

## Key concepts

Plurilingualism

Communicative Language

Language Awareness & Learner Autonomy

Lifelong Language Learning

Interculturalism

European Citizenship & Mobility



1991



ELP

2001



## Key tools

Can-do descriptors

5 language skills

6 proficiency levels

Competence Scales

I can

Self-Assessment Grid

	A1	A2	B1	B2	C1	C2
Listening	Understands short and simple spoken messages and knows what they mean.	Understands the main points of short spoken messages in standard situations.	Understands the main points of standard spoken interaction on familiar topics.	Understands the main points of complex spoken interaction on a wide range of topics.	Understands complex spoken interaction on a wide range of topics.	Understands complex spoken interaction on a wide range of topics.
Reading	Understands short and simple written messages and knows what they mean.	Understands the main points of short written messages in standard situations.	Understands the main points of standard written interaction on familiar topics.	Understands the main points of complex written interaction on a wide range of topics.	Understands complex written interaction on a wide range of topics.	Understands complex written interaction on a wide range of topics.
Writing	Writes short and simple messages and knows what they mean.	Writes short and simple messages in standard situations.	Writes standard written interaction on familiar topics.	Writes complex written interaction on a wide range of topics.	Writes complex written interaction on a wide range of topics.	Writes complex written interaction on a wide range of topics.
Speaking	Speaks short and simple messages and knows what they mean.	Speaks short and simple messages in standard situations.	Speaks standard spoken interaction on familiar topics.	Speaks complex spoken interaction on a wide range of topics.	Speaks complex spoken interaction on a wide range of topics.	Speaks complex spoken interaction on a wide range of topics.
Language Awareness	Has a basic awareness of the language and its use.	Has a basic awareness of the language and its use.	Has a basic awareness of the language and its use.	Has a basic awareness of the language and its use.	Has a basic awareness of the language and its use.	Has a basic awareness of the language and its use.

GRAMMATICAL ACCURACY (CEFR 114)

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 'chunks' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes.

Alignment of MFL education systems