

The Eaquals Self-help Guide for Curriculum and Syllabus Design

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I. Introduction

Since 2004 one of the Eaquals requirements has been to reference school levels to the Common European Framework of Reference (CEFR).

This Self-help Guide aims at providing professional support for Eaquals members and potential members who are developing their curriculum and syllabus documents with reference to the CEFR.

The Self-help Guide will make direct references to the CEFR document itself but also to the ***Eaquals CEFR Guidance Sheets***, developed by Brian North, Chair of Eaquals, in 2006 and to a wider framework of a series of tasks and activities which academic managers and their staff may want to undertake when developing their **own individual** curriculum and syllabus documents.

Below are some basic principles for using this document:

- This Guide does not prescribe how you should develop your curriculum and syllabus; instead it offers useful activities in the preparation process.
- We advise academic managers to involve their teachers in developing internal curriculum and syllabus documents: the teachers can bring different points of view to the development process, and their involvement will develop their sense of ownership. It is also more effective and efficient, as well as more enjoyable, to do this in a team

“We first organised a series of training sessions for DOSes and senior teachers to acquaint them with the idea of CEFR and “can-do” philosophy. We also organised a number of training sessions for the teachers which focused on:

- the CEFR approach in the context of the Council of Europe policy on education,
- the general CEFR descriptors and their practical application, including illustrative examples with DVD and scripts,
- application of the CEFR-based descriptors to the assessment system in the school.”

(Bell Krakow)

“More teacher training and guidance as to how the statements can be further exploited is necessary; aims need to be further clarified; teachers should be explained that statements are not a teaching tool and that there is some flexibility in the approaches they are used depending on specific needs, etc.”

(Sabanci University)

“A series of presentations took place to familiarise teachers of Foreign Languages with the basic principles and rationale behind CEFR and ELP and with the direct aim of setting up three task groups to work on:

- The development of a school document that would use CAN DO statements as a means of describing language levels, in particular those before A1.
- The familiarisation of staff with the philosophy behind ELP and the examination of the feasibility of the implementation of the Eaquals/ALTE Portfolio within the school framework.
- The development of new Report Cards (which are issued to students at the end of every term) to comply with the rationale of 1 & 2 above.”

(Doukas School)

- The Guide encourages you to take a critical look at your present curriculum and syllabus documents and start the development from there. We would definitely want to encourage you to start from the curriculum and syllabuses that you have used so far. **Do not discard anything that has worked well in your institution.**

“We looked at the detailed contents of our syllabi and adapted them where necessary to the common reference levels:

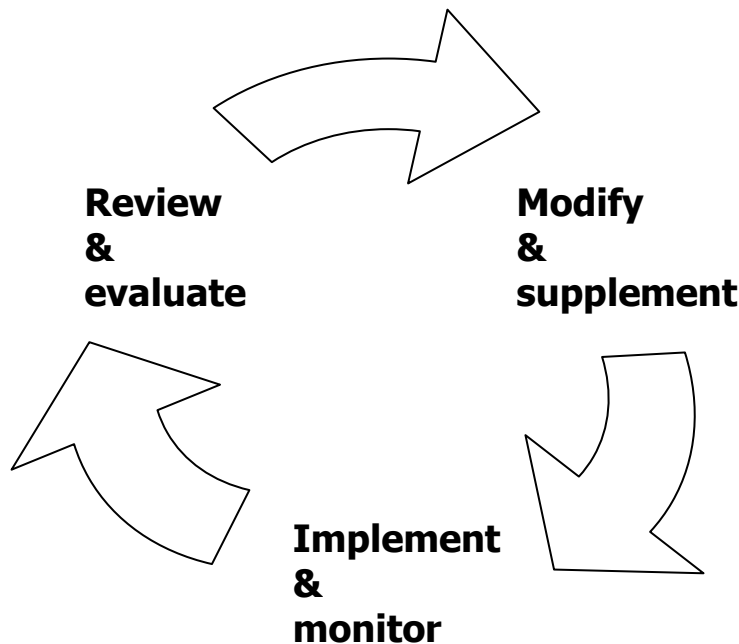
- we specified the course objectives in terms of “can-do” statements within four categories which seemed to reflect best our communicative objectives;
- we supplemented the communicative objectives with the linguistic content divided into the following categories: grammar, vocabulary, writing and functions.



The result is that our syllabi include a combination of “can-do statements” and linguistic content. The teachers were greatly relieved to see that we did not intend to get rid of our “old” systems and replace them with the CEFR levels and descriptors but supplement and support our syllabi and assessment procedures with the new approach which facilitated the learning process.” (Bell Krakow)

II. The development process

When developing your curriculum and syllabus document the standard process for implementing change applies.



III. The Common European Framework of Reference

How can the Common European Framework improve the curriculum?

- It links your levels to common standards used internationally for different languages, and by most public examinations
- The descriptors and checklists are a source for setting overall outcome objectives (using the scales) for the different levels in the schools and specific output objectives (using the portfolio checklists) in the syllabus for particular courses. In this way schools can have coherent systems for the whole of their teaching programmes – from curriculum to syllabus and schemes of work.
- The CEFR describes what learners / users can **do** with the language not just what they know about it and makes the curriculum easier to understand for learners and for agents/training managers than one which is in more specialised “linguistic” language

“After this development phase, the main emphasis in 1997-2005 was (a) informing learning properly about what was going on, and (b) standardising teachers’ interpretation of what they were supposed to be doing.” (Eurocentres)

“This existing system gradually came to be perceived as unsatisfactory, for the following reason: It did not give learners a clear indication of their learning aims and the extent to which these had been achieved.” (IH La Spezia)

“This (Exit Level Descriptors) is the core document produced by referring to the CEFR. The main use is to clarify course aims for all stakeholders.

- For teachers and learners – To raise awareness of the course aims and objectives.



- For faculty members – To inform them of the minimum exit levels – to increase communication with them.
- For parents / prospective students - to appear in course catalogue.”
(Sabanci University)
- Because it can be used as the basis for self-assessment, teachers’ judgment, test and examination specifications, the CEFR links the different approaches to evaluation in the school
- The idea of a communicative teaching/learning sequence in which different competences are practised in preparation for a task, which itself leads to an identifiable communicative use of language, is implicit in the action-oriented approach of the CEFR and can help to make the teaching approach more communicative.

“Over the years an attempt was made to expand the syllabus checklist to include information on functions, lexical areas and themes, and a list of reading, writing and listening skills and formats to be dealt with. However, the essential problem with this approach to syllabus design is that it reinforces the tendency of teachers, students (and their parents) to see language learning as an essentially linear process consisting of ‘doing’ large language items, such as ‘the present perfect’, ‘conditional sentences’, etc, which can then be ‘ticked off’. There is little encouragement to make genuine communication the focus of teaching and learning, and a strong emphasis on getting students through exams based on the typical ‘controlled practice’ type of grammatical exercise. It was to begin to educate these three groups of people away from this way of looking at language learning that we decided to adopt a ‘Can-Do’ approach.” (BI Seville)

For familiarisation with the CEFR document and its aims and structure refer to the
Eaquals Guidance Sheet 1 and Reference Sheet 1 – Grid (Appendix 1)

IV. Curriculum and syllabus documents in the language school context

1. The Eaquals definition of school curriculum and syllabus

The Eaquals criteria and indicators for the curriculum and the syllabus are as follows:

“All members are committed to providing opportunities for language study in a teaching/learning environment of high quality and within a clearly organised curriculum framework.” (Eaquals Code of Practice)

“A structured course of studies that is divided into levels and appropriate to students’ needs” (Eaquals Student Charter 1.5.1h);

“Entry tests give feedback on the most significant weaknesses, with recommendations for self-study ... A review lesson at the end of the week combines a quiz on the main linguistic content with a small group discussion (oriented by photocopies of the weekly plan) of achievement of the week’s objectives, and need for further class or individual work.” (Eurocentres)

“In attempt to involve learners in curriculum personalisation and delegating responsibility for classroom actions learners are given their level sets of CAN DO statements and are being asked to put them in priority according to their own preferences. The same sets of descriptors are given to teachers and a comparison is made between the two sets of results. A discussion takes place at the beginning of each course with the teacher explaining the why and the how of what has been planned. Our intention is to develop a piece of software that will produce individual and group lists of learning priorities comparing results, which will be given at the beginning of the course. A self-assessment achievement survey will be carried out with learners recording to what extent they feel the course goals were achieved again comparing individual to group results.” (Doukas School)



- **curriculum** – an overall description of objectives, with reference to the levels of the Common European Framework of Reference, including a framework of levels and general statement of means used to achieve these objectives
- **syllabus** – a means of specifying appropriate course content, aims and learning outcomes for teachers and students (e.g. through description of courses); statements of content to be covered in a certain period of time, and specifications of what language knowledge and skills will be covered at what level

(*Eaquals inspection report template*)

2. Developing your curriculum

For an overview of how the CEFR can contribute to the development of a high standard curriculum and syllabus, which meet Eaquals standards and for the main phases of the process read the **Eaquals Guidance Sheet 2 – Curriculum – (Appendix 2)**

3. Applying CEFR principles in developing a curriculum statement

The CEFR principles can be drawn on in developing the “*overall description of objectives*”. This will include statements of the school’s beliefs about language learning and its general approach, for example:

- The belief in the key educative and social role of language learning
“In the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, more intensive personal interaction, improved working relations and a deeper mutual understanding”
(CEFR p. 5)

- The emphasis on action-oriented language learning - what you do with language, not what you know about it. The “**can do**” statements underpin the whole approach to setting learning objectives

“What appealed most to all our academic managers was a new focus that “can-do” statements introduced to the teaching process: emphasising students’ practical abilities rather than their knowledge: focusing on what our students should be able to do using English rather than what material they should learn.” (Bell Krakow)

- The importance of needs analysis: *“Language learning activities are based on the needs, motivations, characteristics of learners”*:
 - ✓ What will they need to do with the language?
 - ✓ What will they need to learn in order to do what they want?
 - ✓ What makes them want to learn?
 - ✓ What sort of people are they?
 - ✓ What knowledge, skills and experience do their teachers possess?
 - ✓ What access do they have to resources?
 - ✓ How much time can they afford to spend?” (CEFR introduction p.xii)

“A mark of 3 indicates that the student has achieved the standard expected of a student at that level. 4 or 5 indicate that the student is particularly strong in that area, while a 1 or a 2 serves as a “red light” to indicate to the student that more work need to be done in that area. Students can then be encouraged to work on specific areas in their guided study sessions in our multimedia Study Centre.” (IH La Spezia)

- The encouragement of learner autonomy
“To promote methods of ... language teaching, which will strengthen independence of thought, judgment and action, combined with social skills and responsibility”
(CEFR p.4)



“It was therefore decided to experiment with a totally new system, which would give further impetus to the integration of class lessons and guided study sessions.”
(IH La Spezia)

“Learner training was an issue as students usually come from a teacher-dependent learning background and are not very used to setting their own goals, identifying own weaknesses/strengths, but still the process has proved useful as it has been a start.” (Sabanci University)

TASK 1 – Reflection

Look at the influencing aspects of CEFR above and assess your present curriculum document along these lines:

- *Are the above principles already covered in your institution’s present general statement?*
- *What other aspects would you include?*
- *If you do not have a curriculum statement, how would you include these points?*

TASK 2 – Looking at sample curriculum statement extracts

Look at the samples in **WORKSHEET 1 (Appendix 3)** and decide which one you would prefer as a model for your own curriculum statement.



TASK 3 – Writing a curriculum statement

Ask your staff to brainstorm the keywords they associate with your school. Ask them to capture the features which make your school different from the other schools they may know.

Ask your staff to formulate brief curriculum statements with the collected keywords, which would make your educational approach clear to your clients (students, parents, HR managers, etc.).

4. Developing a framework of levels

The framework of levels needs to take account of the following parts of the CEFR:

- The Global Scale – A1 – C2 (**Appendix 1 - Grid**)
- The self-assessment grid of the CEFR (Table 2 p. 26 & 27)
- The descriptor scales. These are of two kinds:
 - ✓ there are 41 scales of language activities (things you do with language), some general, such as “overall spoken production”, some more specific like “obtaining goods and services” or “telephoning”
 - ✓ in addition there are 13 scales of “competences” (the knowledge, skills and attitudes that enable you to use language effectively) – for example, “grammatical accuracy” “vocabulary range”, “spoken fluency” (**Appendix 5 provides a list of all scales and Appendix 6 two examples of the scales**)
 - ✓ **Appendix 7 provides summaries of the different levels which can be used for guidance in assessing how your present levels system fits with the CEFR scales, and as a short overall reference for the content of each level.**

“If we are to eventually work with the European Language Passport and Portfolio in a meaningful way we need to link the two documents both ‘on paper’ and in the minds of teachers (and then students). The first step on the road to this aim was to produce a document cross referencing our can-dos to those included in the European language Portfolio. Essentially the can-do statement for each activity in the book is either directly relevant to one or more (and often to many) of the ‘official’ can-dos or, in cases where the link is less clear, it is (relatively) easy to justify how doing that particular activity can help students to improve in one of the more general ‘official’ can-dos.” (BI Seville)

“Eurocentres has not yet implemented a full “Can-Do” approach, but had rather used “Can-Do” descriptors indirectly in order to orient curriculum & syllabus development, course planning, assessment and certification. This is a direct implementation of Portfolio-style checklists of “Can-Do” descriptors.” (Eurocentres)

“The CEFR provided a useful starting point for writing the exit level descriptors, but needed considerable thought to produce a useful document for our own context.” (Sabanci University)

“The descriptors of lower levels have been challenging to define– CEFR is described in terms of real life tasks e.g. basic transactions in a shop, which is irrelevant in our context due to focus on academic tasks e.g. essay writing comes earlier than in a general language program. We needed to qualify statements to deal with classroom tasks, which is what students most do rather than real world language use e.g. in General linguistic range “topics related to his / her studies” or in overall spoken interaction and production – provided the other person helps if necessary.” (Sabanci University)

TASK 4 – Reflection

- *Are you familiar with some of these constituents of the CEFR system of levels?*
- *Do they impact on your levels systems?*
- *Are the above points taken into account in your present level system?*
- *If your levels are referenced to the CEFR, how accurate and meaningful is this?*



TASK 5 – Assessment of your curriculum statement

With the help of the questions below, assess how your present curriculum statement takes account of the resources of the CEFR

- The Global Scale – A1 – C2
 - ✓ Does your institution teach all the levels?
 - ✓ If not, what are the different entry and exit points?
 - ✓ Does it assess and certify the exit points?
- The self-assessment grid
 - ✓ Is this used to raise awareness of levels among learners?
 - ✓ To establish a skills profile?
 - ✓ To set objectives?
 - ✓ As a regular check on progress?
- The 54 descriptor scales
 - ✓ Are they, or some of them, used to define the objectives and the content of specific courses?
 - ✓ Does the institution concentrate on specific skills areas? For example, academic skills for a university department, speaking skills for short courses in-country etc.
 - ✓ Are the descriptor scales used to achieve a differentiated set of aims for different courses?
 - ✓ Are the Portfolio checklists of “can do” statements included at any level of planning?

5. Formulating the general statement of means used to achieve these objectives

This part of your curriculum will include statements about the methodological approach of your institution. Aspects to consider are:

- ✓ Your general methodological approach
- ✓ Whether you have a competence-based approach to the teaching/learning of language skills, e.g. grammatical accuracy, vocabulary range etc. A grammar-based curriculum will take the competence scales as its starting point.
- ✓ Or a task-based approach in which the competences will be developed through doing a range of different activities and tasks, and the approach to setting objectives will be through “activity scales” – e.g. obtaining goods and services, telephoning, understanding media etc.?
- ✓ A communicative based approach will take the tasks and activities in the activity scales as its starting point

You'll need to combine system learning (i.e grammar based) and communicative learning, but your choice of approach will influence the teaching style and the way you present your approach to stakeholders.

“We supplemented the communicative objectives with the linguistic content divided into the following categories: grammar, vocabulary, writing and functions. The result is that our syllabi include a combination of “can-do statements” and linguistic content. (Bell Krakow)

“Students and parents in our market expect to be given, and use, a coursebook. They also expect to cover specific language points on a course. We decided, therefore, to begin with the coursebooks in use, and to link the contents of these both with functional “can-do” statements and traditional grammar areas (tenses, modal verbs, reported speech etc). In this way students would be able to see what they had covered both from a theoretical point of view (particularly important for parents of school-age learners, who need this theoretical knowledge of ‘grammar’ for academic success) and from a more “real-world”, practical point of view.



A report would therefore consist of two sets of descriptors, one headed 'I can do these things in English' and the other 'I can use the following language items'. Under the first heading would be descriptors such as 'I can talk about my daily routine' and under the second 'Present Simple'." (IH La Spezia)

TASK 6 – Reflection and assessment

- Do you have a brief description of your general methodology?
- Do you use competence scales?
- Do you adopt a task-based approach in formulating teaching aims?

With the help of the questions below evaluate your present curriculum statement

- What is your general methodological approach?
 - ✓ Is it clearly formulated?
 - ✓ Will your clients understand it?
 - ✓ Do you emphasise the development of competences and apply these to activities?
 - ✓ If so, do the “competence scales” of the CEFR (e.g. grammatical accuracy, vocabulary range) have prominence in your curriculum?
 - ✓ Do you adopt a task-based approach, in which the competences will be developed through doing a range of different activities and tasks?
 - ✓ If so, will your objectives be described in terms of the “activity scales” (e.g. spoken production: obtaining goods and services, telephoning, understanding media)
 - ✓ Does your approach to methods adopt a coherent approach in the following areas:
 - The balance between exposure to language and structured learning?
 - The treatment of errors and mistakes?
 - The range of different competences to be covered (see the list of competence scales for competences in addition to the linguistic ones – pragmatic and strategic competence, for example)?
 - The size, range and control of vocabulary – is it linked to the above competences?
 - The approach to tasks and texts in the teaching/learning approach – are they relevant to the above competencies?

For all these aspects with a description of available options, read
Chapter 6 (Language Learning and Teaching) of the CEFR

TASK 7 – review and assessment

Look at your curriculum statement again and check whether some or all of the above aspects are covered. Modify and supplement your documents to integrate these aspects as you and your team consider appropriate.

6. The syllabus and planning teaching

The **curriculum document** includes general statements to be applied to all activities in the school; the **syllabus** is a planning document, which describes specific units of the learning-teaching programme in a given institution.

For planning purposes it is often practical to have another level of planning between the syllabus and the lesson plan, for example, **schemes of work or weekly plans**, to enable teachers to break down the syllabus content into smaller and more manageable teaching units.

The three levels of planning to define the content and means of learning and teaching are:



The syllabus (prepared by the school in consultation with teachers) is a means of specifying appropriate course content, aims and learning outcomes for teachers and students (e.g. through the description of courses), statements of content to be covered in a certain period of time, and specification of what language knowledge and skills will be covered at what level

Schemes of work (prepared by the teacher or more than one teacher working on a course) are means of describing in more detail the learning-teaching content within the overall syllabus for a **shorter period of time, e.g. a week or month**. They aim at ensuring that the syllabus plan is implemented in a structured and timely manner.

Lesson plans (written by an individual teacher) are means of the smallest planning unit, the content and activities of a single lesson.

“Weekly planning was formalised with the standard classroom display described below. The left hand document is a self-assessment version of the Eurocentres Scale for student self-assessment at enrolment; it is a simplified version of the salient features of the CEFR and Eurocentres levels. The central document is the summary of content at the level concerned (It shows the main communicative objectives and the main linguistic objectives. The right hand document is the objectives for the week. This is typed or handwritten. The same categories as in the “Our Aims” central document are used. It includes recommendations for self-study.” (Eurocentres)

7. Developing your syllabus: adopt CEFR and adapt your syllabus

“Early attempts to introduce the European Language Passport and Portfolio wholesale without first introducing and working with the can-do concept were not a success as it was clear that both students and teachers needed to see a clear link between the Passport and Portfolio’s contents and what they were doing in class on a weekly basis. Hence, in order to get the first of the three groups (the teachers) on board, we decided to describe the contents of the course (i.e. essentially, of the coursebook) in terms of can-dos written by us but based on the style and format of the ‘official’ Portfolio can-dos.” (BI Seville)

“Other institutions seem to have shied away from this approach of describing everything that is included in the course in terms of a can-do, but we believe it does have certain advantages despite the amount of work involved. The main advantage is the direct link, easily seen by both teachers and students, between the work covered and the relevant can-do. Work on language (structures and lexis) is thus seen as developing the tools with which to achieve certain can-dos rather than as an end in itself, and teachers and students’ mindsets begin to change. It is this direct link that justifies the time spent on the project.” (BI Seville)

“Giving teachers a clear syllabus for each level also provides teachers with the freedom to break away from the coursebook where appropriate. The syllabus is based on the contents of the coursebook, which provides a framework for a more inexperienced teacher to follow, while more confident teachers can be encouraged to go outside the bounds of the coursebook, as long as they are following the descriptors in the syllabus.” (IH La Spezia)

TASK 8 – review and assessment

Look at your course syllabuses and evaluate them by answering the following questions below:

- ✓ What is the syllabus timeframe in your institution: course, academic year, term?
- ✓ How do you specify your course aims and desired outcomes: coursebook units, grammar points, vocabulary items, language functions, sub-skills, “**can do**” statements?
- ✓ How do you describe what you actually teach: by coursebook units, grammar points, vocabulary items, language functions, sub-skills?
- ✓ How do you specify language activities in class: by general methodology, classroom activities, skills work?
- ✓ How do you judge whether the syllabus has been implemented?
- ✓ How do you assess the progress of learners?



- ✓ Do you assess learners' actual language performance?
- ✓ How do you gauge students' levels at the end of courses?

TASK 9 – Assessment, modification and supplementing

Choose one of your syllabus descriptions for one particular course. Select the materials designed for about 50 lessons.

Assess your existing syllabus for the 50 lessons by the following criteria.

- ✓ Are all language elements listed in your syllabus? (vocabulary items, language functions, grammar points, sub-skills and special pronunciation and intonation points)
- ✓ If any of the above missing, supplement your present syllabus document with these descriptors

Specify the global learning aims you are trying to achieve by the end of the 50 lessons:

- ✓ What do you want your learners to be able to do by the end of the 50 lessons with the language elements you have specified in your syllabus description? (E.g. learners will be able to carry out basic conversations at a travel agent in order to organise their summer holidays)

Break down the above general outcome competences into specific sub-skills. Learners will be able to:

- ✓ Enquire about holiday options
- ✓ Negotiate prices and different holiday packages
- ✓ Book a holiday etc.

With the help of **Worksheet 2 - Syllabus Template (Appendix 4)**, compare what you need to add to your syllabus document to include the principles of CEFR.

8. Developing your schemes of work

TASK 10 – review and assessment

Look at the questions below and evaluate your schemes of work.

- ✓ Do you use schemes of work – if yes, what is your timeframe? (week, fortnight, month?)
- ✓ If you have not used schemes of work so far, which timeframe would be most appropriate or practical to use?
- ✓ What do your schemes of work contain?
- ✓ Do you give a different focus to different periods of time? (e.g.: skills development one week, grammar revision another, project work over a longer period of time)?
- ✓ Are your short term objectives in the weekly/monthly plans in line with the syllabus and curriculum aims?
- ✓ Do you have “can do” statements in your weekly/monthly plans?
- ✓ How do you check that weekly/monthly objectives are achieved?
- ✓ How do you check that the weekly/monthly plans guarantee the achievement of syllabus aims? Do you use tests and/or do you apply continuous assessment techniques?

9. Improving your lesson plans

TASK 11 – Review, assessment and modification

Review your lesson plan template and check whether it includes reference to general lesson objectives and specific aims for stages of the lesson.



Find ways of encouraging your teachers to specify desired lesson outcomes by using “can do” statements.

10. Assessment in the language school

Applying CEFR principles in your planning will require different ways of assessing the results of teaching. If your goals and objectives are specified through “can do” statements, i.e. are activity-based, you will aim at assessing your learners outcome competences through their actual performance.

“We supplemented the system of our tests with the checklists of the Portfolio-type descriptors in order to focus the attention of our students and teachers on practical abilities that the students are supposed to gain at each level. Twice a term, in the middle and at the end, both teachers and students were asked to tick the abilities attained. The first checklists we prepared were very long and very complete, almost identical to those included in the Portfolio. Both the teachers and students found them too long and too time-consuming, therefore now we use shorter versions with more general descriptors.” (Bell Krakow)

“Self-assessment versions of the objectives are used at half term to encourage learners to review their overall progress in relation to the objectives for the level. Initially the self-assessment document was drafted as purely “Can-Dos.” However, it became apparent that it is easier to standardise implementation of a “*both* communicative *and* linguistic” approach.” (Eurocentres)

“It was explained to teachers that for the system to work they would need to be continually assessing their students almost on a lesson-by-lesson basis. To help teachers with this continual assessment they were provided with reduced “mini-report” forms. In this way a double side of A4 containing report forms for 8 students could be kept to hand inside a register for ease of use. Teachers were encouraged to keep a constant record of students’ progress on these mini-forms in pencil, the data from which could then be transferred to the student’s own copy of the report form when the reports were due. Teachers in the main found the new system much quicker and simpler to use than the old one. Where they had difficulty it was because they had failed to monitor accurately students’ progress throughout the year, and now understand more clearly the importance of doing this.” (IH La Spezia)

For a general introduction and an overview of the impact of CEFR on classroom assessment with references to useful assessment tools refer to the
Eaquals Guidance Sheet 3 – Assessment – (Appendix 6)

(To cover all aspects of assessment in a language school would need a special guide in itself.)

11. Achieving coherence at all levels of planning teaching

TASK 12 – review, assessment and modification

Review your curriculum statement, description of methods and syllabus contents again and double-check whether they apply an activity- and performance-based approach to specifying aims and objectives, which are compatible with your general principles of teaching.



APPENDIX



Eaquals Guidance Sheets



EAQUALS CEFR GUIDANCE SHEET 1

Appendix 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
	A2+
B Independent User	B1
	B1+
	B2
	B2+
C Proficient User	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.

Brian North, 2006

Maria Matheidesz and Frank Heyworth, 2007

www.eaquals.org



	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 signalled 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 skilfully 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.

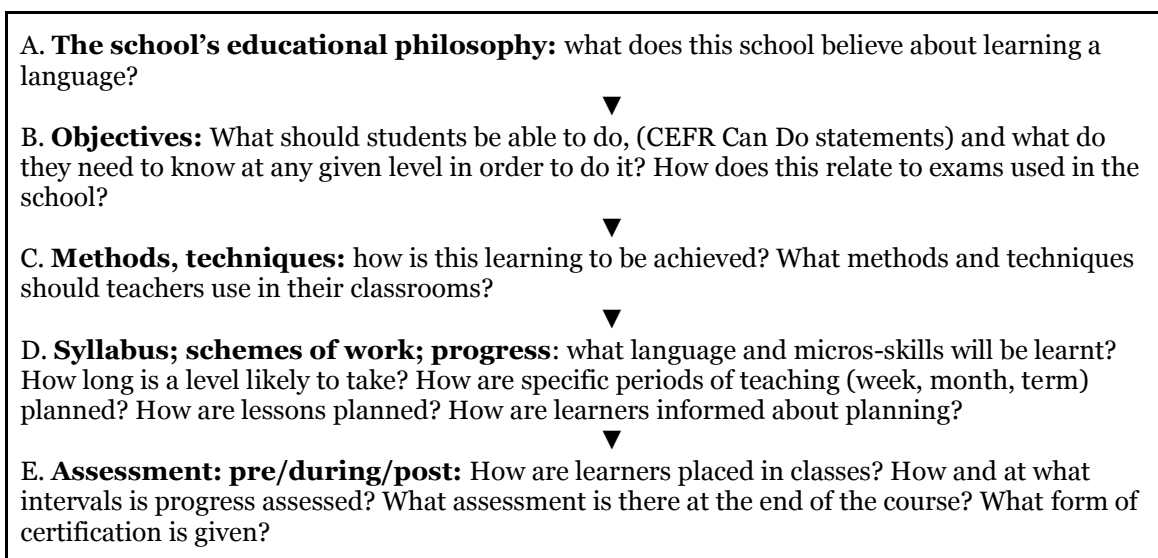


Curriculum Development and the Common European Framework of Reference

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 [Eaquals CEFR Levels Grid \(Reference Sheet 1\)](#), with sets of key descriptors for each level provided in the [Eaquals/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, Eaquals language specifications for English). The ELP descriptors can also be exploited for continuous assessment. Assessment grids adapted from the [Eaquals CEFR Standardisation Pack](#) provide criteria for performance assessment.

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



Brian North, 2006



WORKSHEETS



CURRICULUM STATEMENT SAMPLES

Sample 1.

We want our students to realise their full individual potential and believe this happens when:

- ◆ they are actively involved in their learning;
- ◆ they are challenged by what they are asked to do;
- ◆ they are motivated by their studies.

We will encourage our students to:

- ◆ share responsibility for their own learning;
- ◆ show respect for each other, their teachers and their school;
- ◆ participate actively in class and respond positively to the challenges of language learning.

Sample 2.

Educational Aims	Objectives in relation to these aims
<p>To achieve a balance of creative and systematic approaches in the management of students' education.</p> <p>To provide courses which reflect high internal standards, and those of external organisations where appropriate, and which are also sufficiently flexible to meet the needs of individual learners.</p>	<ul style="list-style-type: none"> • To develop and maintain learner and staff feedback systems and respond effectively to feedback. • To monitor and advise learners on their progress. • To monitor and evaluate established and new approaches in the classroom. • To evaluate new and established course objectives, design, content and delivery. • To evaluate, maintain and update educational material and resources in line with course objectives

Sample 3.

GRBD does not impose a single set approach to language teaching, but rather follows the current trend of principled eclecticism as reflected in modern course books. Most of our chosen course books reflect to varying degrees the current thinking and trends in ELT methodologies, such as The Communicative approach, The Lexical Approach and Guided Discovery. We hope teachers will make intelligent, informed decisions about ways to help their students learn. To this end, we endeavour to provide ample opportunity for discussion, guidance and support.

There are, however, certain principles which we adhere to:

- The process of language learning is non-linear and is complex.
- Learners learn through a variety of means and learning styles.
- The learner should be actively involved in his/her learning process.
- Learning should be rewarding and enjoyable in itself.
- Language should be used for meaningful and effective communication.
- There should be a balance between language input/analysis and skills development
- The language focussed on should be relevant to students' level and needs.



EAQUALS CEFR WORKSHEET 2 SYLLABUS TEMPLATE

Course level definition by CEFR: e.g. B1+ general English					
Course objectives formulated through “can do” statements: By the end of the course learners will be able to ... (competence descriptors, e.g. those of ELP)					
Content checklists					
Topics and Vocabulary	Language functions defined in activity scales (E.g. giving and receiving information about...)	Grammar points	Sub-skills	Intonation & Pronunciation	Desired outcome competences What learners will be able to do...



CEFR SCALES



Summary of Scales

This is a list of all the scales in the different chapters of the CEFR

1. Communicative activities

1.1 RECEPTION

- Spoken** • Overall listening comprehension
- Understanding Interaction between native speakers
 - Listening as a member of a live audience
 - Listening to announcements and instructions
 - Listening to radio & audio recordings
- Audio/Visual** • Watching TV & film
- Written** • Overall reading comprehension
- Reading correspondence
 - Reading for orientation
 - Reading for information and argument
 - Reading instructions

1.2 INTERACTION

- Spoken** • Overall spoken interaction
- Comprehension in interaction
 - Understanding a native speaker interlocutor
 - Conversation
 - Informal discussion
 - Formal discussion (Meetings)
 - Goal-oriented co-operation
 - Obtaining goods and services
 - Information exchange
 - Interviewing & being interviewed

- Written** • Overall written interaction
- Correspondence
 - Notes, messages & forms

1.3 PRODUCTION

- Spoken** • Overall spoken production
- Sustained monologue: describing experience
 - Sustained monologue: putting a case (e.g. debate)
 - Public announcements
 - Addressing audiences
- Written** • Overall written production
- Creative writing
 - Writing reports and essays

2. Communication strategies

RECEPTION

- Identifying cues and inferring

INTERACTION

- Taking the floor (turntaking)
- Co-operating
- Asking for clarification

PRODUCTION

- Planning
- Compensating
- Monitoring and repair

3. Working with text

TEXT

- Note taking in seminars and lectures
- Processing text

4. Communicative language competence

4.1 LINGUISTIC

Range: • General range

- Vocabulary range

Control: • Grammatical accuracy

- Vocabulary control
- Phonological control
- Orthographic control

4.2 SOCIOLINGUISTIC

- Sociolinguistic

4.3 PRAGMATIC

- Flexibility
- Taking the floor (turntaking) – repeated
- Thematic development
- Coherence
- Propositional precision
- Spoken fluency



Appendix 6

Some examples of scales from the CEFR

CREATIVE WRITING (CEFR p.62)

C2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2+	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
B2	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.
A2+	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
A2	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Scale descriptor of competences GRAMMATICAL ACCURACY

C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2+	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B1+	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
B1	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.



LEVEL DESCRIPTIONS



Appendix 7

Summary descriptions of the Common European Framework of Reference levels

These summaries are to help you to compare your levels with those of the CEFR. They bring together elements to be found in different parts of the Framework and the Portfolios, and do not, of course, replace a more detailed look at the scales. At each level you will find:

- The global descriptor (from the CEFR)
- The salient characteristics of the level (from a presentation by Brian North in the Council of Europe in February 2007)
- The general linguistic competence descriptor (from the CEFR)
- The descriptor for grammatical accuracy (from the CEFR)
- The descriptor for vocabulary range (from the CEFR)
- A summary of key checklists at each level divided into the different skills (adapted from the *Eaquals / ALTE European Language Portfolio*)

These summaries will help you judge where your institution's courses compare with the CEFR levels; they are unlikely to fit completely, since classes may start and end across different levels, or only do part of a level. You could, however, select from the descriptors to build up your own summaries.



Appendix 7a

A1

Global scale: 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.

Salient characteristics: the point at which the learner can interact in a simple way, ask and answer simple questions about themselves and respond to statements in areas of immediate needs, rather than relying purely on a rehearsed repertoire of phrases.

General linguistic competence Has a very basic range of expressions about personal details and needs of a concrete type

Grammatical accuracy: Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

Vocabulary range: Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations

Is able to:

Understand simple directions, questions and instructions addressed slowly, numbers, prices and times

Read simple information about people, about concerts, films etc, questionnaires and forms about personal information, signs and notices, simple greetings and postcards, instructions for a computer programme (eg. PRINT, SAVE, COPY)

Express introductions and basic greetings, answers to simple questions, make simple purchases, numbers, quantities, time, requests for things, asking for personal information and answering questions about where I live, my address etc.

Write simple notes (to arrange a meeting, for example), greeting cards, postcards, fill in questionnaires with basic information

Use strategies to say when something is not understood or to ask people to repeat what they have said



Appendix 7b

A2

Global scale: 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.

Salient characteristics: Includes the majority of descriptors stating social functions – can greet people, ask how they are and react to news, handle short social exchanges, discuss what to do, where to go and make arrangements. There are also descriptors on getting out and about, making simple transactions in shops, banks etc and getting simple information about travel and services.

General linguistic range: Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. **A2+** Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though will generally have to compromise the message and search for words.

Grammatical accuracy: Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless it is usually clear what he/she is trying to say.

Vocabulary range: Has a sufficient vocabulary for the expression of basic communicative needs, and for coping with simple survival needs. **A2+** Has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics.

Is able to:

Understand information about shopping, employment, local areas, personal and family information; short clear messages and announcements; the main points of TV News (with visual support); simple everyday conversation if spoken clearly and slowly

Read simple personal messages and letters about everyday life; simple instructions for using equipment; short narratives about familiar topics; the main topic in news items or simple articles (with the help of names, numbers etc.) ; simple information in advertisements or notices

Express orders for food and drink, make simple purchases, use public transport, make and respond to invitations, apologies; give directions, discuss arrangements for meeting or going out; simple directions. Describe oneself, family, friends, where one lives, hobbies and interests, educational background, past experiences and events

Write short notes and letters introducing oneself and giving personal details about education and job, saying thanks or sending greetings

Use strategies to ask for attention, indicate understanding or to ask people to repeat what they have said



Appendix 7c

B1

Global scale: 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.

Salient characteristics: Is concerned with maintaining interaction and getting across what one wants, giving and seeking personal views and opinions, expressing main points comprehensibly, and keep discourse going, even though there may be frequent pauses. At this level users can cope flexibly with problems in everyday life, dealing with most situations likely to arrive when travelling, and can enter unprepared into conversations on familiar topics.

General linguistic range: Has enough language to get by, with sufficient vocabulary to express him / herself with some hesitations and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times. **B1+** Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music or films.

Grammatical accuracy: Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. **B1+** Communicates with reasonable accuracy in familiar contexts with reasonable accuracy; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

Vocabulary range: Has sufficient vocabulary to express himself / herself with some circumlocutions on most topics pertinent to everyday life such as family, hobbies and interests, work, travel, and current events.

Is able to:

Understand everyday conversation, the main points of discussions, short narratives, the main points of news broadcasts and TV programmes on familiar topics, simple technical information, such as operating instructions for everyday equipment

Read short newspaper articles, interviews expressing a point of view, information brochures, simple messages, standard letters, private letters dealing with events, feelings, wishes, the plots of clearly structured stories

Express personal views and opinions, feelings such as surprise, happiness, interest etc; polite agreement and disagreement; maintain simple face to face conversations, narrate stories, describe dreams, hopes, ambitions, recount the plot of a film, give detailed accounts of experiences and events

Write short simple connected texts on a variety of topics; personal letters describing feelings or events, straightforward accounts in e-mails or by fax, reply to advertisements, write a CV

Use strategies to repeat what has been heard to confirm understanding, ask someone to clarify what they have said, use paraphrase or a simpler alternative word when unable to find the correct expression



Appendix 7d

B2

Global scale: Can understand the main ideas of a 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 possibly 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.

Salient characteristics: At this level effective argument is possible, and speakers can account for and sustain opinions in discussion, explain viewpoints, advantages and disadvantages. Users can hold their own in social discourse, with a degree of fluency enough for regular interaction with native speakers, and can adjust to changes of direction, style and emphasis.

General linguistic range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. **B2+** Can express him / herself clearly and without much sign of having to restrict what he / she wants to say

Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

B2+ Good grammatical control; occasional 'slips' or non-systematic errors and minor flaw in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

Vocabulary range: Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

Is able to:

Understand most of what is said, even in a noisy environment; lectures in own field, radio and TV documentaries, live interviews, talk shows, plays, most films, the main ideas even of complex presentations

Read news articles and reports, detailed text in own field, specialised articles with the help of a dictionary, letters on professional or academic topics, technical manuals, reviews and criticisms of films or plays

Express detailed factual information, degrees of emotion, opinions, defending points of view in discussions and reacting to others; give detailed descriptions on a wide range of topics; sustain a reasoned argument; express a viewpoint, talk about consequences, advantages and disadvantages

Write clear and detailed texts, summaries of articles, expository essays, short book or film reviews, personal letters explaining complex ideas and feelings

Use strategies to correct slips and errors, to gain time with standard phrases ("That's a difficult question to answer"), to be aware of typical mistakes and avoid them.



Appendix 7e

C1

Global scale: 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.

Salient characteristics: Is the level of fluent, well-structured language, with a good command of a broad lexical repertoire allowing gaps to be overcome with circumlocutions. Speakers can express themselves fluently and spontaneously, and produce clear, smoothly flowing, well-structured speech, using organisational patterns, connectors and cohesive devices.

General linguistic range: Can select an appropriate formulation from a broad range of language to express him / herself clearly without having to restrict what he / she wants to say.

Grammatical accuracy: Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

Vocabulary range: Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.

Is able to:

Understand extended speech, understanding nuances and what is implied; a wide range of idiomatic expressions, lectures, talks, technical information, films and TV even when there is slang and non-standard language

Read long and demanding texts, reports, analyses, commentaries, long, complex instructions, contemporary literary texts; recognise the social, historical and political background of literary works, almost all correspondence

Express oneself fluently on a wide range of topics, taking part in animated lively conversation, even with native speakers, expressing ideas and opinions clearly; can give clear detailed descriptions, extended accounts of events or experiences, with interpretations; make presentations in public in a specialised field, able to respond to questions and objections.

Write on complex topics in a clear and well-structured language, producing logical coherent text; detailed descriptions of opinions and experiences; produce varied texts, with a high degree of grammatical accuracy and a varied range of vocabulary

Use strategies to relate what is said to other speakers contributions and take part effectively in discussions; substitute suitable equivalent words to replace words not known or remembered. Can take turns, interrupt appropriately, make links to other speakers' contributions.



Appendix 7f

C2

Global scale: 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.

Salient characteristics: This is the level of precision and ease with the language, conveying finer shades of meaning precisely by using a wide range of modification devices accurately. Speakers show flexibility in using different linguistic forms to reformulate idea, to give emphasis, to differentiate and eliminate ambiguity.

General linguistic range: Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity.. No signs of having to restrict what he / she wants to say.

Grammatical accuracy: Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions)

Vocabulary range: Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning

Is able to:

Understand any kind of spoken language, live or broadcast, even very fast, provided there is time to become familiar with the accent.

Read literary, technical texts in a wide variety of genres (poetry, prose, drama) recognising nuances, satire, implications. Complex technical language, legal texts and contracts etc.

Express oneself effortlessly in all kinds of conversation and discussion. Present ideas and viewpoints flexibly to give emphasis, differentiation, to eliminate ambiguity

Write well-structured, easily readable reports, reviews, essays, reports on research, evaluating detailed information and facts. Produce clear, fluent narratives about experiences, complex letters in an appropriate style, using humour or irony if wanted

Use strategies to backtrack or restructure round a communication difficulty so smoothly that the interlocutor is hardly aware of it.



Appendix 8

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