. Production strategies

Communication strategies are presented in the CEFR in relation to the classic approach to strategies in interlanguage communication: planning, execution, monitoring and 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

This scale is concerned with mental preparation before speaking, signing 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 operationalised in the scale include the following:

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

	Planning
C2	<i>No descriptors available; see C1</i>
C1	Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality).
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) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express.
A2	Can recall and rehearse an appropriate set of phrases from their repertoire.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

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:

- ▶ accompanying gestures to support language;
- ▶ deliberately using a “wrong” word/sign and qualifying it;
- ▶ defining the missing concept;
- ▶ paraphrase (circumlocution) and the extent to which such paraphrasing is evident.

	Compensating
C2	Can substitute an equivalent term for a word/sign they can't recall, so smoothly that it is scarcely noticeable.
C1	Can exploit their 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 circumlocution, or by avoiding difficult expressions.
B1	Can define the features of something concrete for which they can't remember the word/sign. Can convey meaning by qualifying a word/sign meaning something similar (e.g. a truck for people = bus).
	Can use a simple word/sign meaning something similar to the concept they want to convey and invite “correction”.
	Can “foreignise” word/signs in their first language and ask for confirmation.
A2	Can use an inadequate word/sign from their repertoire and use gestures to clarify what they mean.
	Can identify what they mean by pointing to it (e.g. “I'd like this, please”).
A1	Can use gestures to support simple words/signs in expressing a need.
Pre-A1	Can point to something and ask what it is.

Monitoring and repair

This scale covers both (a) the spontaneous realisation 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 and checking it for correctness and appropriateness. Key concepts operationalised 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.

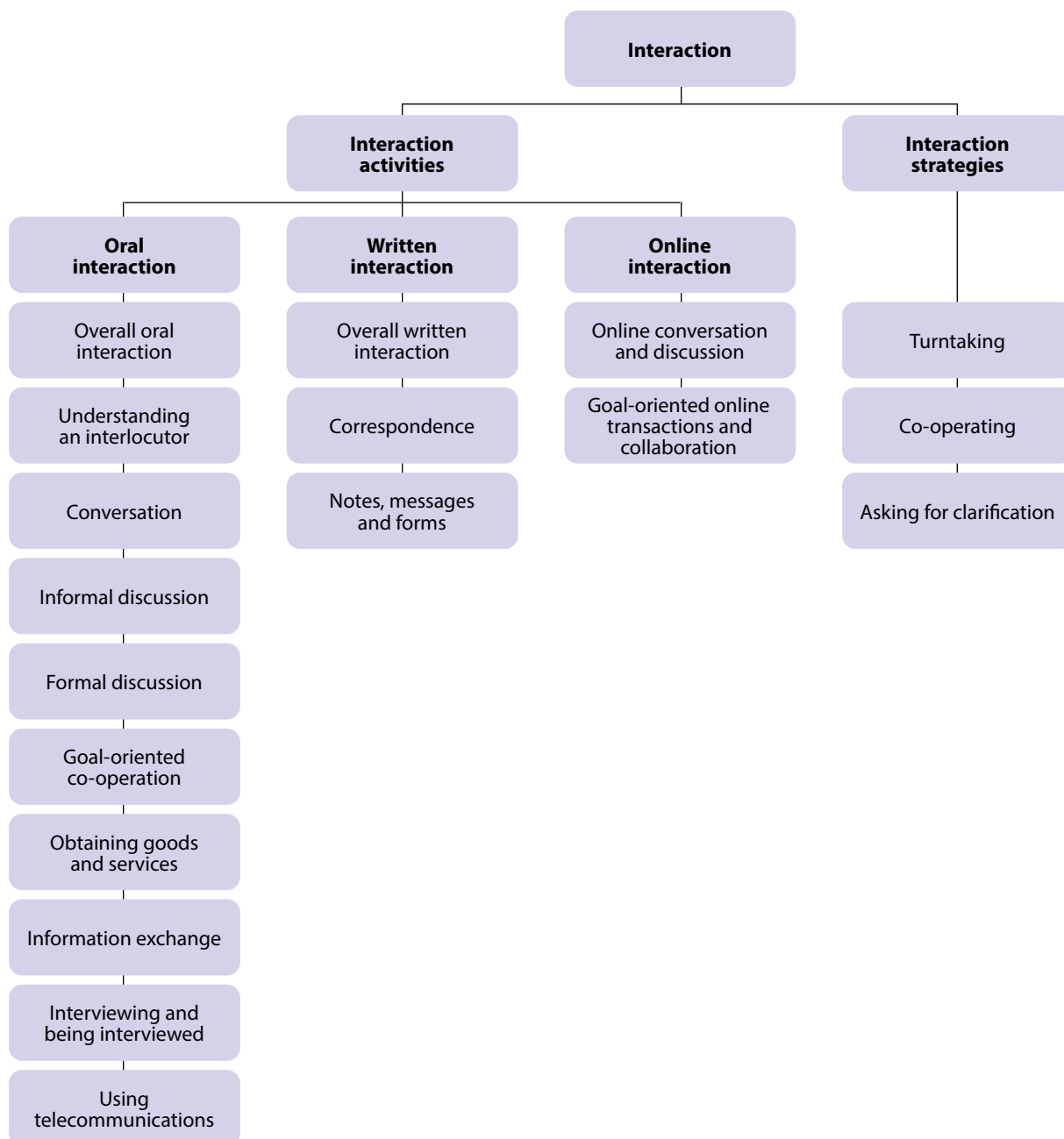
	Monitoring and repair
C2	Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.
C1	Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of language. Can self-correct with a high degree of effectiveness.
B2	Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.
	Can correct slips and errors that they become conscious of, or that have led to misunderstandings. Can make a note of their recurring mistakes and consciously monitor for them.
B1	Can correct mix-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem.
	Can ask for confirmation that a form used is correct.
	Can start again using a different tactic when communication breaks down.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

3.3. 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. Interpersonal interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions. Production in the form of storytelling can be considered 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 turntaking, co-operating (= 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 oral interaction. When the CEFR was developed, the notion of written interaction did not meet with universal recognition and was not highly 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 an increasingly significant role over the past 20 years. Rather than further develop that category, however, the new category of online interaction has been developed.

Figure 13 – Interaction activities and strategies



3.3.1. Interaction activities

3.3.1.1. Oral interaction

Oral interaction is understood to include both spoken interaction and live, face-to-face signing. The scales are once again organised by the three macro-functions “interpersonal”, “transactional” and “evaluative”, with certain specialised genres added on. The scales begin with “Understanding an interlocutor”. “Interlocutor” is a somewhat technical term that means the person with whom one is conversing directly in a dialogue. As mentioned before, the metaphor behind the scales for oral comprehension 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”.

Overall oral interaction

	Overall oral interaction
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 that the interlocutor is hardly aware of it.
C1	Can express themselves 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 they want 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 users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and 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 their 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 while travelling. Can enter unprepared into conversation on familiar topics, and 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 their own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, 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 themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

Understanding an interlocutor

This scale concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalised 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 language and less familiar varieties;
- ▶ 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
C2	Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond their own field, given an opportunity to adjust to a less familiar variety.
C1	Can understand an interlocutor in detail on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.
B2	Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.
B1	Can follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases.
A2	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech/sign on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.
	Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the interlocutor can take the trouble.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them clearly and slowly, with repetition, by a sympathetic interlocutor.
	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.
Pre-A1	Can understand simple questions that directly concern them (e.g. name, age and address), 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 slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.
	Can understand a number of familiar words/signs and recognise key information (e.g. numbers, prices, dates and days of the week), provided the delivery is very slow, with repetition if necessary.

Conversation

This scale 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
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 their own position.
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment. Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient language user. Can convey degrees of emotion and highlight the personal significance of events and experiences.

	Conversation
	<p>Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.</p>
B1	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
	<p>Can establish social contact (e.g. greetings and farewells, introductions, giving thanks).</p> <p>Can generally understand clear, standard language on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how they feel in simple terms, and express thanks.</p> <p>Can ask for a favour (e.g. to borrow something), can offer a favour, and can respond if someone asks them to do a favour for them.</p>
A2	<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the interlocutor will take the trouble.</p> <p>Can use simple, everyday, polite forms of greeting and address.</p> <p>Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how they are feeling, using very basic stock expressions.</p> <p>Can state what they like and dislike.</p>
A1	<p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school).</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p>
Pre-A1	<p>Can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".</p> <p>Can recognise simple greetings.</p> <p>Can greet people, state their name and take leave in a simple way.</p>

Informal discussion (with friends)

This scale includes aspects of both the interpersonal and evaluative use of language, since these tend to be interwoven in everyday interaction. Key concepts operationalised 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 the 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)
C2	Can advise on or discuss 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 proficient users of the target language. Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around them in discussion, but may find it difficult to participate effectively in discussion with several users of the target language who do not modify their language in any way. Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments.
	Can follow much of what is said around them on general topics, provided interlocutors avoid very idiomatic usage and articulate clearly. Can express their thoughts about abstract or cultural topics such as music or 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.
B1	Can generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety. Can give or seek personal views and opinions in discussing topics of interest. Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organise an event (e.g. an outing). Can express beliefs, opinions and agreement and disagreement politely.
	Can follow much of what is said around them on general topics, provided interlocutors avoid very idiomatic usage and articulate clearly. Can express their thoughts about abstract or cultural topics such as music or 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 follow much of what is said around them on general topics, provided interlocutors avoid very idiomatic usage and articulate clearly. Can express their thoughts about abstract or cultural topics such as music or 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.
A2	Can generally identify the topic of discussion around them when it is conducted slowly and clearly. Can exchange opinions and compare things and people using simple language. Can discuss what to do in the evening or 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.
	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)

This scale is concerned with more formal discussion, 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 and keeping up with animated debate;
- ▶ ability to contribute: from needing to rehearse and get help with formulation to probing, evaluating and challenging the contributions of others and arguing one's own position convincingly.

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

Goal-oriented co-operation

This scale 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 discussion. Key concepts operationalised in the scale include the following:

- ▶ following the discussion: from understanding simple instructions explained directly to them 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 (cooking together, discussing a document, organising an event, etc.)
C2	<i>No descriptors available; see C1</i>
C1	Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, and 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, express 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 they may occasionally have to ask for repetition or clarification if the discussion is rapid or extended. Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives. Can give brief comments on the views of others.
	Can generally follow what is said and, when necessary, repeat back part of what someone has said to confirm mutual understanding. Can make their 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 they do not understand. Can discuss what to do next, making and responding to suggestions, and asking for and giving directions.
	Can indicate when they are following and can be made to understand what is necessary, if the interlocutor 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 them 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	<i>No descriptors available</i>

Obtaining goods and services

This scale 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 operationalised in the scale include the following:

- ▶ types of situation: 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
C2	<i>No descriptors available; see C1</i>
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, or blame regarding an accident.
	Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession they are 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 while 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 offices, banks, 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 a passenger where to get off for an unfamiliar destination.
A2	Can deal with common aspects of everyday living such as travel, lodging, eating and shopping.
	Can interact in predictable everyday situations (e.g. post office, station, shop), using a wide range of simple 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 (e.g. buses, trains, 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 point out 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

This scale 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 operationalised 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
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	<p>Can understand and exchange complex information and advice on the full range of matters related to their occupational role.</p> <p>Can use appropriate technical terminology when exchanging information or discussing their area of specialisation with other specialists.</p> <p>Can pass on detailed information reliably.</p>
B1	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p> <p>Can summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions.</p> <p>Can obtain more detailed information.</p> <p>Can offer advice on simple matters within their field of experience.</p>
A2	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can ask and answer questions about plans and intentions.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in their free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p> <p>Can ask and answer simple questions about an event (e.g. ask where and when it took place, who was there and what it was like).</p>
A1	<p>Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by lexicalised phrases like "next week", "last Friday", "in November", "3 o'clock".</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the colour of clothes or other familiar objects and can ask the colour of such objects.</p>
Pre-A1	<p>Can tell people their name and ask other people their names.</p> <p>Can use and understand simple numbers in everyday conversations.</p> <p>Can ask and tell what day, time of day and date it is.</p> <p>Can ask for and give a date of birth.</p> <p>Can ask for and give a phone number.</p> <p>Can tell people their age and ask people about their age.</p> <p>Can ask very simple questions for information, such as "What is this?" and understand one- or two-word/ sign answers.</p>

Interviewing and being interviewed

This scale concerns the specialised roles associated with doctor's appointments and job applications as well as other forms of examination, plus surveys and, in an educational context, projects. In relation to signing, there is an assumption that the interlocutor can also sign. Key concepts operationalised in the scale include the following:

- ▶ independence from the interlocutor: from requiring direct, slow, clear standard language to acting without any support, at no disadvantage to the other person(s);
- ▶ 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 discourse and interacting authoritatively.

	Interviewing and being interviewed
C2	Can keep up their side of the dialogue extremely well, structuring the discourse and interacting authoritatively with effortless fluency as interviewer or interviewee, at no disadvantage to other participants.
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
	Can take the initiative in an interview, and 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 with limited precision.
	Can carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended.
	Can take some initiative in an interview/consultation (e.g. to bring up a new subject) but is very dependent on the interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services, and can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.
A2	Can make themselves understood in an interview and communicate ideas and information on familiar topics, provided they can ask for clarification occasionally, and are given some help to express what they want to.
	Can describe to a doctor very basic symptoms and ailments such as a cold or the flu.
	Can answer simple questions and respond to simple statements in an interview. Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.
A1	Can reply in an interview to simple direct questions, put very slowly and clearly in direct, non-idiomatic language, about personal details.
	Can state in simple language the nature of a problem to a health professional and answer simple questions such as "Does that hurt?" even though they have to rely on gestures and body language to reinforce the message.
Pre-A1	<i>No descriptors available</i>

Using telecommunications

This new 2018 scale concerns use of the phone and internet-based apps for remote 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 (noise) 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 they 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 they can ask for clarification from time to time. Can give important details over the (video)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 they know 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 their 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 message (e.g. "My flight is late. I will arrive at 10 o'clock."), confirm details of the message and pass it on by phone to other people concerned.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

3.3.1.2. Written interaction

Written interaction concerns interactive communication through the medium of script or sign.⁴³ There are two scales: "Correspondence" and "Notes, messages and forms". The former focuses on an interpersonal exchange, while the latter concerns information transfer. In written interaction the language used is similar to oral language.

43. The number of formal and informal video-recorded chats and message exchanges has been rising rapidly, most notably through WhatsApp. Signers may correspond in writing or sign – or even switch between the two. In some countries, signers can now send enquiries, comments and complaints to certain service providers through a dedicated web portal. In addition, there are an increasing number of online surveys in which signers can choose whether to answer the questions in writing or in their sign language. The verb "compose" is therefore used in this section to include the possibility of signing.

In addition, most interactive 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 or asking for help with formulation and to repair misunderstandings. Finally, the requirement to produce carefully structured, accurate text is less of a priority.

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

Overall written interaction

	Overall written interaction
C2	Can express themselves in an appropriate tone and style in virtually any type of formal and informal interaction.
C1	Can express themselves 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 compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.
A2	Can compose short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details.
Pre-A1	Can convey basic information (e.g. name, address, family) in short phrases 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 that 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 compose virtually any type of correspondence necessary in the course of their professional life in an appropriate tone and style.
C1	Can express themselves with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
	Can, with good expression and accuracy, compose 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 communications and use the most common ones themselves as appropriate to the situation.
	Can compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions. Can compose a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.

	Correspondence
B2	<p>Can compose letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p> <p>Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails.</p> <p>Can compose formal e-mails/letters of invitation, thanks or apology using appropriate registers and conventions.</p> <p>Can compose non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.</p> <p>Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by e-mail to other people.</p>
B1	<p>Can compose personal letters giving news and expressing thoughts about abstract or cultural topics such as music or film.</p> <p>Can compose letters expressing different opinions and giving detailed accounts of personal feelings and experiences.</p> <p>Can reply to an advertisement in writing and ask for further information on items that interest them.</p> <p>Can compose basic formal e-mails/letters (e.g. to make a complaint and request action).</p>
	<p>Can compose personal letters describing experiences, feelings and events in some detail.</p> <p>Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation).</p> <p>Can compose a basic letter of application with limited supporting details.</p>
A2	<p>Can exchange information by text message, by e-mail or in short letters, responding to questions from the other person (e.g. about a new product or activity).</p> <p>Can convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves.</p> <p>Can compose very simple personal letters expressing thanks and apology.</p> <p>Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).</p> <p>Can compose a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).</p>
A1	<p>Can compose 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.</p> <p>Can compose a short, simple postcard.</p> <p>Can compose 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.</p>
Pre-A1	<p>Can convey basic personal information in short phrases and sentences, with reference to a dictionary.</p>

Notes, messages and forms

This scale 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/signing 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 messages, from simple messages about time, through messages containing several points, to complex personal or professional messages;
- ▶ formulating notes: from short and simple to more developed notes to friends, service people, teachers, etc.

	Notes, messages and forms
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	Can take or leave complex personal or professional messages, provided they can ask for 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 and explaining problems.
	Can formulate notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important. Can take messages over the phone containing several points, provided the caller dictates these clearly and sympathetically.
A2	Can take a short, simple message provided they can ask for repetition and reformulation.
	Can formulate 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 open a bank account, or to send a letter by recorded delivery).
A1	Can fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form.
	Can leave a simple message giving information regarding for instance where they have gone, or what time they 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.

3.3.1.3. 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, signing or in writing. For instance, there is an availability of resources shared in real time. On the other hand, there may be misunderstandings that 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 and deal with misunderstandings;
- ▶ ability to handle emotional reactions.

Online conversation and discussion

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

- ▶ instances of simultaneous (real-time) and consecutive interaction, the latter allowing 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 (for example, evaluative) on the posts, comments and contributions of others;
- ▶ reactions to embedded media;
- ▶ the ability to include symbols, images and other codes to make 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 lower to higher levels is accompanied by a 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 their register and give critical evaluations diplomatically. At C2, they 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 such as a “café”, “classroom” or “meeting room”. A user/learner will struggle to interact successfully in an online meeting until they reach 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 their register and interaction style according to the virtual space they are in, adjusting their language appropriately to make communication more effective.

	Online conversation and discussion
C2	<p>Can express themselves with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.</p> <p>Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions in an online discussion.</p> <p>Can easily and quickly adapt their register and style to suit different online environments, communication purposes and speech acts.</p>
C1	<p>Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.</p> <p>Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.</p> <p>Can adapt their register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.</p> <p>Can evaluate, restate and challenge arguments in professional or academic live online chat and discussion.</p>
B2	<p>Can engage in online exchanges, linking their contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.</p> <p>Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.</p> <p>Can engage in online exchanges between several participants, effectively linking their contributions to previous ones in the thread, provided a moderator helps manage the discussion.</p> <p>Can recognise misunderstandings and disagreements that arise in an online interaction and deal with them, provided the interlocutor(s) are willing to co-operate.</p>
B1	<p>Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.</p> <p>Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.</p> <p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.</p> <p>Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.</p>
A2+	<p>Can introduce themselves 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 they interact with one interlocutor at a time.</p> <p>Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</p> <p>Can comment on other people’s online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.</p>

	Online conversation and discussion
A2	<p>Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet).</p> <p>Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.</p>
A1	<p>Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.</p> <p>Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.</p>
Pre-A1	<p>Can post simple online greetings, using basic formulaic expressions and emoticons.</p> <p>Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.</p>

Goal-oriented online transactions and collaboration

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

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

Progression up the scale is characterised as follows: the move towards higher levels expands from basic transactions and information exchange at the A levels towards more sophisticated collaborative project work that is goal-oriented. This can be seen as a progression from filling in predictable online forms at Pre-A1, to solving various problems in order for the transaction to take place at the B levels, through to being able to participate in, and ultimately co-ordinate, 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 co-operative 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 co-ordinate a group that is 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	<p>Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process.</p> <p>Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work.</p>
C1	<p>Can co-ordinate a group that is 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.</p> <p>Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage discussions and negotiations.</p> <p>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.</p> <p>Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and providing examples through media (visual, audio, graphic).</p>

	Goal-oriented online transactions and collaboration
B2	<p>Can take a lead role in online collaborative work within their area(s) of expertise, keeping the group on task by reminding it of roles, responsibilities and deadlines in order to achieve established goals.</p> <p>Can engage in online collaborative or transactional exchanges within their area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.</p> <p>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.</p> <p>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.</p>
B1	<p>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.</p> <p>Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.</p> <p>Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour or event, or applying for membership.</p> <p>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.</p> <p>Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.</p>
A2	<p>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).</p> <p>Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are visual aids such as images, statistics or graphs to clarify the concepts involved.</p> <p>Can make simple online transactions (e.g. ordering goods or enrolling in a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.</p> <p>Can ask basic questions about the availability of a product or feature.</p> <p>Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.</p>
A1	Can complete a very simple online purchase or application, providing basic personal information (e.g. name, e-mail 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.

3.3.2. Interaction strategies

Three descriptor scales are offered for interaction strategies: “Taking the floor” (“Turntaking”), “Co-operating” and “Asking for clarification”. Notice that “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 “Co-operating”, there are two aspects – cognitive strategies: framing, planning and organising ideational content, and collaborative strategies: handling interpersonal, relational aspects. In the section 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 scales represent a further development of the 2001 scale for “Co-operating”. However, since they go considerably further than the more discourse-focused approach of the “Co-operating” scale, it was decided to keep them under mediation.

Turntaking

This scale is concerned with the ability to take the initiative in discourse. As stated above, this ability can be viewed both as an interaction strategy (to take the turn) and 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.

	Turntaking
C2	<i>No descriptors available; see C1</i>
C1	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they 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 while formulating what they want to express.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Co-operating

This scale 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/signers (higher levels);
- ▶ summarising the point reached in the discussion in order to take stock (B levels);
- ▶ inviting others to contribute.

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

	Co-operating
C2	Can link contributions skilfully to those of others, widen the scope of the interaction and help steer it towards an outcome.
C1	Can relate own contribution skilfully to that of others.
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 their academic or professional competence.

	Co-operating
B2	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 argument.
	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 they are following.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Asking for clarification

This scale concerns intervening in an interaction to indicate whether one is following or not, and to ask follow-up questions on certain points, to check comprehension. Key concepts operationalised 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.

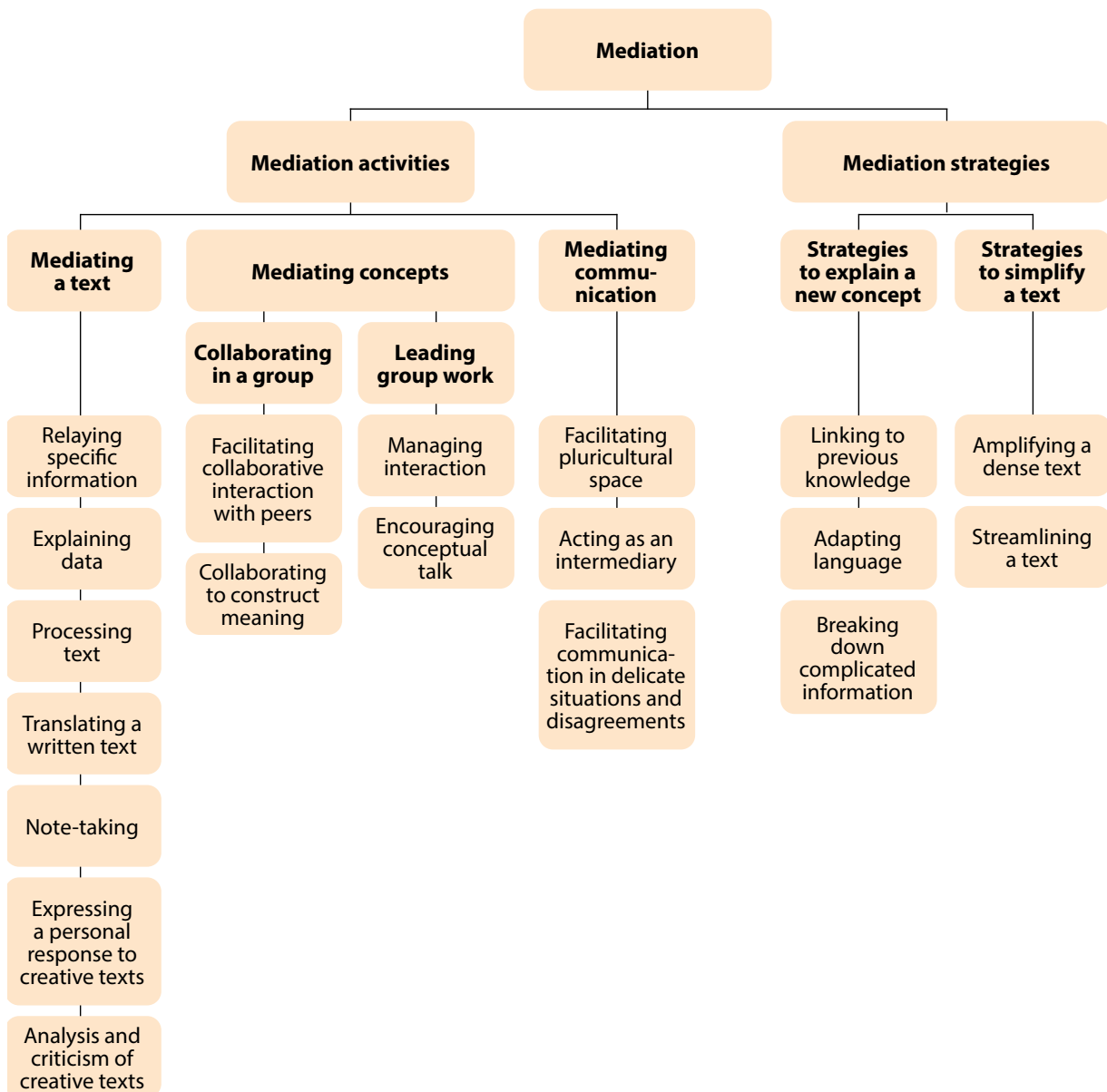
	Asking for clarification
C2	<i>No descriptors available; see C1</i>
C1	Can ask for explanation or clarification to ensure they understand complex, abstract ideas in professional or academic contexts, live or online.
B2	Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.
	Can ask for explanation or clarification to ensure they understand 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 they have just said.
A2	Can ask very simply for repetition when they do not understand. Can ask for clarification about key words/signs or phrases not understood, using stock phrases.
	Can indicate that they did not follow. Can signal non-understanding and ask for a word/sign to be spelt out.
A1	Can indicate with simple words/signs, intonation and gestures that they do not understand. Can express in a simple way that they do not understand.
Pre-A1	<i>No descriptors available</i>

3.4. MEDIATION

The development and validation of the scales for mediation is described in “Developing illustrative descriptors of aspects of mediation for the CEFR” (North and Piccardo 2016). The aim was to provide CEFR descriptors for a broader view of mediation, as presented in the paper “Education, mobility, otherness – The mediation functions of schools” (Coste and Cavalli 2015).

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 across modalities (e.g. from spoken to signed or vice versa, in cross-modal communication) and 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.

Figure 14 – Mediation activities and strategies



3.4.1. 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 co-operation, facing and hopefully defusing any delicate situations and tensions that may arise. Cross-linguistic and cross-modal mediation, in particular, inevitably involve social and cultural competence as well as plurilingual competence. This emphasises the fact that one cannot in practice completely separate one type of mediation from another. 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" 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 (for example in 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, but also of collaborative learning and work. 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 such conceptual exchange and development.

"Mediating communication" aims to facilitate understanding and 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 themselves. 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. This is not a closed list – users may well be able to think of other types of mediation activities not included here.

Overall mediation

	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 the conversation. 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 their own fields of interest, including evaluative aspects and most nuances.

Overall mediation	
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 they express things. Can build on others' ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/signers.
	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing 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 others' 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 their 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 they 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 as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.
A2	Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language.
	Can use simple words/signs 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/signs and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
Pre-A1	<i>No descriptors available</i>

3.4.1.1. Mediating a text

For all the descriptors in the scales in this section, Language A and Language B may be different languages, varieties or modalities of the same language, different registers of the same variety, or any combination of the above. However, they may also be identical: the CEFR 2001 is clear that mediation may also be in one language. Alternatively, mediation may involve several languages, varieties or modalities; there may be a Language C and even conceivably a Language D in the communicative situation concerned. The descriptors for mediation are equally applicable in each case. Users may thus wish to specify precisely which languages/varieties/modalities are involved when adapting the descriptors to their context. For ease of use, reference is made in the descriptors to just Language A and Language B.

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. 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.

Relaying specific information

Relaying specific information refers to the way some particular piece 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 include the following:

- ▶ relaying information on times, places, prices, etc. from announcements or written/signed 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 and numbers, whereas at A2 they can cope with the information in simple texts like instructions and announcements. By B1, they can select and relay specific, relevant information in straightforward oral announcements and in texts like leaflets, brochure entries and letters. By B2, they 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 different languages, varieties of the same language, registers of the same variety, modalities of the same language or variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages/varieties/modalities concerned; in the latter case, users should simply remove the parts in brackets.

Relaying specific information		
	Relaying specific information in writing	
C2	<p>Relaying specific information in speech or sign</p> <p><i>No descriptors available; see C1</i></p>	<p><i>No descriptors available; see B2</i></p>
C1	<p>Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (in Language A).</p>	<p><i>No descriptors available; see B2</i></p>
B2	<p>Can relay (in Language B) which presentations given (in Language A) at a conference, or which articles in a book (in Language A) are particularly relevant for a specific purpose.</p>	<p>Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within their fields of professional, academic and personal interest.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in an article (in Language A) from an academic or professional journal.</p>
B1	<p>Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports (in Language A) on general subjects and on subjects related to their fields of interest.</p> <p>Can relay (in Language B) the content of public announcements and messages delivered clearly at normal speed (in Language A).</p> <p>Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).</p> <p>Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).</p>	<p>Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).</p> <p>Can relay in writing (in Language B) the significant point(s) contained in formal correspondence (in Language A).</p> <p>Can relay in writing (in Language B) specific information points contained in texts delivered (in Language A) on familiar subjects (e.g. calls, announcements and instructions).</p> <p>Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.</p> <p>Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided the topics concerned are familiar and the delivery is slow and clear.</p>

Relaying specific information		
	Relaying specific information in speech or sign	Relaying specific information in writing
A2	<p>Can relay (in Language B) the point made in a clear announcement (in Language A) concerning familiar everyday subjects, though they may have to simplify the message and search for words/signs.</p> <p>Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.</p>	<p>Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.</p>
A1	<p>Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).</p> <p>Can relay (in Language B) in a simple way a series of short, simple instructions, provided the original (in Language A) is clearly and slowly articulated.</p>	<p>Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A), provided they are clearly and slowly articulated.</p> <p>Can list (in Language B) specific information contained in simple texts (in Language A) on everyday subjects of immediate interest or need.</p>
Pre-A1	<p>Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A).</p> <p>Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.</p> <p>Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (in Language A).</p>	<p>Can list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition.</p> <p>Can list (in Language B) names, numbers, prices and very simple information from texts (in Language A) that are of immediate interest, that are composed in very simple language and contain illustrations.</p>

Explaining data

This scale refers to the transformation into a verbal text of information found in figures (graphs, diagrams, etc.). 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 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 visuals (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, while at B1 they can describe overall trends and detailed information in diagrams in their fields of interest. At B2 the focus is on the reliable interpretation of complex data, while 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 different languages, varieties of the same language, registers of the same variety, modalities of the same language or variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages/varieties/modalities concerned; in the latter case, users should simply remove the parts in brackets.

Explaining data (in graphs, diagrams, etc.)		
	Explaining data in speech or sign	Explaining data in writing
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.	Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research on academic or professional topics.
C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.	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 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 their fields of interest.	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in their fields of interest (with text in Language A).
B1	Can interpret and describe (in Language B) detailed information in diagrams in their fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.	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.
A2	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.	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).
A1	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.	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>

Processing text

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. 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 in the processing scales 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” they have 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 the 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 abstraction of the topics, and the more sophisticated the vocabulary. There is no descriptor for A1. At A2, the learner may need to supplement their limited repertoire with gestures, drawing or expressions embedded from other languages. At lower levels, source texts are simpler and more factual, concerning everyday topics and topics of immediate interest. By B1, texts include TV programmes, conversations and well-structured 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 texts in their fields of interest. By the C levels, they 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 different languages, varieties of the same language, registers of the same variety, modalities of the same language or variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages/varieties/modalities concerned; in the latter case, users should simply remove the parts in brackets.

Processing text	
	Processing text in writing
C2	<p>Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out the sociocultural implications of the form of expression (e.g. understatement, irony, sarcasm).</p> <p>Can explain in writing (in Language B) the way that facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the use of understatement, veiled criticism, irony and sarcasm.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</p>
C1	<p>Can summarise (in Language B) long, demanding texts (in Language A).</p> <p>Can summarise (in Language B) discussion (in Language A) on matters within their academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.</p> <p>Can summarise clearly in well-structured language (in Language B) the main points made in complex texts (in Language A) in fields of specialisation other than their own, although they may occasionally check particular technical concepts.</p> <p>Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).</p> <p>Can exploit information and arguments from a complex text (in Language A) to discuss a topic (in Language B), glossing with evaluative comments, adding their opinion, etc.</p> <p>Can explain (in Language B) the attitude or opinion expressed in a source text (in Language A) on a specialised topic, supporting inferences they make with reference to specific passages in the original.</p>
B2+	<p>Can summarise in writing (in Language B) long, complex texts (in Language A), interpreting the content appropriately, provided they can occasionally check the precise meaning of unusual, technical terms.</p> <p>Can summarise in writing a long and complex text (in Language A) (e.g. an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original.</p> <p>Can summarise in writing (in Language B) the main content of well-structured but propositionally complex texts (in Language A) on subjects within their fields of professional, academic and personal interest.</p> <p>Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in their fields of special interest.</p> <p>Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences they make with reference to specific information in the original.</p>

Processing text	
	Processing text in writing
B2	<p>Can synthesise and report (in Language B) information and arguments from a number of sources (in Language A).</p> <p>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.</p> <p>Can summarise (in Language B) the important points made in longer, complex texts (in Language A) on subjects of current interest, including their fields of special interest.</p> <p>Can recognise the intended audience of a text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.</p> <p>Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, arguments and discussions (in Language A).</p> <p>Can summarise (in Language B) the plot and sequence of events in a film or play (in Language A).</p>
B1+	<p>Can summarise (in Language B) the main points made in long texts (in Language A) on topics in their fields of interest, provided they can check the meaning of certain expressions.</p> <p>Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details.</p> <p>Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.</p>
	<p>Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest and specialisation.</p> <p>Can summarise in writing (in Language A) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</p>

Processing text	
	Processing text in writing
	<p>Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.</p> <p>Can paraphrase short passages in a simple fashion, using the original text wording and ordering.</p>
B1	<p>Can summarise (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short record of an interview, magazine article, travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided people articulated clearly.</p> <p>Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in their fields of interest, provided they can listen or view several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided they can view them several times.</p>
A2	<p>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 the topics concerned are familiar and the delivery is slow and clear.</p> <p>Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.</p> <p>Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.</p> <p>Can convey (in Language B) the main point(s) contained in clearly structured, short, simple texts (in Language A), supplementing their limited repertoire with other means (e.g. gestures, drawings, words/signs from other languages) in order to do so.</p> <p>Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (in Language A).</p>
A1	<p>Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided the texts concern concrete, familiar subjects and contain only simple everyday language.</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p> <p>Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary, despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly handwritten format.</p> <p>Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes.</p> <p>Can copy out single words and short texts presented in standard printed format.</p>
Pre-A1	<p>No descriptors available</p>

Translating a written text

Translating a written text in speech or sign is a largely informal activity that is by no means uncommon in everyday personal and professional life. It is the process of spontaneously giving an oral translation of a written text, often a notice, letter, e-mail 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 oral translation of complex texts containing information and arguments on subjects within their fields of professional, academic and personal interest, and at the C levels they can fluently translate 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 an impromptu oral 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, develop their competences through their career. The language level necessary for a translation also depends on the type of text. Literary translation, for example, requires a level at or above C2. As mentioned when discussing 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](#).⁴⁴ On the other hand, 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 their 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 is particularly important to specify the languages involved because the scale deliberately does not address the issue of translating into and from the first language. This is partly because of the fact that, for increasing numbers of plurilingual persons, “first language” 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 shown in a very similar way to the previous scale. At the lower levels, translating involves approximate translations of short texts containing information that is straightforward and familiar, whereas at the higher levels, the source texts become increasingly complex and the translation is more and more accurate and reflective of the original.

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

Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned

44. <https://petra-education.eu/>.

Translating a written text	
	Translating a written text in writing
	Translating a written text in speech or sign
C2	Can provide fluent oral 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 oral translation (into Language B) of complex texts (written in Language A) on a wide range of general and specialised topics, capturing most nuances.
B2	Can provide oral translation (into Language B) of complex texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest.
B1	Can provide oral translation (into Language B) of texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest, provided they are written in uncomplicated, standard language.
	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) that 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.
	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.
	Can provide an approximate oral translation (into Language B) of clear, well-structured informational texts (written in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.

Translating a written text	
	Translating a written text in writing
	Translating a written text in speech or sign
	Can provide an approximate oral translation (into Language B) of short, simple, everyday texts (e.g. brochure entries, notices, instructions, letters or e-mails) (written in Language A).
A2	<p>Can provide a simple, rough oral translation (into Language B) of short, simple texts (e.g. notices on familiar subjects) (written in Language A), capturing the most essential point.</p> <p>Can provide a simple, rough oral 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).</p>
A1	Can provide a simple, rough oral translation (into Language B) of simple everyday words/signs and phrases (written in Language A) that are encountered on signs and notices, posters, programmes, leaflets, etc.
Pre-A1	<i>No descriptors available</i>
	<i>No descriptors available</i>

Note-taking (lectures, seminars, meetings, etc.)

This scale concerns the ability to grasp key information 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 their field, to meetings and seminars on unfamiliar, complex subjects;
- ▶ consideration on the part of the speaker/signer (lower levels): from a slow and clear delivery, 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 them to be important, to appropriate selection of 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 their field (B2), to accurate capture of abstract concepts, relationships between ideas, implications and allusions.

	Note-taking (lectures, seminars, meetings, etc.)
C2	<p>Can, while 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.</p> <p>Is aware of the implications and allusions of what is said and can take notes on them as well as on the actual words used.</p> <p>Can take notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.</p>
C1	<p>Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so closely to the original that the notes could also be useful to other people.</p> <p>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</p> <p>Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.</p>
B2	<p>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.</p> <p>Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.</p>
B1	<p>Can take notes during a lecture which are precise enough for their own use at a later date, provided the topic is within their field of interest and the lecture is clear and well structured.</p> <p>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly.</p> <p>Can note down routine instructions in a meeting on a familiar subject, provided these are formulated in simple language and they are given sufficient time to do so.</p>
A2	Can take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Creative texts

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, creative texts are not confined to literature or indeed to script. Film, theatre, recitals and multimodal installations are just some of the other types of creative text, as works of imagination and cultural significance. Therefore, while some of the descriptors in this section do refer explicitly to scripted text and/or literature, many refer to “the work” concerned.

Creative texts tend 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 content, motifs, character 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. It focuses on expression of the effect that a work has on the user/learner as an individual. Key concepts operationalised in the scale include the following:

- ▶ explaining what they liked, what interested them about the work;
- ▶ describing characters, saying which they identified with;
- ▶ relating aspects of the work to their 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 they liked the work, say how it made them feel, discuss characters and relate aspects of the work to their own experience, with increased detail at B1. At B2 they can give more elaborate explanations, comment on the form of expression and style and give their interpretation of the development of a plot, the characters and the themes in a story, novel, film or play. At the C levels, they can give broader and deeper interpretations, supporting them with details and examples.

Expressing a personal response to creative texts (including literature)	
C2	<i>No descriptors available</i>
C1	Can describe in detail a personal interpretation of a work, outlining their reactions to certain features and explaining their significance. Can outline a personal interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
B2	Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments. Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play. Can describe their emotional response to a work and elaborate on the way in which it has evoked this response. Can express in some detail their reactions to the form of expression, style and content of a work, explaining what they appreciated and why.

Expressing a personal response to creative texts (including literature)	
B1	<p>Can explain why certain parts or aspects of a work especially interested them.</p> <p>Can explain in some detail which character they most identified with and why.</p> <p>Can relate events in a story, film or play to similar events they have experienced or heard about.</p> <p>Can relate the emotions experienced by a character to emotions they have experienced.</p> <p>Can describe the emotions they experienced at a certain point in a story, e.g. the point(s) in a story when they became anxious for a character, and explain why.</p> <p>Can explain briefly the feelings and opinions that a work provoked in them.</p> <p>Can describe the personality of a character.</p> <p>Can describe a character's feelings and explain the reasons for them.</p>
A2	<p>Can express their reactions to a work, reporting their feelings and ideas in simple language.</p> <p>Can state in simple language which aspects of a work especially interested them.</p> <p>Can state whether they liked a work or not and explain why in simple language.</p>
A1	<p>Can use simple words/signs to state how a work made them feel.</p>
Pre-A1	<i>No descriptors available</i>

Analysis and criticism of creative texts (including literature)

This scale 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, the 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 a work, including the effectiveness of its techniques.

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, or whether it employs irony. At C2, the user/learner can recognise finer linguistic and stylistic subtleties, unpack connotations and give more critical appraisals of the way in which structure, language and rhetorical devices are exploited in a work of literature for a particular purpose.

Analysis and criticism of creative texts (including literature)	
C2	<p>Can give a critical appraisal of work of different periods and genres (e.g. novels, poems and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.</p> <p>Can recognise the finer subtleties of nuanced language, rhetorical effect and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and "unpacking" meanings and connotations.</p> <p>Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness.</p> <p>Can give a critical appreciation of deliberate breaches of linguistic conventions in a piece of writing.</p>
C1	<p>Can critically appraise a wide variety of texts including literary works of different periods and genres.</p> <p>Can evaluate the extent to which a work follows the conventions of its genre.</p> <p>Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).</p>

Analysis and criticism of creative texts (including literature)	
B2	<p>Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.</p> <p>Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</p> <p>Can evaluate the way the work encourages identification with characters, giving examples.</p> <p>Can describe the way in which different works differ in their treatment of the same theme.</p>
B1	<p>Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them.</p> <p>Can describe the key themes and characters in short narratives involving familiar situations that contain only high frequency everyday language.</p>
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

3.4.1.2. Mediating concepts

It is recognised in education that language is a tool used to think about a subject and to articulate 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 table, concerns establishing the conditions for effective work (= relational mediation).

The second scale, presented on the right in the table, 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 because they are applicable to all domains where there is a need to move people’s thinking forward.

Facilitating collaborative interaction with peers

The user/learner contributes to successful collaboration in a group that they belong to, usually with a specific shared objective or communicative task in mind. They are concerned with making conscious interventions where appropriate to orient the discussion, balance contributions and help to overcome communication difficulties within the group. They do not have a designated lead role in the group, and are not concerned with creating a lead role for themselves, being concerned solely with successful collaboration. Key concepts operationalised in the scale include the following:

- ▶ collaborative participation by consciously managing one's own role and contributions to 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 turntaking to balance contributions from other group members with their own contributions.

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

Collaborating to construct meaning

This scale 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	
	Collaborating to construct meaning
	Facilitating collaborative interaction with peers
C2	<p><i>No descriptors available</i></p>
C1	<p>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 minimise any offence.</p> <p>Can develop the interaction and tactfully help steer it towards a conclusion.</p>
B2	<p>Can summarise, evaluate and link the various contributions in order to facilitate agreement on a solution or a way forward.</p> <p>Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.</p> <p>Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.</p> <p>Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.</p> <p>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.</p> <p>Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action.</p> <p>Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.</p> <p>Can further develop other people's ideas and opinions.</p> <p>Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.</p> <p>Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.</p>
	<p>Can, based on people's reactions, adjust the way they formulate questions and/or intervene in a group interaction.</p> <p>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.</p> <p>Can ask questions to stimulate discussion on how to organise collaborative work.</p> <p>Can help define goals for teamwork and compare options for how to achieve them.</p> <p>Can refocus a discussion by suggesting what to consider next, and how to proceed.</p>

Collaborating in a group	
	Collaborating to construct meaning
	<p>Facilitating collaborative interaction with peers</p> <p>Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.</p> <p>Can invite other people in a group to contribute their views.</p> <p>Can collaborate in simple, shared tasks, provided other participants articulate slowly and one or more people help them contribute and express their suggestions.</p> <p>Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time.</p> <p>Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that they understand and ask whether others understand.</p> <p><i>No descriptors available</i></p>
B1	<p>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.</p> <p>Can use questions, comments and simple reformulations to maintain the focus of a discussion.</p> <p>Can ask a group member to give the reason(s) for their views.</p> <p>Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</p> <p>Can ensure that the person they are addressing understands what they mean by asking appropriate questions.</p> <p>Can make simple remarks and pose occasional questions to indicate that they are following.</p> <p>Can make suggestions in a simple way.</p> <p>Can express an idea and ask what others think, using very simple words/signs and phrases, provided they can prepare in advance.</p> <p><i>No descriptors available</i></p>
A2	
A1	
Pre-A1	

Managing interaction

This scale is intended for situations in which 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. They have 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;
- ▶ reorienting communication in the group or sub-groups; intervening to put a group back on task;
- ▶ adapting one's 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 put a group back on task with new instructions or to encourage more balanced participation. Several descriptors on monitoring clustered at B2+; only one of these has been kept in the scale. 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 discussion, to prevent one person dominating or to confront disruptive behaviour. At C2, they can take on different roles as appropriate, recognise undercurrents and give appropriate guidance, and provide individualised support.

Encouraging conceptual talk

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 (for example, an animator, teacher, trainer or manager) who is leading the group in order to help them understand concepts. Key concepts operationalised in the scale include the following:

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

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

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

3.4.1.3. 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 difficulty in comprehension 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 linguistically and culturally different interlocutors (that is, the capacity to deal with “otherness”, to identify similarities and differences, to build on known and unknown cultural features, and so on) 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 their pluricultural repertoire to gain acceptance and to enhance their own mission or message (see “Building on pluricultural repertoire”), they are engaged as a cultural mediator: creating a neutral, trusted, shared “space” in order to enhance communication between others. They aim 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 themselves 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 participants;
- ▶ 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 their actions and expression according to context, making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents. By C2, they can mediate effectively and naturally, taking account of sociocultural and sociolinguistic differences.

	Facilitating pluricultural space
C2	Can mediate effectively and naturally between members of their 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 a 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 can help maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.

Facilitating pluricultural space	
B2	<p>Can exploit knowledge of sociocultural conventions in order to establish a consensus on how to proceed in a particular situation that is unfamiliar to everyone involved.</p> <p>Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of their own worldview, and express themselves in a way appropriate to the context.</p> <p>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.</p>
	<p>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.</p> <p>Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p> <p>Can, when collaborating with people from other cultures, adapt the way they work in order to create shared procedures.</p>
B1	<p>Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.</p> <p>Can act in a supportive manner in intercultural encounters, recognising the feelings and different worldviews of other members of the group.</p>
	<p>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.</p> <p>Can help develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.</p>
A2	<p>Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc.</p>
A1	<p>Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple words/signs and non-verbal signals, by inviting others to contribute, and by indicating whether they understand when addressed directly.</p>
Pre-A1	<p><i>No descriptors available</i></p>

Acting as an 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 their 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 (for example, during a welcome speech) or in two directions (for example, during a conversation). Key concepts operationalised in the scale include the following:

- ▶ informally communicating the sense of what speakers/signers are saying in a conversation;
- ▶ conveying important information (for example, 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 they can mediate in predictable everyday situations. However, such assistance is dependent on the interlocutors being supportive in that they alter their expression or will repeat information as necessary. At B2, the user/learner can mediate competently within their fields of interest, given the pauses to do so, and by C1 they can do this fluently on a wide range of subjects. At C2 the user/learner can also convey the meaning of the interlocutors faithfully, reflecting the style, register and cultural context.

Acting as an intermediary in informal situations (with friends and colleagues)	
C2	Can communicate in a clear, fluent, well-structured way (in 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 their field (given in Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided the presenter stops frequently in order to allow time for them to do so. Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed.
B1	Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors 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, while following important politeness conventions, provided the interlocutors articulate clearly and they 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 this is articulated clearly and they 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 other people help with formulation.
A1	Can communicate (in Language B) other people's personal details and very simple, predictable information (in Language A), provided other people help with formulation.
Pre-A1	<i>No descriptors available</i>

Facilitating communication in delicate situations and disagreements

This scale is intended for situations in which 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 them. The user/learner is primarily concerned with clarifying what the problem is and what the parties want, helping them understand each other's positions. They may well attempt to persuade the third parties to move closer to a resolution of the issue. They are not at all concerned with their own viewpoint, but seek 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, they can obtain explanations, demonstrate understanding of the issues and seek clarifications where necessary. At B2, they can outline the main issues and the positions of the parties concerned, identify common ground, highlight possible solutions and summarise what is agreed on. These skills are deepened at B2+, with the user/learner showing detailed awareness of the issues and eliciting possible solutions. At the C levels, they have the diplomatic and persuasive language to do this more effectively, guiding a delicate discussion sensitively.

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

3.4.2. Mediation strategies

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, varieties or modalities, depending on the mediation context. The strategies here presented are communication strategies, that is, 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.

3.4.2.1. 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, for example. 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 operationalised in the scale include the following:

- ▶ paraphrasing;
- ▶ adapting 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 texts more accessible. B2 descriptors concern paraphrasing difficult concepts and technical topics comprehensible with paraphrasing, and conscious adaptation of the language used. 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 operationalised 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, they 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 explain the relationship of parts to the whole and encourage different ways of analysing the issue.

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 that draw on previous knowledge that can be assumed.	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 their own field of specialisation. Can adapt their 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 recipient who does not have specialist knowledge.	Can facilitate understanding of a complex issue by highlighting and categorising the main points, 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 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 explain technical topics within their field, using suitably non-technical language for a recipient who does not have specialist knowledge. Can make a specific, complex piece of information in their field clearer and more explicit for others by paraphrasing it in simpler language. Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	Can make a complicated issue easier to understand by presenting the components of the argument separately. Can make a complicated process easier to understand by breaking it down into a series of smaller steps.

Strategies to explain a new concept			
	Linking to previous knowledge	Adapting language	Breaking down complicated information
B1	<p>Can explain how something works by providing examples that draw on people's everyday experiences.</p> <p>Can show how new information is related to what people are familiar with by asking simple questions.</p>	<p>Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.</p> <p>Can paraphrase short passages in a simple fashion, using the original order of the text.</p>	<p>Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.</p> <p>Can make a set of instructions easier to understand by repeating them slowly, a few words/signs at a time, employing verbal and non-verbal emphasis to facilitate understanding.</p>
A2	No descriptors available	Can repeat the main point of a simple message on an everyday subject, using different formulation 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

3.4.2.2. 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 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, namely pruning a written text to its essential message(s). This may involve expressing the same information more economically 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 simplify a text	
	Streamlining a text
	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.
C2	Can reorganise a complex source text in order to focus on the points of most relevance to the target audience.
C1	Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.
B2	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 identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text; in order to pass this information on to someone else.
A2	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text. <i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>