

European Language Portfolio

[Descriptors by area: **LANGUAGE COMPETENCE** (Pragmatic)]

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Discourse

SOCIOLINGUISTIC APPROPRIATENESS

- C2** Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.
Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.
Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
- C1** Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.
Can follow films employing a considerable degree of slang and idiomatic usage.
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- B2** Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.
Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
Can express him or herself appropriately in situations and avoid crass errors of formulation.
- B1** Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
- A2** Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines.
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
- A1** Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

FLEXIBILITY

- C2** Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.
- C1** As B2
- B2** Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.
- B1** Can adapt his/her expression to deal with less routine, even difficult, situations.
Can exploit a wide range of simple language flexibly to express much of what he/she wants.
- A2** Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.
Can expand learned phrases through simple recombinations of their elements.
- A1** No descriptor available

TURNTAKING

- C2** As C1
- C1** Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
- B2** Can intervene appropriately in discussion, exploiting appropriate language to do so.
Can initiate, maintain and end discourse appropriately with effective turntaking.
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.
Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
- B1** Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- A2** Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
Can ask for attention.
- A1** No descriptor available

THEMATIC DEVELOPMENT

C2 As C1

C1 Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

B2 Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.

B1 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

A2 Can tell a story or describe something in a simple list of points.

A1 No descriptor available

COHERENCE AND COHESION

C2 Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.

C1 Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.

B2 Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

B1 Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

A2 Can link groups of words with simple connectors like 'and', 'but' and 'because'.

A1 Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

PROPOSITIONAL PRECISION

C2 Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.

C1 Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood, etc.

B2 Can pass on detailed information reliably.

B1 Can explain the main points in an idea or problem with reasonable precision. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
Can express the main point he/she wants to make comprehensibly.

A2 Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.

A1 No descriptor available