

EAQUALS CEFR GUIDANCE SHEET 1

The Common European Framework of Reference for Languages (CEFR): An Introduction

The Council of Europe's **CEFR** was published in 2001 (by CUP and Didier) and has been translated into over 25 languages. The core of the CEFR is a descriptive scheme, and the common reference levels for language competence, from A1 (lowest) to C2 (highest). These levels are defined for 53 different categories in a style shown in the descriptors below. These examples define B2 on the CEFR sub-scale "Informal Discussion (with friends)":

- *"Can take an active part in informal discussion in familiar contexts, commenting, putting points of view clearly, evaluating alternative proposals and making and responding to hypotheses."*
- *"Can with some effort catch much or what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way."*
- *"Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments."*

The Descriptive Scheme is a compendium intended to help curriculum designers to think about their current practice, and to define their organisation's learning objectives. The Scheme covers domains (such as 'public' and 'private'), activities, strategies, competences, tasks, and texts with illustrative scales of descriptors. These were developed in a national research project in Switzerland (Eurocentres; North). Communicative language competences are defined under the three categories: linguistic competences, pragmatic competences, and sociolinguistic competences in a total of 13 sub-scales. Communicative language activities are presented under three "macro-skills": Reception, Interaction, and Production (each is defined for spoken and written language). There are 27 main sub-scales, and another seven scales for Communicative language strategies. A fourth macro-skill, Mediation, has as yet no illustrative scales.

The CEFR levels cover three broad stages: Basic User, Independent User and Proficient User, each subdivided. The six resulting levels can be further subdivided if necessary. For example, in the Swiss research project, "plus levels" were defined between the main levels for A2, B1 and B2. The "plus levels" represent stronger performances by learners at the main (or 'criterion') level, with the learner showing signs of developing the main features at the next criterion level. This development can be seen in **Guidance Sheet 2, 'Eaquals CEFR Salient Features'**, between levels of spoken language (CEFR Section 3.6).

A Basic User	A1	
	A2	
B Independent User		A2+
	B1	
		B1+
	B2	
C Proficient User		B2+
	C1	
	C2	

The 53 CEFR descriptor-scales are summarised in grids (tables with descriptors for different categories for each level) and checklists (a selection of the descriptors at a particular level).

- The global scale (CEFR Table 1), and the self-assessment grid from the European Language Portfolio (CEFR Table 2) are combined in the **Eaquals CEFR Levels Grid**.
- A grid defining qualitative aspects of spoken performance from an assessment perspective (CEFR Table 3) is provided in the **Eaquals CEFR Standardisation Seminar Pack**.
- Sets of key descriptors for each level are provided in the **Eaquals/ALTE European Language Portfolio checklists**.

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EAQUALS CEFR GUIDANCE SHEET 2

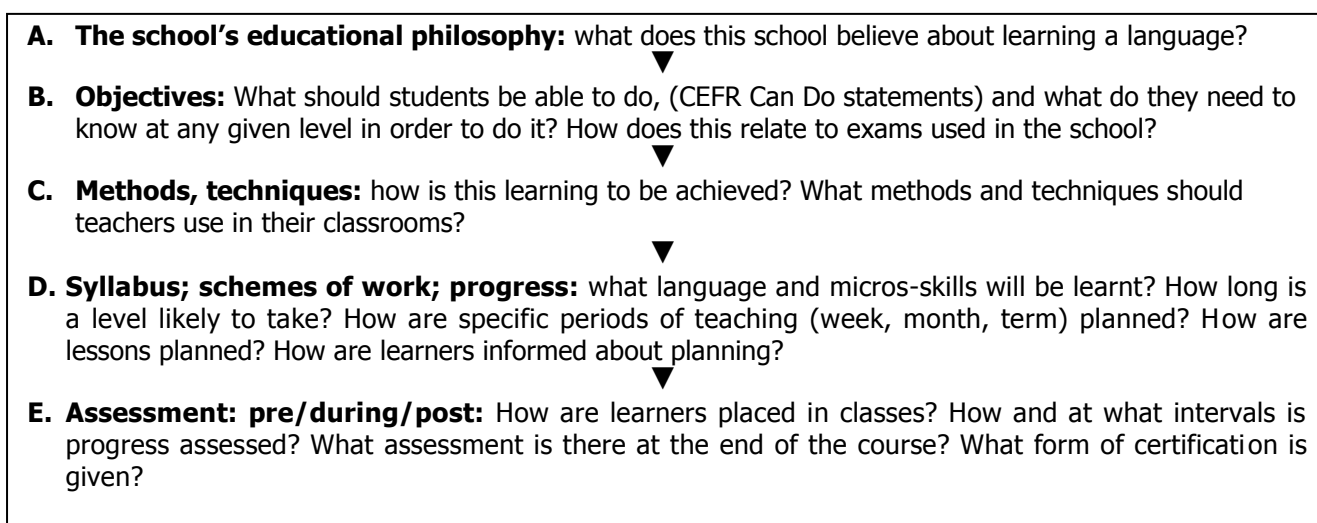
Curriculum Development and the Common European Framework of

Reference

The CEFR provides a starting point for the curriculum development process in two ways:

- 1. Its philosophy:** the philosophy implies an “action-oriented approach,” with a discussion and analysis of the different aspects involved in language learning. The discussion is intended to encourage reflection. For this reason, many questions are provided to help the user of the CEFR think about the needs of their learners and the resources they have available. The methodological implications of the CEFR are:
 - **Needs analysis:** teaching what the particular learners need, especially in relation to (a) what activities they are going to have to perform in the language, and (b) the gaps in their current knowledge, i.e. the difficulties they have with the language concerned.
 - **Coherence:** consciously planning balanced programmes in logical units, with the shorter units being coherent and compatible with the longest: the whole course; module/week; course strand; single lesson.
 - **Transparency:** Informing learners what the learning objectives and sub-objectives are, and involving them in setting objectives which are appropriate to their age and experience.
 - **Language for a purpose:** explaining the reasons for practising particular language elements in order to achieve communicative objectives.
 - **Communication:** a focus on activities and group work in the classroom; monitoring the quality of learners’ performance, and feeding the results back into the programme.
 - **Self-assessment:** encouraging learners to think about their needs and their achievements in terms of communicative tasks and the quality of their performance.
- 2. The CEFR descriptors:** the provision of a set of illustrative descriptors, summarised in the Equals CEFR Levels Grid (Reference Sheet 1), with sets of key descriptors for each level provided in the Equals/ALTE European Language Portfolio (ELP) checklists. These descriptors, with adaptation and/or further elaboration, provide a basis for the development of content specifications (e.g. Profile Deutsch, Equals language specifications for English). The ELP descriptors can also be exploited for continuous assessment. Assessment grids adapted from the Equals CEFR Standardisation Pack provide criteria for performance assessment.

The key stages of the curriculum design process can be summarised in the diagram below.



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EAQUALS CEFR GUIDANCE SHEET 3

Assessment in relation to the Common European Framework of Reference

Courses and assessments can be related to the CEFR at a global level or in a curriculum approach. The global approach is simpler than the curriculum approach, so it makes sense to see the two as phases in a process. This will help to ensure correct orientation of the curriculum. It is most important to take a series of self-contained steps, with each step producing a concrete result (see below).

1. Global Assessment

In this approach the CEFR is treated as a benchmark, and the levels of the courses and assessments are 'translated' into the CEF levels without any specific consideration of course content. Teachers are trained to apply CEF-based criteria when assessing the level of spoken and written work for certification.

There are three basic steps, plus an optional fourth step which is more complex:

Step 1 Impression: gain a reasoned impression of the relationship between the school's existing levels and CEFR levels; decide whether to switch to CEFR levels or "translate" the school's levels

Step 2 Standardisation training: ensure consistent interpretation of CEF levels by training staff with illustrative samples (DVDs and scripts) using CEFR criteria and procedures. Use one language (e.g. English or French) as the lead language in this process.

Step 3 Transfer: adopt CEFR criteria grids or adapt them to local circumstances (e.g. the range of levels); implement the criteria for formal assessment by teachers in the school

Step 4 Link tests (optional): align tests (e.g. entry, exit tests) to CEFR levels by exploiting teachers' ability to judge learners' CEFR level in what is technically called "candidate-centred standard-setting."

- [Eaquals CEFR Grid and Scale of Levels](#)
- [Eaquals CEFR Exam chart](#)
- Eurocentres Book Chart
- Oxford Placement Test (revised)
- [Eaquals CEFR Standardisation Seminar Pack](#)
- DVDs (English & French so far available)
- DVD documentation plus scripts (available at <http://www.coe.int/t/dg4/portfolio>)

As above

- [Eaquals Guide "CEFR Assessment in the Language School," Activities 9-10.](#)
- The tests which are to be aligned
- Teachers who are trained in CEFR levels
- Data on 50-100 students:
 - o teacher judgments on aspects tested
 - o scores from the test(s) under study
 - o their results in exams aligned to CEFR

2. Curriculum Implementation

Curriculum implementation involves mapping course content for each separate level against CEF illustrative descriptors (in the [Eaquals/ALTE European Language Portfolio](#)), and also against content specifications (e.g. Profile Deutsch, [Eaquals language specifications for English](#)) as suggested in the [Eaquals Curriculum Development Pack](#).

The next step is to design teacher- and self-assessment tasks to check progress in learning and performance. Here ELP checklists can be used for continuous assessment, and assessment grids adapted from the [Eaquals CEFR Standardisation Pack](#) can serve as criteria for performance assessment. Using an objective test bank with linguistic content referenced to the CEFR (e.g. Eurocentres *Itembanker*) can also help to counteract subjectivity in teachers' judgements.

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The Common European Framework of Reference for Languages – levels and skills: summary grid

	A1	A2	B1	B2	C1	C2
Global	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Listening	Can understand simple, standard speech which is very slow and carefully articulated. Can recognise familiar words and very basic phrases concerning him/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly.	Can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can catch the main point in short, clear, simple messages and announcements.	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. Can understand the essentials of lectures and most TV news and current affairs programmes. Can understand the majority of films in standard dialect.	Can understand lectures and discussions on complex topics beyond his/her field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can understand even when the talk is not clearly structured and when relationships are only implied and not signaled explicitly.	Can understand virtually any kind of spoken language, even when delivered at fast native speed and employing a high degree of colloquialism, regional usage or unfamiliar terminology.
Reading	Can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.	Can understand short, simple texts containing high frequency vocabulary and shared international expressions. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.	Can understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday or job-related language. Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand the description of events, feelings and wishes.	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can understand contemporary literary prose. Can adapt style and speed of reading to different texts and purposes, using appropriate reference sources selectively.	Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to his/her field.	Can understand with ease virtually all forms of the written language, including abstract, complex texts such as specialised articles and literary works. Can appreciate subtle distinctions of style and implicit as well as explicit meaning.
Spoken Interaction	Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though he/she cannot usually keep the conversation going of his/her own accord.	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts. Can account for and sustain views clearly by providing relevant explanations and arguments.	Can express him/herself fluently and spontaneously. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions appropriately and relate contributions skillfully to those of other speakers.	Can take part effortlessly in any discussion. Can express him/herself fluently and convey finer shades of meaning precisely. Can backtrack and restructure around any difficulty of formulation so smoothly that other people are hardly aware of it.
Spoken Production	Can use simple phrases and sentences to describe what he/she does, where he/she lives and people he/she knows.	Can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.	Can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe reactions.	Can present clear, detailed descriptions on a wide range of subjects related to his field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice significant points.



Writing	Can write a short, simple message or postcard, for example sending holiday greetings. Can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.	Can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like “and”, “but” and “because”. Can write a very simple personal letter, for example thanking someone for something.	Can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. Can write personal letters describing events, experiences and impressions.	Can write clear, detailed text on a wide range of subjects related to his/her interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences.	Can write clear, well-structured text and express points of view at some length. Can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. Can write different kinds of texts in a style appropriate to the reader in mind.	Can write clear, smoothly-flowing, well-structured text in an appropriate style. Can write complex reports or articles which present a case with an effective logical structure which helps the recipient to notice significant points. Can write reviews of professional or literary works.
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Salient Features of Spoken Language at Successive CEFR levels (CEFR Section 3.6)

A1 is the point at which the learner can:

- **interact in a simple way**, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a rehearsed repertoire of (tourist) phrases.

A2 reflects the 'Waystage' specification with:

- **the majority of descriptors stating social functions:** greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers,
- **plus descriptors on getting out and about:** make simple transactions in shops, post offices or banks; get simple information about travel; ask for and provide everyday goods and services.

A2+ (plus) is noticeable for:

- **active participation in conversation given some assistance and certain limitations**, understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary,
- **plus significantly more ability to sustain monologues:** give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience; describe past activities and personal experiences; explain what he/she likes or dislikes about something.

B1 reflects The 'Threshold' Level, with two particular features:

- **maintaining interaction and getting across what you want to:** give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production,
- **plus coping flexibly with problems in everyday life:** deal with most situations likely to arise when making travel arrangements or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint.

B1+ has the same two main features that were noticeable at B1, plus a focus on:

- **exchange of quantities of information:** provide concrete information required in an interview, but do so with limited precision; summarise and give his or her opinion about a short story, article, talk, discussion or documentary and answer further questions of detail; exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.

B2 reflects three completely new emphases:

- **effective argument:** account for and sustain opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various option,
- **holding your own in social discourse:** interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation,
- plus a new degree of **language awareness:** correct mistakes if they have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for them.

B2+ has a continuation of the B2 focus on (a) argument, (b) effective social discourse and (c) on language awareness. However, the focus on argument and social discourse can also be seen as a new focus on discourse skills:

- **in conversational management (co-operating strategies):** give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skilfully to those of other speakers.
- **in relation to coherence/cohesion in production:** use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

C1 is characterised by access to a **broad range of language** that results in **fluent, spontaneous communication:**

- express him/herself fluently and spontaneously, almost effortlessly; has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions - only a conceptually difficult subject can hinder a natural, smooth flow of language; produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.



C2 represents the **precision and ease with the language** of highly successful learners:

- *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices,*
- *and has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning.*



Principales caractéristiques (CEFR 3.6, simplifié)

Le **Niveau A1** est le niveau le plus élémentaire d'utilisation de la langue à titre personnel celui où l'apprenant

- **est capable d'interactions simples**; peut répondre à des questions simples sur lui-même, l'endroit où il vit, les gens qu'il connaît et les choses qu'il a et en poser; peut intervenir avec des énoncés simples dans les domaines qui le concernent ou qui lui sont familiers et y répondre également en ne se contentant pas de répéter des expressions toutes faites et préorganisées.

Le **Niveau A2** (intermédiaire ou de survie) semble correspondre à la spécification du niveau **Waystage**.

- C'est à ce niveau que l'on trouvera la plupart des descripteurs qui indiquent les rapports sociaux tels que: utilise les formes quotidiennes de politesse et d'adresse; accueille quelqu'un, lui demande de ses nouvelles et réagit à la réponse; invite et répond à une invitation; discute de ce qu'il veut faire, où, et fait les arrangements nécessaires; fait une proposition et en accepte une.
- C'est ici que l'on trouvera également les descripteurs relatifs aux sorties et aux déplacements, version simplifiée de l'ensemble des spécifications transactionnelles du Niveau seuil pour adultes vivant à l'étranger telles que: mener à bien un échange simple dans un magasin, un bureau de poste ou une banque; se renseigner sur un voyage; utiliser les transports en commun: bus, trains et taxis, demander des informations de base, demander son chemin et l'indiquer, acheter des billets; fournir les produits et les services nécessaires au quotidien et les demander.

Ce **niveau A2+** correspond à une **capacité supérieure au niveau du Waystage (Niveau intermédiaire ou de survie)**.

- On remarquera ici une participation plus active encore que limitée et accompagnée d'aide, par exemple: comprend assez bien pour se débrouiller dans des échanges simples et courants sans effort excessif; se fait comprendre pour échanger des idées et des informations sur des sujets familiers dans des situations quotidiennes prévisibles à condition que l'interlocuteur aide, le cas échéant; se débrouille dans les situations quotidiennes dont le contenu est prévisible bien qu'en devant adapter le message et chercher ses mots;
- de manière plus significative, une meilleure capacité à poursuivre un monologue, par exemple: exprime ses impressions en termes simples; fait une longue description des données quotidiennes de son environnement comme les gens, les lieux, une expérience professionnelle ou académique; décrit des activités passées et des expériences personnelles; décrit des occupations quotidiennes et des habitudes; décrit des projets et leur organisation; explique ce qu'il/elle aime ou n'aime pas.

Le **Niveau B1** correspond aux spécifications du **Niveau seuil**. Deux traits le caractérisent particulièrement.

- Le premier est la capacité de poursuivre une interaction et à obtenir ce que l'on veut dans des situations différentes, par exemple: en règle générale, suit les points principaux d'une discussion assez longue à son sujet, à condition que la diction soit claire et la langue standard; reste compréhensible même si la recherche des mots et des formes grammaticales ainsi que la remédiation sont évidentes, notamment au cours de longs énoncés. Le deuxième trait est la capacité de faire face habilement aux problèmes de la vie quotidienne, par exemple: se débrouiller dans une situation imprévue dans les transports en commun; faire face à l'essentiel de ce qui peut arriver chez un voyageur ou au cours du voyage; intervenir sans préparation dans des conversations sur des sujets familiers.

Ce **niveau (B1+)** semble correspondre à un degré élevé du Niveau seuil.

- On y retrouve les deux mêmes traits caractéristiques auxquels s'ajoute un certain nombre de descripteurs qui se concentrent sur la **quantité d'information échangée**, par exemple: apporte l'information concrète exigée dans un entretien ou une consultation (par exemple, décrit des symptômes à un médecin) mais avec une précision limitée; explique pourquoi quelque chose pose problème; donne son opinion sur une nouvelle, un article, un exposé, une discussion, un entretien, un documentaire et répond à des questions de détail complémentaires – les résume; mène à bien un entretien préparé en vérifiant et confirmant l'information même s'il doit parfois faire répéter l'interlocuteur dans le cas où sa réponse est longue ou rapidement énoncée; décrit comment faire quelque chose et donne des instructions détaillées; échange avec une certaine assurance une grande quantité d'informations factuelles sur des questions habituelles ou non dans son domaine.

Les descripteurs calibrés au **Niveau B2** marquent une coupure importante avec ceux qui les précèdent.

- Par exemple, le degré élémentaire de ce niveau se concentre sur l'efficacité de l'argumentation. Rend compte de ses opinions et les défend au cours d'une discussion en apportant des explications appropriées, des arguments et des commentaires; développe un point de vue en soutenant tour à tour les avantages et les inconvénients des différentes options; développe une argumentation en défendant ou en accablant un point de vue donné, prend une part active dans une discussion informelle dans un contexte familial, fait des commentaires, exprime clairement son point de vue, évalue les choix possibles, fait des hypothèses et y répond.
- En second lieu, si l'on parcourt le niveau, on constate deux nouveaux points de convergence. Le premier est d'être capable de faire mieux que se débrouiller dans le discours social, par exemple: comprendre dans le détail ce que l'on vous dit dans une langue standard courante même dans un environnement bruyant; prendre l'initiative de la parole, prendre son tour de parole au moment voulu et clore la conversation lorsqu'il faut, même si cela n'est pas toujours fait avec élégance; intervenir avec un niveau d'aisance et de spontanéité qui rend possibles les échanges avec les locuteurs natifs sans imposer de contrainte à l'une ou l'autre des parties.
- Le second point de convergence porte sur un nouveau degré de conscience de la langue: corriger les fautes qui ont débouché sur des malentendus; prendre note des « fautes préférées » et contrôler consciemment le discours pour les traquer. En règle générale, corriger les fautes et les erreurs aussitôt qu'on en prend conscience.

Ce **Niveau B2+** correspond au **degré supérieur du utilisateur indépendant (Vantage)**. L'accent y est mis sur l'argumentation, et la conscience de la langue qui apparaît en B2 se poursuit ici. Néanmoins, on peut aussi interpréter l'accent mis sur l'argumentation et le discours social comme une importance nouvelle accordée aux capacités discursives.

- Ce nouveau degré de compétence discursive apparaît dans la gestion de la conversation (stratégies de coopération): est capable de donner un feedback et une suite aux déclarations et aux déductions des autres locuteurs et, ce faisant, de faciliter l'évolution de la discussion; de mettre en relation adroitement sa propre contribution et celle des autres locuteurs.
- Il apparaît également dans la relation logique/cohésion: utilise une variété de mots de liaison efficacement pour indiquer le lien entre les idées, soutient systématiquement une argumentation qui met en valeur les points significatifs et les points secondaires pertinents. Enfin, c'est à ce niveau que se concentrent les descripteurs portant sur la négociation.



Le **Niveau C1** semble être caractérisé par le bon accès à **une large gamme de discours** qui permet une communication aisée et **spontanée comme on le verra dans** les exemples suivants:

- peut s'exprimer avec aisance et spontanéité presque sans effort. A une bonne maîtrise d'un répertoire lexical large dont les lacunes sont facilement comblées par des périphrases. Il y a peu de recherche notable de certaines expressions ou de stratégies d'évitement ; seul un sujet conceptuellement difficile peut empêcher que le discours ne se déroule naturellement. Les capacités discursives qui caractérisent le niveau précédent se retrouvent au Niveau C1 avec encore plus d'aisance, par exemple: peut choisir une expression adéquate dans un répertoire disponible de fonctions du discours pour introduire ses commentaires afin de mobiliser l'attention de l'auditoire ou de gagner du temps en gardant cette attention pendant qu'il/elle réfléchit; produit un discours clair, bien construit et sans hésitation qui montre l'utilisation bien maîtrisée des structures, des connecteurs et des articulateurs

Le **Niveau C2** a pour but de **caractériser le degré de précision, d'adéquation et d'aisance de la langue** que l'on trouve dans le discours de ceux qui ont été des apprenants de haut niveau.

- Les descripteurs inventoriés ici comprennent: transmettre les subtilités de sens avec précision en utilisant, avec une raisonnable exactitude, une gamme étendue de modalisateurs;
- avoir une bonne maîtrise des expressions idiomatiques et familières accompagnée de la conscience des connotations ; revenir en arrière et reformuler une difficulté sans heurts de sorte que l'interlocuteur s'en aperçoive à peine.

On ne saurait trop insister sur le fait qu'au Niveau C2 on n'a pas l'ambition d'égaliser la compétence du locuteur natif ou presque. La recherche initiale autant qu'un projet utilisant les descripteurs du CECR pour évaluer la compétence en langue maternelle (North 2002 : CECR Etudes de cas) ont montré l'existence de locuteurs bilingues bien au-dessus du niveau le plus élevé défini (C2). Wilkins a identifié un septième niveau de «Compétence ambilingue» dans sa proposition de 1978 pour une échelle européenne d'unités de crédits.



<p>A1 [Die Stufe, auf der] Lernende <i>sich auf ganz einfache Weise verständigen</i> können:</p> <ul style="list-style-type: none">• Sie können einfache Fragen zur Person stellen – z.B. zum Wohnort, zu Bekannten, zu Dingen, die man besitzt, usw. - und können auf entsprechende Fragen Antwort geben. Sie können einfache Feststellungen treffen oder auf solche reagieren, sofern es sich um unmittelbare Bedürfnisse oder um sehr vertraute Themen handelt, wobei sie sich nicht nur auf ein begrenztes, eingeübtes und lexikalisch organisiertes Repertoire situationsspezifischer Wendungen verlassen müssen.
<p>A2 Auf dieser Stufe findet man die Mehrzahl:</p> <ul style="list-style-type: none">• der Deskriptoren zur Beschreibung sozialer Funktionen wie z.B.: kann jemanden grüßen, nach dem Befinden fragen, und auf Neuigkeiten reagieren; kann fragen, was jemand bei der Arbeit und in der Freizeit macht und kann entsprechende Fragen anderer beantworten; kann Verabredungen treffen.• Hier findet man auch Deskriptoren für sprachliche Interaktion auf Reisen und im Ausland, wie z.B.: Kann in Geschäften, Postämtern und Banken nach etwas fragen und einfache Erledigungen machen; kann nach dem Weg fragen und den Weg erklären; kann um alltägliche Waren und Dienstleistungen bitten und solche anbieten.
<p>A2+ (plus) Bemerkenswert ist:</p> <ul style="list-style-type: none">• eine aktivere Teilnahme an Unterhaltungen, wobei einige Einschränkungen bestehen und oft Unterstützung nötig wird, z.B.: Kann im direkten Kontakt ein einfaches, begrenztes Gespräch beginnen, in Gang halten und beenden; versteht genug, um ohne übermäßige Mühe in einfachen Routinegesprächen zurechtzukommen;• kann sich relativ leicht in strukturierten Situationen verständigen, sofern die Gesprächspartner, falls nötig, helfen – die Beteiligung an offenen Diskussionen ist aber nur begrenzt möglich.
<p>B1 [Diese Stufe] zeichnet sich besonders durch zwei Merkmale aus:</p> <ul style="list-style-type: none">• die Fähigkeit, Interaktion aufrechtzuerhalten und in einem Spektrum von Situationen auszudrücken, was man sagen möchte, z.B.: kann in einer Diskussion mit Freunden persönliche Standpunkte und Meinungen äußern und erfragen; kann das Wesentliche von dem, was er/sie sagen möchte, verständlich ausdrücken.• Das zweite Merkmal ist die Fähigkeit, sprachliche Probleme des Alltagslebens flexibel zu bewältigen, z.B.: Kann auch mit weniger routinemäßigen Situationen in öffentlichen Verkehrsmitteln umgehen; kann die meisten Situationen bewältigen, die gewöhnlich beim Buchen einer Reise oder auf der Reise selbst auftreten; kann sich beschweren; kann andere bitten zu erklären, was sie gerade gesagt haben.
<p>B1+</p> <ul style="list-style-type: none">• [Eine Reihe von Deskriptoren kommen hinzu], die sich auf den Umfang der Information beziehen, die bewältigt wird, z.B.: Kann in einem Interview oder Konsultationsgespräch konkrete Auskünfte geben (z.B. beim Arzt Symptome beschreiben), tut das aber mit gegrenzter Genauigkeit; kann erklären, warum etwas ein Problem ist; kann eine kurze Geschichte, einen Artikel, einen Vortrag, ein Interview oder eine Dokumentarsendung zusammenfassen, dazu Stellung nehmen und Informationsfragen dazu beantworten; kann beschreiben, wie man etwas macht, und kann genaue Anweisungen geben.
<p>B2 [auf diesem Niveau] liegt der Schwerpunkt z.B.</p> <ul style="list-style-type: none">• auf erfolgreichem Argumentieren: Kann in Diskussionen die eigenen Ansichten durch relevante Erklärungen, Argumente und Kommentare begründen und verteidigen; kann seine/ihre Argumentation logisch aufbauen und verbinden;• kann Vermutungen anstellen über Ursachen und Folgen und kann über hypothetische Situationen sprechen. [Man kann im Diskurs mehr] als sich selbst behaupten: Kann sich auf natürliche, fließende und effektive Weise an Gesprächen beteiligen;• kann sich den in der Konversation üblichen Wechseln der Gesprächsrichtung, des Stils oder des Tons anpassen; kann Fehler korrigieren, wenn sie zu Missverständnissen geführt haben
<p>B 2 + [das Gewicht liegt auf der Fähigkeit] zu effektivem sozialem Diskurs und auf einer stärkeren Sprachbewusstheit. Dieser höhere Grad an Diskurskompetenz zeigt sich im ‚Diskursmanagement‘:</p> <ul style="list-style-type: none">• Kann sich auf Aussagen und Folgerungen anderer Sprecher beziehen, daran anknüpfen und so zur Entwicklung des Gesprächs beitragen. Sie zeigt sich auch in• Bezug auf Kohärenz und Kohäsion: Kann eine begrenzte Zahl von Verknüpfungsmitteln verwenden, um seine/ihre Äußerungen zu einem klaren, zusammenhängenden Text zu verbinden; kann verschiedene Verknüpfungswörter sinnvoll verwenden, um inhaltliche Beziehungen deutlich zu machen; kann etwas systematisch erörtern und dabei entscheidende Punkte in angemessener Weise hervorheben und stützende Einzelheiten anführen
<p>C1 Es ist kennzeichnend für dieses Niveau, dass hier ein breites Spektrum sprachlicher Mittel zur Verfügung steht, das flüssige, spontane Kommunikation ermöglicht, wie die folgenden Beispiele zeigen:</p> <ul style="list-style-type: none">• Kann sich beinahe mühelos spontan und fließend ausdrücken; beherrscht einen großen Wortschatz und kann bei Wortschatzlücken problemlos Umschreibungen gebrauchen; offensichtliches Suchen nach Wörtern oder der Rückgriff auf Vermeidungsstrategien sind selten, nur begrifflich schwierige Themen können den natürlichen Sprachfluss beeinträchtigen
<p>C2 [...] wird zwar als kompetente Sprachverwendung bezeichnet,</p> <ul style="list-style-type: none">• dies bedeutet aber nicht, dass eine muttersprachliche oder fast muttersprachliche Kompetenz erreicht ist. Beabsichtigt ist nur, die Präzision, Angemessenheit und Leichtigkeit zu charakterisieren, welche die Sprache dieser sehr erfolgreichen Lernenden auszeichnen