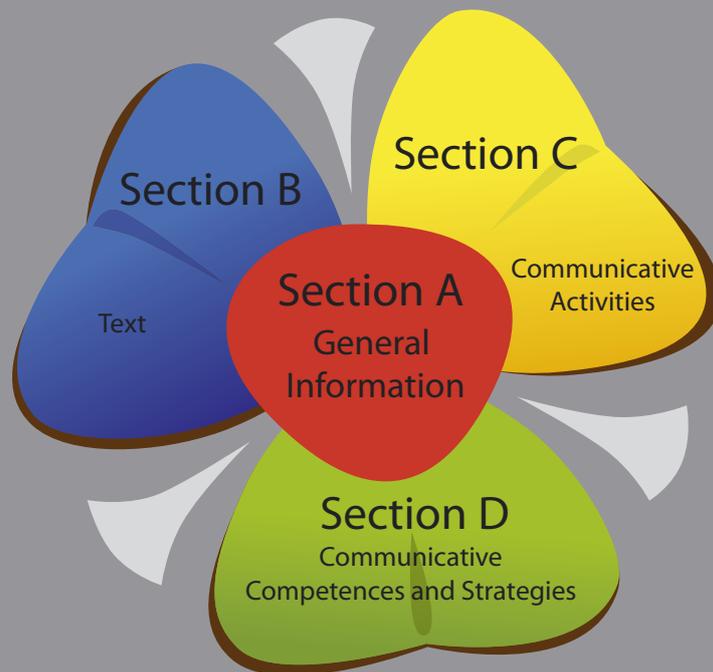


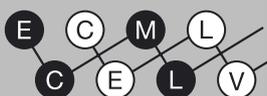
The CEF-ESTIM Grid

[Common European Framework of Reference for Languages – Level estimation grid for teachers]

[This document is designed to assist languages teachers in estimating and recording the level of individual texts and teaching materials according to the reference levels of the Common European Framework of Reference for Languages of the Council of Europe.]



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CEF-ESTIM DESCRIPTION FORM

This form is intended to help you describe your class activities and estimate the required level of language proficiency. Although the form is rather extensive you do not necessarily have to fill in everything, just the parts which are relevant to you.

We advise you to fill in first [Section A](#): General information. Then fill in other sections according to your needs ([Section B](#): Text; [Section C](#): Communicative language activities; [Section D](#): Communicative language competences and strategies).

If you want to create a database we advise you to download and use the Access file which is available from the following address: <http://cefestim.ecml.at/Resources/tabid/1147/language/en-GB/Default.aspx>.



SECTION A: General information

In this section, you will record useful information about your class preparation. This will also help you to share this information with others.

1. File No.

Title

Author

Date of creation

2. Target language(s)

3. What is the topic of the **task** (see CEFR 4.2, p. 52)? Tick more than one if necessary.

- Personal identification
- House and home, environment
- Daily life
- Free time, entertainment
- Travel
- Relations with other people
- Health and body care
- Education
- Shopping
- Food and drink
- Services
- Places
- Language
- Weather
- Other:

4. Precise source and copyright of the documents used:



5. Who are the intended pupils/students?

Grade

Age-group

Type of school

Other relevant information

6. What is the link with the curriculum?

7. What are the overall aims of the task (real life-like and/or pedagogical)?

8. What are the types of response? Please select!

9. What are the modes of work? Tick more than one if necessary.

- Individual
- Pair work
- Group work
- Whole class
- Other:

10. What is the estimated time?

Hrs

Mins

11. What is the estimated number of class sessions?



SECTION B: Text level estimate

In this section you will record useful information about the text dimensions in relation to the CEFR.

1. What is the topic (CEFR, 4.2 p. 52)? Tick more than one if necessary.

<input type="checkbox"/>	Personal identification
	House and home environment
<input type="checkbox"/>	Daily life
	Free time, entertainment
<input type="checkbox"/>	Travel
	Relations with other people
<input type="checkbox"/>	Health and body care
	Education
<input type="checkbox"/>	Shopping
	Food and drink
<input type="checkbox"/>	Services
	Places
<input type="checkbox"/>	Language
	Weather
<input type="checkbox"/>	Other:

2. What is the domain? Tick more than one if necessary.

<input type="checkbox"/>	Personal
	Public
<input type="checkbox"/>	Professional
	Educational

3. What is the main discourse type? Please select only one box.

DISCOURSE TYPES		Examples
Mainly descriptive	impressionistic descriptions	sports commentaries, physical appearance, layout of room, house, landscape, places
	technical descriptions	presentation of a product
Mainly narrative	stories, jokes, anecdotes	news reports, features, documentaries
	reports	



Mainly expository	definitions	brief definitions
	explanations	broader accounts of (especially) abstract phenomena, e.g. lectures, talks
	outlines	programme listings on the radio, timetables
	summaries	an oral account of the plot of a book, summarising minutes of a meeting
	interpretations	a book, an article, etc.
Mainly instructive	instructions	e.g. announcements, ads, propaganda, routines, commands
Mainly argumentative	comments, pros and cons of an issue, opinions	by any individual in any situation
	formal argumentation	e.g. formal debate

4. What is the text source? Please select only one box.

Text source for listening (CEFR, Appendix C: The DIALANG scales, pp. 233-234, 237 and 242-243)

TEXT SOURCE	Probable level band of a learner to cope with the text
Debates and discussions (both live and in the media); public speeches, lectures, presentations, sermons, rituals (ceremonies, formal religious services)	C1/C2
Entertainment (drama, shows, reading, songs), interviews (both live and broadcast)	B2-C2
Radio phone-in; sports commentaries (football, cricket, boxing, horse racing, etc.); telephone conversations	B1/B2
Public announcements; interpersonal dialogues and conversation	A2-C2
News broadcasts; publicity texts (e.g. radio, TV, supermarket); recorded tourist information; telephone information; traffic information; weather forecasts	A2/B1
Routine commands (instructions/directions by police, customs officials, airline personnel, etc.)	A1



Text source for reading (CEFR, Appendix C: The DIALANG scales, pp. 231, 235 and 238-239)

TEXT SOURCE	Probable level band of a learner to cope with the text
Abstracts, contracts, instructional manuals, reference books, regulations, sacred texts, sermons, hymns	C1/C2
Business letters, dictionaries, guarantees, instructional material, job descriptions, journal articles, magazines, newspapers, novels, reports, memoranda	B1/B2
Advertising material, brochures, junk mail, personal letters, recipes, teletext, textbooks and readers, video text, visiting cards	A2/B1
Announcements and notices, blackboard text, computer screen text, exercise material, labelling and packaging, leaflets, graffiti, life safety notices, menus, programmes, sign posting, tickets, timetables	A1/A2

5. What is the nature of the content?³

6. How long is the text?

7. The vocabulary is ...

8. The grammatical structures ...

9. The text speed is (for listening only) ...



10. How many participants are there? (for listening only).

11. How is it articulated? (For listening only)

12. What is the accent like? (For listening only)

Estimated Level of learner to cope
with text

A1	0-12
A1/ 2	13-16
A2	17-24
A2/B1	25-32
B1	33-40
B1/B2	41-48
B2	49-56
B2/C1	57-64
C1	65-72
C1/C2	73-80

In order to calculate the level automatically, please answer all questions in section B!



SECTION C: Communicative language activities level estimate (reception, production, interaction, mediation, aesthetic/ludic, non-verbal)

In this section, you will record useful information about the communicative language activities: reception (listening, audiovisual, reading), production (spoken and written), interaction (spoken and written) and mediation (translation, interpretation, summarising, paraphrasing).
When relevant, see descriptors below and give your estimation.

1. Are there any reception activities involved	Yes	No
1-1 <u>Are there any listening activities?</u> If yes, please estimate at what level:	Yes	No
1-2 <u>Is there any audiovisual reception involved?</u> If yes, please estimate at what level:	Yes	No
1-3 <u>Are there any reading activities involved?</u> If yes, please estimate at what level:	Yes	No
2. Are there any production activities involved?	Yes	No
2-1 <u>Are there any oral production activities (monologues)?</u> If yes, please estimate at what level:	Yes	No
2-2 <u>Are there any written production activities (creative writing, reports, essays)?</u> If yes, please estimate at what level:	Yes	No



3. Are there any interaction activities involved?

Yes

No

3-1 Is there any spoken interaction required?

Yes

No

If yes, please estimate at what level:

3-1-1 Turn-taking

Yes

No

If yes, please estimate at what level:

3-1-1 Co-operating

Yes

No

If yes, please estimate at what level:

3-1-3 Asking for clarification

Yes

No

If yes, please estimate at what level:

3-2 Is there any written interaction required?

Yes

No

If yes, please estimate at what level:

4. Are there any mediation activities involved?

Yes

No

Translation

Yes

No

Interpretation

Yes

No

Summarising gist and paraphrasing

Yes

No

5. Are there any specific aesthetic, ludic, uses of language involved?

Yes

No

If yes, what are they?

6. Are there any specific non-verbal uses of language involved?

Yes

No

If yes, what are they?



Estimated Level of learner to cope with the communicative language activities

A1	1-10
A1/A2	11-20
A2	21-30
A2/B1	31-40
B1	41-50
B1/B2	51-60
B2	61-70
B2/C1	71-80
C1	81-90
C1/C2	91-100
C2	101-110

In order to calculate the level automatically, please answer all questions in section D!



SECTION D: Communicative language competences and strategies (linguistic, sociolinguistic, pragmatic, strategy)

In this section, you will record useful information about the communicative language competences (linguistic, sociolinguistic and pragmatic) and strategies in reception (identifying cues and inferring) and in production (planning, execution, evaluation and repair).

Answer the questionnaire and see descriptors, where relevant.

1. Linguistic competence

1-1 What level of linguistic range is required?

1-1-1 General linguistic range

1-1-2 Vocabulary range

1-2 What level of control is required?

1-2-1 Grammatical accuracy

1-2-2 Vocabulary control

1-2-3 Phonological control

2. What level of sociolinguistic competence is required?

3. What level of pragmatic competence (discourse and functional) is required?

3-1 Flexibility

3-2 Taking the floor (Turn-taking)

3-3 Thematic development

3-4 Coherence and cohesion

3-5 What level of propositional precision is required?

3-6 What level of spoken fluency is required?

**4. What level of communication strategy is required?**

Estimated Level of learner to cope with the communication competences and strategies involved

A1	1-13
A1/A2	14-26
A2	27-39
A2/B1	40-52
B1	53-65
B1/B2	66-78
B2	79-91
B2/C1	92-104
C1	105-117
C1/C2	118-130
C2	131-143

In order to calculate the level automatically, please answer all questions in section D!



Overall estimate

Estimated level of learner to cope
with text

In order to calculate the level automatically, please answer all questions in all sections!

Further remarks



The European Centre for Modern Languages (ECML) Promoting excellence in language education

Established in 1995 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility.

The ECML, guided by its 34 member states⁴, is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

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The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the second world war, the Council of Europe has symbolised reconciliation.

4 Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", United Kingdom.

[CEF-
ESTIM]

