



Certification of linguistic, entrepreneurial and digital skills in the Algerian higher education system (LEADS)

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INTRODUCTION

The Algerian referential framework, developed under the LEADS Project, adapts to the Common European Framework of Reference for Languages (CEFR) model. It divides proficiency into distinct levels, from A1 for beginners to C2 for proficient. The C2 level, and advanced level, epitomizes an exceptional mastery of the language, akin to that of a native speaker, and is considered the highest degree of linguistic proficiency. At this level, learners are able to express complex and challenging arguments and viewpoints while simultaneously engaging in sophisticated discourse on abstract subjects and navigating the difficulties of ordinary interactions with ease.

1. REFERENCE LEVELS

1.1. Global scale

Levels		Competencies
Proficient User	C2.2 C2.1	Can easily comprehend almost anything that is read or heard. able to compile data from various written and spoken sources, reassembling arguments and narratives into a logical presentation. able to communicate spontaneously, accurately, and smoothly, distinguishing subtler meanings even in increasingly complicated circumstances.
	C1.2 C1.1	Can identify hidden meaning in a variety of challenging, lengthy texts. Able to communicate effectively and naturally without clearly looking for words. able to employ language in a flexible and efficient manner for academic, professional, and social contexts. able to write concise, well-organised, in-depth texts on difficult topics while demonstrating a masterful use of coherent devices, organising patterns, and connectors.
Independent user	B2.2 B2.1	Can comprehend the essential concepts of intricate texts on both tangible and intangible subjects, including technical talks in their area of expertise. able to communicate at a level of spontaneity and fluency that allows for frequent communication with native speakers without causing stress to either side. capable of writing concise, in-depth articles on a variety of topics and outlining a position on a current situation while weighing the benefits and drawbacks of several solutions.
	B1.2 B1.1	Can comprehend the key ideas of concise, standard input on topics that are frequently encountered in business, education, leisure, etc. able to handle the majority of circumstances that can come up when travelling in a language-speaking region. able to generate basic, related text on subjects that are either familiar or interesting to them. Capable of providing brief justifications and explanations for beliefs and plans, as well as describing experiences, events, dreams, goals, and ambitions
Basic User	A2.2 A2.1	Can comprehend phrases and commonly used terms pertaining to topics of most immediate significance (e.g., work, shopping, local geography, very basic personal and family information). Capable of communicating in basic and everyday duties that call for a straightforward and easy exchange of knowledge on well-known and everyday topics. can succinctly explain elements of their upbringing, immediate surroundings, and issues pertaining to urgent needs.
	A1.2 A1.1	Can introduce themselves and others, ask and respond to questions about personal information like where they live, who they know, and what they own; can comprehend and use common everyday expressions and very basic phrases meant to satisfy concrete needs; and can interact in a simple way

2. TRAINING IN COMMUNICATIVE ACTIVITIES

In accordance with the Common European Framework of Reference for Languages (CEFR), the training content is organized around three principal categories of communicative language activities: reception, interaction, and production. These categories do not merely reflect discrete language skills, but rather encapsulate the full range of communicative competencies required for effective language use in both social and professional contexts.

- **Reception:** it involves the comprehension and interpretation of linguistic input, whether auditory (listening) or visual (reading). It requires the learner to process and make meaning of language that has been produced by others, and thus entails skills such as decoding, inferring implicit meaning, recognizing register and tone, and integrating textual or spoken information within specific situational contexts.
This component will be addressed through structured activities targeting listening and reading comprehension across the proficiency levels.
- **Interaction:** it is the co-construction of meaning in real-time communication, wherein the learner must not only produce language but also respond appropriately to interlocutors. It encompasses both spoken and written exchanges, and requires mastery of turn-taking, negotiation of meaning, pragmatic appropriateness, and responsive formulation.
Training in this domain emphasizes dialogic tasks such as role-plays, interviews, debates, and synchronous written communication, fostering both fluency and pragmatic awareness.
- **Production:** it refers to the independent creation of spoken or written discourse, whereby the learner conveys messages, arguments, or narratives without immediate interaction with a counterpart. This activity demands coherent organization, lexical and grammatical control, stylistic appropriateness, and discourse cohesion.
Learners will engage in tasks that require them to produce extended spoken monologues or written texts (e.g., descriptions, reports, essays), with increasing complexity as proficiency advances.

These three communicative activity types are not isolated, they are interdependent and reinforce one another. Training contents are thus designed to ensure balanced development of receptive, productive, and interactive capacities, while also addressing underlying communicative competences. In sum, this framework promotes a holistic, use-oriented approach to language learning and assessment, in line with international standards of language proficiency.

2.1. Reception

2.1.1.Spoken

OVERALL LISTENING COMPREHENSION

C2	C2.2	The ability to comprehend intricate concepts, follow on nuances and details, follow long conversations, adjust to various accents, assess oral arguments critically
	C2.1	The ability to comprehend complex and detailed spoken content, follow detailed conversations, recognise key concepts and illustrative details, adjust to various accents, and critically interact with the content while reacting accordingly to the speaker.
C1	C1.2	The can follow discussions and conversations on a wide range of topics, even when the language is nuanced or includes idiomatic expressions. They can understand both formal and informal speech, including debates and discussions that may not be structured.
	C1.1	They can recognize implicit meanings and nuances in conversations. They can identify the emotions and intentions of speakers, understanding the context and social dynamics that influence communication.
B2	B 2.2	The capacity to comprehend conversations among native speakers in news broadcasts or radio programmes even when they use some idioms.
	B 2.1	The ability to understand main ideas of complex spoken English covering both concrete and abstract topics as well as extended speech.
B1	B1.2	They can understand specific points of TV, radio programmes related to professional life
	B1.1	They can understand the main points of EAP/ESP simple speech on familiar matters of everyday life and interests uttered clearly.
A2	A2.2	They can understand enough to handle practical needs, as long as others speak clearly and slowly.
	A2.1	They can understand phrases and expressions related to the most essential topics—such as basic personal and family details, shopping, local geography, and work—if spoken clearly and slowly.
A1	A1.2	Can understand simple instructions, announcements, or brief spoken messages related to daily activities (e.g., in shops, public spaces) when spoken slowly and clearly.
	A1.1	Can understand very basic phrases and expressions when spoken slowly and clearly, especially related to immediate needs (e.g., greetings, directions).

2.1.2. Written

OVERALL READING COMPREHENSION

C2	C2.2	The ability to critically assess arguments, identify nuances and implicit meanings, produce and analyse complex texts, and effectively integrate data from a range of sources.
	C2.1	The ability to comprehend complex texts, identify key concepts and illustrative details, discern nuances and suggested meanings, critically assess arguments, and successfully integrate data from several sources.
C1	C1.2	They can grasp both the main ideas and the supporting details, even when the material is dense or abstract.
	C1.1	They can read and comprehend a wide range of complex texts, including academic articles, literary works, reports, and essays.
B2	B 2.2	The ability to read autonomously, understanding core ideas in complex, technical texts and figurative language.
	B 2.1	The capacity to comprehend articles and reports discussing current issues, while also recognizing subtle meaning and the writer's attitude.
B1	B1.2	They are able to understand detailed information on events and experiences ; to infer hidden meaning; to predict what a text is about; to understand job advertisement, online letters in standard formal English.
	B1.1	They can understand simple short EAP/ESP texts related to everyday life and interests,for general idea, main idea, supporting ideas, matching pictures to ideas, organizing a descriptive text coherently and clearly.
A2	A2.2	They can understand short and simple texts about familiar, practical topics that use common every day or work-related language.
	A2.1	They can understand short, simple texts that use very common vocabulary, including some widely recognized international words.
A1	A1.2	Can understand very simple written texts and instructions related to daily life, such as short notices or basic directions. Can extract basic details like times or places from simple texts.
	A1.1	Can understand very basic written phrases, such as common signs, labels, and short, familiar messages. Can recognize familiar vocabulary in simple written texts.

2.2.Interaction

2.2.1.Spoken

OVERALL SPOKEN INTERACTION

C2	C2.2	The ability to manage challenging discussions with convenience, negotiate meaning effectively, adapt language and style according to various situations, and participate in conversations spontaneously and fluently while displaying a high degree of cultural awareness.
	C2.1	The ability to employ accurate, fluid, and spontaneous communication, able to convey complex meanings, adapt to any situation, and participate in complex and simple discussions.
C1	C1.2	They are skilled at comparing alternative viewpoints, speculating, and hypothesizing. Their ability to formulate precise points and employ emphasis effectively allows them to engage in persuasive discussions and debates
	C1.1	They can construct well-supported arguments, organizing their ideas systematically.
B2	B 2.2	The ability of expressing viewpoints, arguments along with assisting stress and intonation to convey meaning.
	B 2.1	The capacity to communicate effectively in most conversational and formal contexts (e.g work, friends talk, job interview).
B1	B1.2	They can discuss topics they know about, and ask for clarity, have longer conversations although they may still make some mistakes. They can start, develop, and end simple, and complex conversations. They can respond appropriately and adequately to questions; correct errors, mis use of vocabulary to overcome misunderstanding ; use compensation strategies to overcome a breakdown. turntaking phrase.
	B1.1	They can have short conversations with native speakers, and understand the main points of a discussion on familiar topics in their everyday life, at work. They can communicate in nearly all everyday situations easily. They can share a discussion with a suitable
A2	A2.2	They can take part in short conversations and structured situations with relative ease, especially if the other person offers support when needed. They can handle simple, routine interactions without much difficulty and are able to ask and answer questions, as well as share ideas and information on familiar topics in typical everyday contexts.
	A2.1	They can communicate in straightforward and routine tasks that involve exchanging basic information about familiar topics related to work and leisure. They can manage brief social interactions, but they usually struggle to understand enough to maintain a conversation independently.

A1	A1.2	Can ask and answer basic questions about familiar topics like routines, family, and personal information. Can handle short, straightforward conversations, asking for and providing simple information.
	A1.1	Can engage in basic exchanges using very simple sentences, such as greeting others or asking about familiar topics. Can introduce themselves and ask basic questions about personal details (e.g., name, age, location).

2.2.2. Written

OVERALL WRITTEN INTERACTION

C2	C2.2	the ability to produce texts that are complex, well-structured, and clear; adjusting tone and style to suit any situation; and participating in complex, formal, or informal conversations with accuracy, fluency, and a high level of grammatical and lexical precision.
	C2.1	The ability to write well-structured, concise, and accurate on difficult topics, expressing concepts clearly and concisely, and exhibiting a solid knowledge of syntax and vocabulary as well as the flexibility to modify tone and style for different situations.
C1	C1.2	They can creatively exploit their range of vocabulary, using circumlocution when necessary to maintain clarity and coherence. They can reformulate ideas effectively, ensuring their message is conveyed with precision even in complex contexts. Their ability to vary their lexical choices enhances the readability and impact of their writing.
	C1.1	They can employ the conventions of various text types, adjusting their tone and style based on the context and intended audience
B2	B 2.2	To appropriately express opinions and arguments using a broad range of grammar and vocabulary.
	B 2.1	The ability to be engaged in extended written exchanges (personal, professional and academic contexts) while adjusting tone and style to these situations.
B1	B1.2	They can write more complex and abstract information focussing on the most important points to be conveyed. They can write personal and professional email messages and notes on relevant points.
	B1.1	They can convey information and ideas on concrete topics; check information and ask about; explain problems more or less reasonable.
A2	A2.2	They can write short, simple, formulaic notes about topics that are of immediate

		concern or need.
	A2.1	They can take a short, simple message, as long as they can ask for repetition or rephrasing if needed.
A1	A1.2	Can write simple replies to basic written communications, such as responding to a question about a meeting or confirming attendance to an event. Can write basic notes, messages, or short emails about familiar topics.
	A1.1	Can write very simple sentences to express immediate needs, such as a brief greeting, introducing themselves, or writing a shopping list.

2.3.Production

2.3.1. Spoken

OVERALL SPOKEN PRODUCTION

C2	C2.2	The ability to manage conversation flow, use complex language and rhetorical strategies to appeal to and convince listeners, and produce nuanced and thorough speech.
	C2.1	The ability to convey ideas efficiently and effectively, employ an extensive vocabulary and grammatical structures, and present complex arguments while being coherent and adapting to the audience.
C1	C1.2	They can deliver detailed descriptions, structured arguments, and well-supported presentations while handling interjections effortlessly. Their ability to emphasize key points, compare perspectives, and use stress and intonation enhances their communication in both professional and academic contexts.
	C1.1	The users can communicate fluently and effectively on complex topics, structuring their speech clearly and logically.
B2	B 2.2	Adjusting pronunciation, using different supra - segmental phonological features like stress, rhythm, etc to convey meaning.
	B 2.1	The capacity to construct grammatically coherent sentences in describing a process or arguing a viewpoint in a debate.
B1	B1.2	They can master language adequately, relevantly on familiar topics of interest; they can express opinions, give reasons, contrast and compare in a comprehensible and intelligible way.

	B1.1	They are able to speak fluently and clearly in a reasonable way on topics familiar to them ; to discuss the main points on a variety of topics and situations; to express likes and dislikes; to describe places, people, hopes, experiences, feelings with mistakes sometimes.
A2	A2.2	They can say what they are good at and not so good at, such as in sports, games, skills, or school subjects, as well as give a brief description of their plans for the weekend or holidays.
	A2.1	They can give a basic description or presentation about people, living or working conditions, daily routines, likes and dislikes, using a short sequence of simple phrases and sentences connected in a list-like format.
A1	A1.2	Can produce simple, short speech to describe personal information and daily activities, like discussing their routine, hobbies, or preferences. Can answer basic questions and engage in simple exchanges.
	A1.1	Can introduce themselves and give basic personal details (e.g., name, age, nationality). Can answer simple questions about familiar topics like family or hobbies

2.3.2. Written

OVERALL WRITTEN PRODUCTION

C2	C2.2	The ability to write highly complex and nuanced writings that effectively convey arguments, incorporate a variety of sources, and demonstrate a mastery of language and rhetorical techniques
	C2.1	The ability to write coherent, organised works that convey complex concepts, use a wide range of vocabulary, and exhibit a strong command of syntax and style.
C1	C1.2	They can underline key points effectively, develop arguments with supporting details, and conclude appropriately. They can produce formal reports, critical reviews, and academic essays while maintaining a suitable level of formality. They can also write imaginative or personal texts in a natural and assured style, incorporating idiomatic expressions and humor when appropriate.
	C1.1	They can write structured texts with a logical flow, ensuring clarity and precision.
B2	B 2.2	They can write clear, detailed texts on diverse topics, essays, reports, emails, reviews, as they can adjust style and tone
	B 2.1	They can use complex structures as “conditionals”, “passive voice” or “relative clauses” with various functional words as “however”, “furthermore”, “in contrast”, to argue towards an explicit stand or to explore multiple viewpoints.
B1	B1.2	They can produce longer texts and essays on familiar and professional topics. They can write professional letters, email job applications ; express opinions ; compare and contrast; give advantages and disadvantages; narrate a longer story with detailed descriptions of characters and feelings of a plot in a book.

	B1.1	They can write simple and short texts and essayé on topics related to their familiar interests; personal letters describing personal experiences, events. They can narrate chronological events.
A2	A2.2	They can provide very short, basic descriptions of events, past activities, and personal experiences, or tell a simple story, such as describing what happened on a holiday or imagining life in the distant future
	A2.1	They can produce a series of simple phrases and sentences connected with basic linking words such as “and,” “but,” and “because.”
A1	A1.2	Can write simple messages or postcards describing daily activities, preferences, or familiar experiences. Can write basic emails or notes, such as asking about plans or responding to simple questions.
	A1.1	Can write simple personal information, like filling out forms with basic details (e.g., name, address). Can write short lists, such as a shopping or to-do list.

3. Assessment Grid

Language proficiency is evaluated across the same three domains to ensure alignment with training objectives:

- **Reception (Listening and Reading):** Assessment measures the learner’s ability to accurately and comprehensively process spoken and written input across a range of text types and communicative situations.
- **Interaction (Spoken and Written Exchange):** Evaluation focuses on the learner’s capacity to engage in meaningful communication, demonstrating effective turn-taking, coherence, and sociolinguistic sensitivity in dynamic exchanges.
- **Production (Spoken and Written Output):** This domain assesses the learner’s skill in independently generating well-organized, linguistically accurate, and audience-appropriate discourse.

Assessment tasks are designed to be authentic and integrative, reflecting the complexity of real-world communication. Proficiency is not only judged on grammatical correctness but also on pragmatic, strategic, and intercultural competence, consistent with international standards of language evaluation.



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3.1. Basic User

		RECEPTION		INTERACTION		PRODUCTION	
		Listening	Reading	Listening	Written	Speaking	Writing
A1	A1.2	Can understand short, simple sentences or phrases if spoken slowly and clearly. Can recognize familiar words related to immediate needs (e.g., greetings, common expressions).	Can find specific, predictable information in simple texts, such as advertisements or short letters. Can identify familiar words in short, personal messages or notices.	Can engage in very basic exchanges on familiar topics (e.g., family, hobbies). Needs help to keep the conversation going but can manage simple, routine social exchanges.	Can write short, simple notes or personal letters (e.g., thank you notes, greetings). Can describe basic experiences or explain simple plans.	Can use simple phrases and sentences to talk about daily routines or familiar topics. May need pauses to think or find words.	Can write simple, connected sentences to describe familiar topics, using basic connectors like "and", "but", or "because" (e.g., describing their family or hobbies).
	A1.1	Can understand very basic words and phrases spoken slowly and clearly, particularly familiar topics like personal details or simple instructions.	Can read very short, simple texts such as notices, menus, timetables, or public announcements with familiar words. Can recognize basic names and phrases in written materials	Can ask and answer simple, direct questions about familiar topics. Needs the other person to speak slowly and help rephrase or repeat things for better understanding.	Can write very simple messages or notes about everyday matters (e.g., short postcards or filling out forms). Can enter basic personal details like name and address in forms.	Can use simple phrases and sentences to describe personal details or familiar topics (e.g., where they live or who they know).	Can write short, isolated phrases and sentences, such as a short postcard or filling in personal details on a form.

A1	ASSESSMENT METHOD					
Competencies	RECEPTION		INTERACTION		PRODUCTION	
	Listening	Reading	Listening	Written	Speaking	Writing
Sample questions	- Multiple choice question for simple identification of key words/numbers after listening to short audios. -True/False Questions for basic comprehension of simple facts after reading very short texts. -Matching question to connect words to images based on reading		- Yes or No questions to select correct short answers in a dialogue. -Fill-in-the-gap by writing basic personal information in a template. - Produce a short writing using few basic words or phrases to communicate.		- Picture Description using simple sentences to identify visual elements. - Writing 3–5 simple sentences about personal details - Oral production	

		RECEPTION		INTERACTION		PRODUCTION	
		Listening	Reading	Listening	Written	Speaking	Writing
A2	A2.2	They are able to recognize common words and phrases that are most relevant to everyday life—such as basic details about oneself, family, shopping, local area, and work.	They are able to read very short and easy texts. They can look for clear, expected details in everyday materials like ads, brochures, menus, and schedules.	They can take part in simple, everyday tasks that involve exchanging basic information on familiar subjects and activities.	They can take part in basic social interactions by expressing their feelings, current activities, or needs, and by replying with thanks, apologies, or simple answers.	They are able to describe family, other people, living situation, education, and current or most recent job using simple phrases and connected sentences.	They can put together a series of basic phrases and sentences using simple linking words such as “and,” “but,” and “because.”
	A2.1	They can grasp the main idea in brief, clear, and straightforward messages or announcements.	They can also understand brief and simple personal letters.	They are able to manage very brief social interactions, although they often struggle to follow or continue the conversation on their own.	They are able to carry out straightforward tasks like placing orders, following easy instructions, and working together on a shared activity when the other person is supportive.	They can describe plans and arrangements, habits and routines, using simple phrases and sentences, and also give short, basic descriptions of events and activities.	They can write a short description of a person, place, or daily routine using simple sentences and familiar vocabulary.

A2	ASSESSMENT METHOD					
Competencies	RECEPTION		INTERACTION		PRODUCTION	
	Listening	Reading	Listening	Written	Speaking	Writing
Sample questions	-		-		-	

3.2.Independent User

		RECEPTION		INTERACTION		PRODUCTION	
		Listening	Reading	Listening	Written	Speaking	Writing
B1	B 1.2	They can understand main points of a simple discussion on familiar matters delivered in a clear standard speech, uttered in a simple language on TV programmes, personal and professional interest	They can understand simple texts dealing with familiar everyday and professional life describing events, feelings, expressing wishes and hopes in personal letters	They can deal with most topics familiar to them: family, hobbies, job, events where language is spoken. They can interaction in most situations familiar to them like travelling...	Written interaction : They can deal with responses to simple messages on topics familiar to them, write personal notes and forms.	They can link sentences in a correct and simple order while describing experiences, events, hopes. They can narrate short stories, describe characters linked to a plot in a literary text, film.	They can write simple organized texts on familiar topics of interest. They can write personal letters, describe experiences, feelings, and emotions.
	B 1.1	They can understand the main points of a more complexe and longer conversation on familiar topics of interest delivered in a clear standard speech	They can understand longer and more complex texts on familiar and professional matters; they can also understand longer description of events, feelings in personal letters	They can share more complex interactions in most situations related to their familiar interests without being prepared.	They can deal with more complex interactions, they can write responses, correspondance, notes and messages on familiar topics.	They can link sentences in a more complex order while describing hopes, events, experiences. They can give reasons and opinions; narrate longer stories related to a plot of a book, film and respond to them.	They can produce more complex texts coherently and clearly on familiar and professional topics. They can write email letters for job application.

B1	ASSESSMENT METHOD					
Competencies	RECEPTION		INTERACTION		PRODUCTION	
	Listening	Reading	Listening	Written	Speaking	Writing
Sample questions	-MCQ on a dialogue : They will hear a question and be given a choice of 3 answers, and choose the best response - Fill in the gaps after listening to the recording and put the appropriate answer in the corresponding blank. -T/F to identify correct and meaningful answers Reading: Matching: to identify appropriate titles to texts by choosing the most suitable heading for each part of an article.		- Listening : MCQ/ T/F) Focus on everyday topics for clear communication : Understand personal information and experiences about a person's everyday life, hobbies, holidays. Understand opinions, arguments, preferences, likes and dislikes, and wishes expressed, identify problem solving situations: Example : Listen to the recording on a tourist asking for directions and choose the right answer. -Writing : Writing short, formal and informal letters,		Speaking : Expressing opinions, communicating ideas, describing daily routine s in formal and informal settings, discussing cultural diversity: Prepare a 5 minutes talk on the advantages and disadvantages of online learning. Writing : Writing emails and short texts to describe and express opinions in formal and informal contexts: Write an informal email to a friend giving news.	

	Fill in the gaps with appropriate vocabulary and grammatical structures : verbs, tenses, prepositions... MCQ: To understand the main points of a text, and choose the correct answer for questions asked.	mails for inviting, expressing a problem, describing a place, and event, expressing an opinion on a particular topic. Write a short description to your boss about the problem you're complaining about.	Write a paragraph between 100 & 120 words expressing opinion on a particular topic.
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		Reception		Interaction		Production	
		Listening	Reading	Listening	Written	Speaking	Writing
	B 2.1	students can understand the main ideas and specific details of extended speech, lectures, and discussions on various topics, including technical contents.	They can read and understand articles and reports on contemporary issues, as well as literary prose texts. They can also infer implied meaning and the writer’s attitude and tone, as they can recognize how texts are organized.	They can actively participate in conversations on familiar or unfamiliar topics, expressing their opinions and responding to those of others.	They can write on familiar and unfamiliar topics. they can also engage in written exchanges (e.g., emails, chats, or letters)	They can express themselves clearly and in detail on a wide range of topics, presenting advantages and disadvantages.	They can write clear and detailed texts on a variety of subjects, presenting their point of view and developing arguments
B2 Comp Sa que	B 2.2	students are able to follow TV shows, movies, or podcasts in English with relative ease, as they can follow complex arguments and recognize the speaker’s tone, attitude, and purpose.	Students can read independently, adapting their style and speed to different texts and purposes. They are also able to grasp the main ideas of complex texts, even if they are abstract or technical in nature. Additionally, they can interpret figurative language as the idioms.	They are able to debate and defend their point of view persuasively.	They can respond to questions, explain ideas, ask for clarification, maintain a conversation with relevant contributions, and express agreement, disagreement, or suggestions politely and constructively.	They are able to communicate with a degree of spontaneity and fluency that makes normal interaction with native speakers possible without excessive effort.	They are capable of writing essays, reports, or letters, expressing complex ideas in a structured manner.
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B2							
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C1	ASSESSMENT METHOD		
Competencies	RECEPTION	INTERACTION	PRODUCTION

3.3.Proficient User

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		Listening	Reading	Listening	Written	Speaking	Writing
Sample questions		-		-		-	
		RECEPTION		INTERACTION		PRODUCTION	
		Listening	Reading	Listening	Written	Speaking	Writing
	C1.2	Can recognize idiomatic expressions, register shifts, and understand implied relationships even in loosely	Can understand a wide variety of literary and specialized texts using reference tools when needed.	Can understand nuanced, fast-paced dialogue including idiomatic language, sarcasm, or register shifts. Can follow	Can write with precision and adapt register and tone effectively across professional and academic settings.	Can develop sub-themes, emphasize key points and round off presentations with appropriate conclusions.	Can vary tone, style, and genre conventions appropriately, concluding texts effectively and coherently.

C1		structured speech.		implied shifts in tone or			
		RECEPTION		INTERACTION		PRODUCTION	
		Listening	Reading	Listening	Written	Speaking	Writing
	C1.1	speech on complex topics, occasionally needing clarification, especially with unfamiliar accents.	complex texts with rereading; handles general and semi-specialized content.	exchanges in conversations and discussions, understanding main ideas and implied meaning even in less structured dialogue. May occasionally need clarification on idiomatic or culturally specific expressions.	clarity and some flexibility, adapting to the audience in most contexts.	descriptions on complex topics with logical organization.	complex topics with supported arguments and examples.

C2	C2.2	- Can understand latent meaning in a variety of challenging, long texts. - Can follow long speeches even when they lack a clear organization and when relationships are simply suggested rather than being explicitly stated.	- Can identify distinctions in tone, style, and context while comprehending latent meanings. - Can recognize and evaluate key concepts, themes, and illustrative elements in a variety of media and genres. - Can combine concepts and viewpoints to create a coherent understanding by synthesizing information from numerous sources.	- Can critically analyse what they hear, weighing arguments and viewpoints. - Can participate in conversations and offer insightful responses based on thorough comprehension.	- Can formulate and defend arguments convincingly, incorporating counterarguments and supporting data to enhance credibility. - Can adapt tone and style while creating emails, reports, or creative works based on the intended audience and purpose. - Can avoid ambiguity and effectively convey ideas and messages through concise and clear writing.	- Can display a comprehension of colloquial terms and cultural allusions, integrating them into speech in an appropriate way. - Has the ability to clarify and explain points when required ensuring that the listener fully comprehends the message being conveyed. - Can confidently and deeply express ideas and opinions whilst addressing an array of difficult and abstract topics. - Can thoughtfully communicate personal views and concepts while offering perspectives acquired through knowledge and expertise.	- Can create strong arguments by combining supporting details and opposing viewpoints to validate assertions and influence the reader. - Can demonstrate the capacity to critically edit and alter work, embracing criticism to enhance the coherence and quality of the writing. - Can demonstrate cultural sensitivity through inclusive language use, respect for all viewpoints, and writing. - Can adeptly manage a variety of written genres, modifying approaches as needed, including essays, reports, articles, and creative writing.
	C2.1	- Can recognize minute variations in register, style, and tone. - Can also recognize humour, irony, and sarcasm, as well as comprehend a variety of accents and dialects.	- Can comprehend and analyse an extensive range of complex texts, particularly those with abstract, structurally complex, and subtle content.	- Can participate in debates about challenging topics while adjusting promptly and successfully to the input of others.	- Can create coherent, clearly structured documents with well-defined connections between concepts and paragraphs. - Can demonstrate an extensive vocabulary and utilizes an appropriate register and style for various formal and informal scenarios	- Can communicate clearly and concisely about difficult subjects while preserving a smooth speech pattern without apparent hesitancy. - Can demonstrate an excellent command of the language through employing an extensive variety of intricate terminology and sentence constructions.	- Can write texts that are coherently structured, with clear connections and transitions between concepts, maintaining flow and clarity. - Has a broad vocabulary and uses a variety of context-appropriate stylistic characteristics, whether formal or informal. - Can make use of a variety of intricate sentence patterns, skilfully enhancing meaning with clauses, varied punctuation, and rhetorical devices.

C2	ASSESSMENT METHOD				
Competencies	RECEPTION		INTERACTION		PRODUCTION
	Listening	Reading	Listening	Written	Speaking Writing
Sample questions	- Students listen to authentic audio (15-20 minutes) a Ted Talk for instance or a speech, or a lecture excerpt, they then are asked to summarize the speaker's central argument in 3-4 sentences. or distill core ideas from complex discourse. Scoring prioritizes accuracy and critical analysis They read different texts from different genres, then examine and contrast. the tasks could be in the form of annotation, depth analysis, and comparative insight		- The student listens to a 5 to 8 minutes segment from a critical debate, the audio is played once only (no pauses) to simulate real-world condition, after listening, the candidate summarizes one speaker's argument, including tone and intent. The student is provided with a scientific, philosophical or opinion text then they are assessed on their comprehension depth, if they are able to grasp implicit meaning and nuances. they are also assessed on their critical analysis and ability to identify bias, rhetorical strategies, and logical flaws. The student enrolls in a speaking context and should demonstrate a near-native fluency, precision, and sophistication in written production.		- Speaking The student may have a monologue task for example impromptu presentation (5-10mins) they are assessed on coherent argumentation under pressure and the mastery of the language, and the integration of abstract concepts with concrete evidence The student is asked to produce an analytical, or critical or creative essay, the assessment criteria relies on content depth, cohesion, coherence, lexical sophistication and the style.