



Appendix i


Global Benchmarks of Communicative Proficiency (from *English language proficiency benchmarks for non-English-speaking students at post-primary level*, IILT, 2003)

Self-assessment grid of the Common European Framework of Reference for Languages


Global benchmarks of communicative proficiency

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	 Listening Can understand basic words and phrases concerning him/herself, family and school. Can understand simple questions and instructions when teachers and other students speak slowly and clearly and use visual cues (facial expression, gesture, mime, etc.).	Can understand phrases and the highest frequency vocabulary related to him/herself and family, classroom activities and routines, school instructions and procedures, friends and out-of-class activities. Can understand routine instructions given in all school contexts (classroom, gym, playground, etc.) and outside school (e.g., by a traffic warden). Can follow at a general level topics covered in the mainstream class when key concepts and vocabulary have been studied in advance and there is appropriate visual support.	Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.). Can understand the main points of topics that are presented and texts that are read aloud in the mainstream classroom provided that key concepts and vocabulary have been studied in advance. Can understand the main points of a short film on a familiar topic relevant to the mainstream curriculum. Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.
	 Reading Can recognize the letters of the alphabet and numbers. Can understand basic signs and simple notices in the school and on the way to school. Can understand basic words on labels/posters in the classroom and on maps, diagrams, etc. in textbooks. Can identify basic words and phrases in a new piece of text. Can use the alphabet to find particular items in lists (e.g., a name in a telephone book).	Can read and understand very short, simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects. Can use key words, diagrams, illustrations and comprehension questions to find specific information in mainstream textbooks.	Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar or specially prepared in advance. Can use key words, diagrams and illustrations to support reading comprehension and learn new words/concepts. Can read and understand descriptions of events, feelings and wishes in personal letters, newspapers/magazines and short works of fiction. Can follow clearly written instructions (e.g. for carrying out a classroom task, conducting a simple experiment, assembling or using a piece of equipment, etc.).

Global benchmarks of communicative proficiency

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
S P E A K	<p>Spoken Interaction </p> <p>Can greet, take leave, say please and thank you, and use very basic words and phrases to ask for directions to another place in the school. Can ask for attention in class. Can interact in a simple way provided the other person is prepared to repeat or rephrase things and help him/her formulate what he/she is trying to say. Can make basic requests in the classroom or playground (e.g., for the loan of a pencil) and respond appropriately to the basic requests of others.</p>	<p>Can respond with confidence to simple questions about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going. Can communicate in simple and routine classroom tasks requiring a simple and direct exchange of information on familiar topics/activities. Can handle very short social exchanges with peers, though he/she usually can't understand enough to keep the conversation going.</p>	<p>Can cope with most communicative situations likely to arise in the classroom. Can repeat what has been said (e.g., by the teacher giving instructions) and convey the information to another person. Can engage spontaneously with other students in discussing topics of common interest (songs, football, pop stars, etc.), though he/she may still have some difficulty making him/herself understood from time to time.</p>
I N G	<p>Can say the letters of the alphabet and numbers. Can use simple phrases and sentences to describe in very basic terms where he/she lives and people he/she knows, especially family members.</p>	<p>Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g., out-of-school activities, holiday plans). Can use a series of phrases and sentences to express personal feelings in a simple way.</p>	<p>Can connect phrases in a simple way in order to describe experiences and events, hopes and ambitions, or to summarize information from a text that is being studied in class. Can connect phrases in a simple way in order to summarize the plot of a film he/she has seen or a book he/she has read and describe his/her reactions. Can briefly give explanations and reasons for opinions and plans.</p>
W R I T I N G	<p>Can write his/her name and address and the name of the school. Can copy numbers, words and short phrases that are being learnt in class. Can write labels and/or numbers on a picture, map or diagram. Can copy short sentences from the board. Can fill in forms with personal details (e.g. the language passport section of the European Language Portfolio).</p>	<p>Can enter newly-learnt words in a personal dictionary (e.g. in the European Language Portfolio), possibly including sample sentences. Can write short, simple texts on familiar or very specific new topics (e.g. for inclusion in the European Language Portfolio). Can write a short message (e.g., a postcard) to a friend.</p>	<p>Can write simple connected text on topics that are familiar or of personal interest, e.g. a brief summary of a book or film. Can write simple connected text that meets the different writing requirements of the curriculum, using key words and phrases from textbooks. Can write a short personal letter or a short entry in the European Language Portfolio describing experiences and impressions.</p>

Self-assessment grid of the Common European Framework of Reference for Languages.

	A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening  <p>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p>	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I 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.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p>	<p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>
	Reading  <p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>
S P E A K I N G	Spoken Interaction  <p>I 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 me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I 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).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
	Spoken Production  <p>I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain the viewpoints on a topical issue giving various advantages and disadvantages of various options.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I 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 and remember significant points.</p>
W R I T I N G	Writing  <p>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>	<p>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>