Table 1 – Macro-functional basis of CEFR categories for communicative language activities

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	*(Merged with reading for information and argument)*	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

Table 2 – Communicative language strategies in the CEFR

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Planning	*Framing*	Planning	N/A	
Execution	Inferring	Compensating	Turn-taking Cooperating	Linking to previous knowledge Adapting language Breaking down complicated info Amplifying a dense text Streamlining a text
Evaluation & Repair	*Monitoring*	Monitoring and self-correction	Asking for clarification *Communication repair*	

Mediation

As mentioned in discussing the CEFR descriptive scheme above, mediation was introduced to language teaching and learning in the CEFR, in the move away from the four skills, as one of the four modes of communication, that is: reception, interaction, production and mediation (see Figure 2). Very often when we use a language, several activities are involved; mediation combines reception, production and interaction. Also, in many cases, when we use language it is not just to communicate a message, but rather to develop an idea through what is often called 'languaging' (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication.

Treatment of mediation in the CEFR is not limited to cross-linguistic mediation (passing on information in another language) as can be seen from the following extracts:

► Section 2.1.3: Make communication possible between persons who are unable, **for whatever reason**, to communicate with each other directly.

► Section 4.4: Act as an intermediary between interlocutors who are unable to understand each other directly, normally (**but not exclusively**) speakers of different languages.

► Section 4.6.6: **Both** input and output texts may be spoken or written and **in L1 or L2**. (*Note: This does not say that one is in L1 and one is in L2; it states they could both be in L1*).

Although the 2001 CEFR text does not develop the concept of mediation to its full potential, it emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent. In addition, an emphasis on the mediator as an intermediary between interlocutors underlines the social vision of the CEFR. In this way, although it is not stated explicitly in the 2001 text, the CEFR descriptive scheme *de facto* gives mediation a key position in the action-oriented approach, similar to the role that other scholars now give it when they discuss the language learning process.

The approach taken to mediation in the project to extend the CEFR illustrative descriptors is thus wider than considering only cross-linguistic mediation. In addition to cross-linguistic mediation, it also
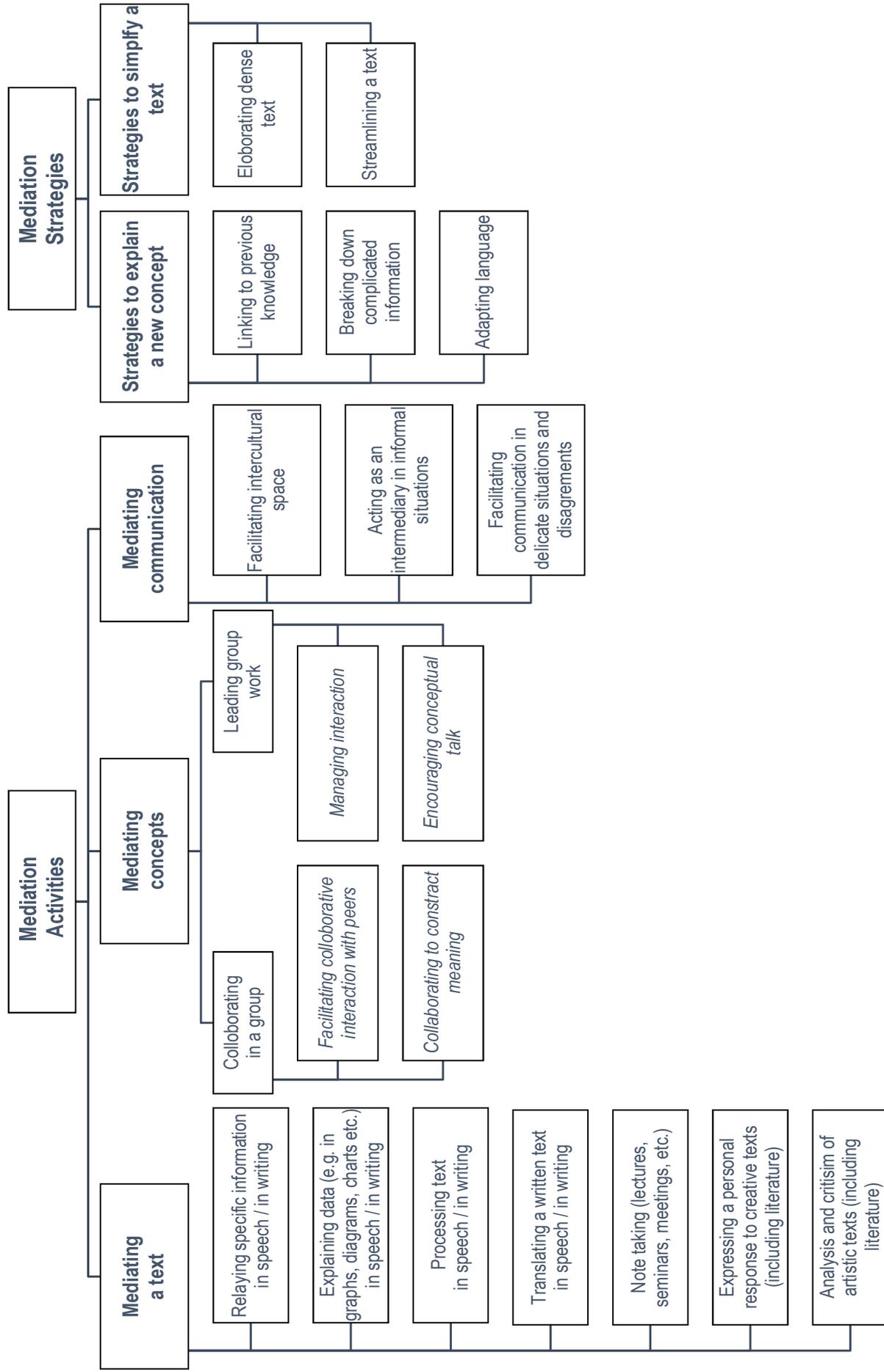
encompasses mediation related to communication and learning as well as social and cultural mediation. This wider approach has been taken because of its relevance in increasingly diverse classrooms, in relation to the spread of CLIL, (Content and Language Integrated Learning), and because mediation is increasingly seen as a part of all learning, but especially of all language learning.

The mediation descriptors are particularly relevant for the classroom in connection with small group, collaborative tasks. The tasks can be organized in such a way that learners have to share different input, explaining their information and working together in order to achieve a goal. They are even more relevant when this is undertaken in a CLIL context.

Mediation

The development and validation of the scales for mediation is described in the report *Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference (CEFR)*. The aim was to provide CEFR descriptors for a broader view of mediation presented in the paper *Education, Mobility, Otherness: The mediation functions of schools*.

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.

Mediation Activities

Mediation Strategies

Mediating a text
- Relaying specific information in speech / in writing
- Explaining data (e.g. in graphs, diagrams, charts etc.) in speech / in writing
- Processing text in speech / in writing
- Translating a written text in speech / in writing
- Note taking (lectures, seminars, meetings, etc.)
- Expressing a personal response to creative texts (including literature)
- Analysis and critisim of artistic texts (including literature)

Mediating concepts
- Collaborating in a group
  - Facilitating colloborative interaction with peers
  - Collaborating to construct meaning
- Leading group work
  - Managing interaction
  - Encouraging conceptual talk

Mediating communication
- Facilitating intercultural space
- Acting as an intermediary in informal situations
- Facilitating communication in delicate situations and disagrements

Strategies to explain a new concept
- Linking to previous knowledge
- Breaking down complicated information
- Adapting language

Strategies to simplfy a text
- Eloborating dense text
- Streamlining a text

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OVERALL MEDIATION	
C2	Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
C1	Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.
B2	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.
	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.
B1	Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.
	Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.
A2	Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
	Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.
A1	Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
Pre-A1	*No descriptors available*

Mediation activities

There are many different aspects of mediation, but all share certain characteristics. For example, in mediation, one is less concerned with one's own needs, ideas or expression, than with those of the party or parties for whom one is mediating. A person who engages in mediation activity needs to have a well-developed emotional intelligence, or an openness to develop it, in order to have sufficient empathy for the viewpoints and emotional states of other participants in the communicative situation. The term mediation is also used to describe a *social and cultural process* of creating conditions for communication and cooperation, facing and hopefully defusing any delicate situations and tensions that may arise. Particularly with regard to cross-linguistic mediation, users should remember that this inevitably also involves social and cultural competence as well as plurilingual competence. This underlines the fact that one cannot in practice completely separate types of mediation from each other. In adapting descriptors to their context, therefore, users should feel free to mix and match categories to suit their own perspective.

The scales for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

Mediating a text

> ► *Relaying specific information – in speech and in writing*

> ► *Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing*

> ► *Processing text – in speech and in writing*

> ► *Translating a written text – in speech and in writing*

> ► *Note-taking (lectures, seminars, meetings, etc.)*

> ► *Expressing a personal response to creative texts (including literature)*

> ► *Analysis and criticism of creative texts (including literature)*

Mediating concepts

> ► *Collaborating in a group*

>> ► Facilitating collaborative interaction with peers

>> ► Collaborating to construct meaning

> ► *Leading group work*

>> ► Managing interaction

>> ► Encouraging conceptual talk

Mediating communication

> ► *Facilitating pluricultural space*

> ► *Acting as intermediary in informal situations (with friends and colleagues)*

> ► *Facilitating communication in delicate situations and disagreements*

Mediating a text involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers. This is the main sense in which the 2001 CEFR text uses the term mediation. The first set of descriptor scales offered are for this, usually cross-linguistic, interpretation, which is increasingly being incorporated into language curricula (in e.g. Switzerland, Germany, Austria, Italy, Greece and Spain). However, the notion has been further developed to include mediating a text for oneself (for example in taking notes during a lecture) or in expressing reactions to texts, particularly creative and literary ones.

Mediating concepts refers to the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own. This is a fundamental aspect of parenting, mentoring, teaching and training. Mediating concepts involves two complementary aspects: on the one hand constructing and elaborating meaning and on the other hand facilitating and stimulating conditions that are conducive to conceptual exchange and development.

Mediating communication: The aim of mediating communication is to facilitate understanding and to shape successful communication between users/learners who may have individual, sociocultural,

sociolinguistic or intellectual differences in standpoint. The mediator tries to have a positive influence on aspects of the dynamic relationship between all the participants, including the relationship with him or herself. Often, the context of the mediation will be an activity in which participants have shared communicative objectives, but this need not necessarily be the case. The skills involved are relevant to diplomacy, negotiation, pedagogy and dispute resolution, but also to everyday social and/or workplace interactions. Mediating communication is thus primarily concerned with personal encounters, and so descriptor scales are only provided for spoken communicative activities. This is not a closed list – users may well be able to think of other types of relational activity not included here.

Mediating a text

For all the descriptors in the scales in this section, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical: the CEFR is clear that mediation may be in one language. Users may thus wish to specify the languages/varieties involved when adapting the descriptors to their context. It is also important to underline that the illustrative descriptors offered in this section are not intended to describe the competences of professional interpreters and translators. Firstly, the descriptors focus on language competences, thinking of what a user/learner can do in this area in informal, everyday situations. Translation and interpretation competences and strategies are an entirely different field. As mentioned in the introduction, the language competence of professional interpreters and translators is usually considerably above CEFR Level C2.

Relaying specific information refers to the way some particular piece(s) of information of immediate relevance is extracted from the target text and relayed to someone else. Here, the emphasis is on the specific content that is relevant, rather than the main ideas or lines of argument presented in a text. *Relaying specific information* is related to *Reading for orientation* (although the information concerned may have been given orally in a public announcement or series of instructions). The user/learner scans the source text for the necessary information and then relays this to a recipient. Key concepts operationalised in the two scales (relaying in speech and in writing) include the following:

- ► relaying information on times, places, prices, etc. from announcements or written artefacts;

- ► relaying sets of directions or instructions;

- ► relaying specific, relevant information from informational texts like guides and brochures, from correspondence, or from longer, complex texts like articles, reports etc.

Progression up the scales is characterised as follows: At Pre-A1 and A1 the user/learner can relay simple information like times, places, numbers etc., whereas at A2 he/she can cope with the information in simple texts like instructions and announcements. By B1, he/she can select and relay specific, relevant information in straightforward spoken announcements and in written texts like leaflets, brochure entries, letters. By B2, he/she can reliably relay detailed information from formal correspondence or particular sections of long, complex texts. As with the scale for *Information exchange*, there are no descriptors for the C levels since such purely informational tasks do not require a C level of proficiency.

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

RELAYING SPECIFIC INFORMATION IN SPEECH	
C2	*No descriptors available; see C1*
C1	Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A).
B2	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.
	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).

	RELAYING SPECIFIC INFORMATION IN SPEECH
B1	Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed. Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A). Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).
A2	Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects. Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A). Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.
A1	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).
Pre-A1	Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly. Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).

	RELAYING SPECIFIC INFORMATION IN WRITING
C2	*No descriptors available; see B2*
C1	*No descriptors available; see B2*
B2	Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration. Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest. Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal. Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A). Can relay in writing the significant point(s) contained in formal correspondence (in Language A).
B1	Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions). Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.
A2	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language. Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated. Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.
A1	Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.
Pre-A1	Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.

Explaining data refers to the transformation into a verbal text of information found in diagrams, charts, figures and other images. The user/learner might do this as part of a PowerPoint presentation, or when explaining to a friend or colleague the key information given in graphics accompanying an article, a weather forecast, or financial information. Key concepts operationalised in the two scales (explaining data in speech and in writing) include the following:

► describing graphic material on familiar topics (e.g. flow charts weather charts);

► presenting trends in graphs;

► commenting on bar charts;

► selecting and interpreting the salient relevant points of empirical data presented graphically.

Progression up the scale is characterised as follows: The higher the level, the more complex the visual information is, from everyday (e.g. weather charts) to complex visuals accompanying academic and highly professional texts. Secondly, the higher the level, the more complex the communicative acts involved (interpreting source data, describing the salient points, explaining in detail). There are no descriptors at A1 and A2. At A2+ the user/learner can describe simple visuals on familiar topics, whilst at B1 he/she can describe overall trends and detailed information in diagrams in his/her fields of interest. At B2 the focus is on the reliable interpretation of complex data, whilst at C2 the user/learner can interpret and describe various forms of empirical data from conceptually complex research.

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

EXPLAINING DATA IN SPEECH (e.g. in graphs, diagrams, charts etc.)	
C2	Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.
C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.
B2	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.
B1	Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.
	Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.
A2	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.
	No descriptors available
A1	*No descriptors available*
Pre-A1	*No descriptors available*

EXPLAINING DATA IN WRITING (e.g. in graphs, diagrams, charts etc.)	
C2	Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.
C1	Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.

EXPLAINING DATA IN WRITING (e.g. in graphs, diagrams, charts etc.)	
B2	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).
B1	Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.
	Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).
A2	*No descriptors available*
A1	*No descriptors available*
Pre-A1	*No descriptors available*

Processing text involves understanding the information and/or arguments included in the source text and then transferring these to another text, usually in a more condensed form, in a way that is appropriate to the context of situation. In other words, the outcome represents a condensing and/or reformulating of the original information and arguments, focusing on the main points and ideas in the source text. The key word of the processing information scales in both speaking and writing is 'summarising'. Whereas in *Relaying specific information* the user/learner will almost certainly not read the whole text (unless the information required is well hidden!), in *Processing text*, he/she has first to fully understand all the main points in the source text. *Processing text* is thus related to *Reading for information and argument* (sometimes called reading for detail, or careful reading), although the information concerned may have been given orally in a presentation or lecture. The user/learner may then choose to present the information to the recipient in a completely different order, depending on the goal of the communicative encounter. Key concepts operationalised in the two scales include the following:

> ► summarising main points in a source text;

> ► collating such information and arguments from different sources;

> ► recognising and clarifying to the recipient the intended audience, the purpose and viewpoint of the original.

Progression up the scale is characterised as follows: In general, as one moves up the scale, the more cognitively and linguistically demanding the process described by the descriptor, the greater the variety of text-types, the higher the degree of complexity of the texts and the abstractness of the topics, the more sophisticated the vocabulary. There is no descriptor for A1. At A2, the learner may need to supplement his/her limited repertoire with gestures, drawing or expressions embedded from other languages. At lower levels, source texts are simpler, more factual concerning everyday topics and topics of immediate interest. By B1, texts include TV programmes, conversations and well-structured written texts on topics of interest. By B2, the user/learner can synthesise and report information from a number of sources, for example interviews, documentaries, films and complex written texts in his/her fields of interest. By the C levels, he/she can summarise long, demanding professional or academic texts in well-structured language, inferring attitudes and implicit opinions, and explaining subtle distinctions in the presentation or facts and arguments.

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

	PROCESSING TEXT IN SPEECH
C2	Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out sociocultural implications of the speaker/writer's form of expression (e.g. understatement, irony, sarcasm).
C1	Can summarise in (Language B) long, demanding texts (in Language A).
	Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.
	Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A).in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.
	Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).
	Can exploit information and arguments from a complex spoken or written text (in Language A) to talk about a topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.
	Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.
B2	Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.
	Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).
	Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.
	Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.
	Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.
	Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).
	Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).
B1	Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.
	Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.
	Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.
	Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.
	Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).
	Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.
	Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.
	Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.

PROCESSING TEXT IN SPEECH

A2	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear. Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables. Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.
	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.
A1	Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).
Pre-A1	*No descriptors available*

PROCESSING TEXT IN WRITING

C2	Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm. Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
C1	Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms. Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
B2	Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest. Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest. Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
B1	Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
	Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

	PROCESSING TEXT IN WRITING
A2	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.
	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
	Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
	Can copy out short texts in printed or clearly hand-written format.
A1	Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.
	Can copy out single words and short texts presented in standard printed format.
Pre-A1	*No descriptors available*

Translating a written text in speech is a largely informal activity that is by no means uncommon in everyday personal and professional life. It is the process of spontaneously giving a spoken translation of a written text, often a notice, letter, email or other communication. Key concepts operationalised in the scale include the following:

- ► providing a rough, approximate translation;
- ► capturing the essential information;
- ► capturing nuances (higher levels).

Progression up the scale is characterised as follows: The scale moves from rough translation of routine, everyday information in simple texts at the lower levels to translation with increasing fluency and accuracy of texts that become increasingly more complex. The distinction between levels A1 to B1 is almost solely the type of texts involved. By B2, the user/learner can provide spoken translation of complex texts containing information and arguments on subjects within his/her fields of professional, academic and personal interest, and at the C levels he/she can fluently translate a complex texts on a wide range of general and specialised subjects, capturing nuances and implications.

Translating a written text in writing is by its very nature a more formal process than providing a spoken translation. However, this CEFR descriptor scale is not intended to relate to the activities of professional translators or to their training. Indeed, translating competences are not addressed in the scale. Furthermore, professional translators, like professional interpreters, are usually operating at a level well above C2. As mentioned when discussing the CEFR levels in the section on key aspects of the CEFR, C2 is not the highest definable level of second/foreign language proficiency. It is in fact the middle level of a scale of five levels for literary translation produced in the [PETRA project](#). Nevertheless, plurilingual user/learners with a more modest level of proficiency sometimes find themselves in a situation in which they are asked to provide a written translation of a text in a professional or personal context. Here they are being asked to reproduce the substantive message of the source text, rather than necessarily interpret the style and tone of the original into an appropriate style and tone in the translation, as a professional translator would be expected to do.

In using the descriptors in this scale it will be particularly important to specify the languages involved because the scale deliberately does not address the issue of translating into and from the mother tongue. This is partly because of the fact that, for increasing numbers of plurilingual persons, 'mother tongue' and 'best language' are not always synonymous. What the scale provides is a functional description of the language ability necessary to reproduce a source text in another language. Key concepts operationalised in the scale include the following:

- ► comprehensibility of the translation;
- ► the extent to which the original formulations and structure (over)influence the translation, as opposed to the text following relevant conventions in the target language;
- ► capturing nuances in the original;

Progression up the scale is characterised as follows: Progression is shown in a very similar way to the previous scale. At the lower levels, translating involves approximate translations of short texts containing information that is straightforward and familiar, whereas at the higher levels, the source texts become increasing complex and the translation is increasing more accurate and reflective of the original.

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

TRANSLATING A WRITTEN TEXT IN SPEECH	
Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.	
C2	Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.
C1	Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.
B2	Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest.
B1	Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.
	Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.
A2	Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).
	Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point.
	Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).
A1	Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.
Pre-A1	*No descriptors available*

TRANSLATING A WRITTEN TEXT IN WRITING	
Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.	
C2	Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.
C1	Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.

TRANSLATING A WRITTEN TEXT IN WRITING	
B2	Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.
	Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.
B1	Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur the translation remains comprehensible.
	Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.
A2	Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
A1	Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.
Pre-A1	*No descriptors available*

Note-taking (lectures, seminars, meetings etc.): This scale concerns the ability to listen and write coherent notes, which is valuable in academic and professional life. Key concepts operationalised in the scale include the following:

► type of source text: from demonstrations and instructions, through straightforward lectures and meetings on subjects in his/her field to meetings and seminars on unfamiliar, complex subjects;

► consideration on the part of the speaker (lower levels): slow and clear speech, plus pauses to take notes, through clearly articulated, well-structured lectures to multiple sources;

► type of note-taking: from taking notes as a series of points (lower levels), through notes on what seems to him/her to be important, to appropriate selection on what to note and what to omit;

► accuracy of the notes (higher levels): from notes precise enough for own use (B1) through accurate notes on meetings in his/her field (B2) to accurate capture of abstract concepts, relationships between ideas, implications and allusions.

NOTE-TAKING (lectures, seminars, meetings etc.)	
C2	Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.
	Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.
	Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.
C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.
	Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.
	Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.

NOTE-TAKING (lectures, seminars, meetings etc.)	
B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.
	Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.
B1	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.
	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.
A2	Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
A1	*No descriptors available*
Pre-A1	*No descriptors available*

Creative texts are one of the main sources for *Reading as a leisure activity* and there are several descriptors related to the reading of literature in the scale with that title. However, literature tends to evoke a reaction, and this is often promoted in language education. This response may be expressed in a classroom or in one of the amateur literacy circles often associated with foreign language learning. There are perhaps four main types of classic response:

► engagement: giving a personal reaction to the language, style or content, feeling drawn to an aspect of the work or a character or characteristic of it;

► interpretation: ascribing meaning or significance to aspects of the work including contents, motifs, characters' motives, metaphor, etc.

► analysis of certain aspects of the work including language, literary devices, context, characters, relationships. etc.

► evaluation: giving a critical appraisal of technique, structure, the vision of the artist, the significance of the work, etc.

There is a fundamental difference between the first two categories (engagement and interpretation) and the last two (analysis and evaluation). Describing a personal reaction and interpretation is cognitively far simpler than giving a more intellectual analysis and/or evaluation. Therefore, two different scales are offered.

Expressing a personal response to creative texts (including literature): This first scale reflects the approach taken in school sectors and in adult reading circles. The scale focuses on expression of the effect a work of literature has on the user/learner as an individual. Key concepts operationalized in this scale include the following:

► explaining what he/she liked, what interested him/her about the work;

► describing characters, saying which he/she identified with;

► relating aspects of the work to own experience;

► relating feelings and emotions;

► personal interpretation of the work as a whole or of aspects of it.

Progression up the scale is characterised as follows: At the lower levels the user/learner can say whether he/she liked the work, say how it made him/her feel, talk about characters and relate aspects of the work to his/her own experience, with increased detail at B1. At B2 he/she can give more elaborate explanations, comment on the form of expression and style and give his/her interpretation of the development of a plot, the characters and the themes in a story, novel, film or play. At the C levels, he/she can give broader and deeper interpretations, supporting them with details and examples.

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)	
C2	*No descriptor available*
C1	Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance. Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions. Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.
B2	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response. Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.
B1	Can explain why certain parts or aspects of a work especially interested him/her. Can explain in some detail which character he/she most identified with and why. Can relate events in a story, film or play to similar events he/she has experienced or heard about. Can relate the emotions experienced by a character in a work to emotions he/she has experienced. Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why. Can explain briefly the feelings and opinions that a work provoked in him/her. Can describe the personality of a character.
A2	Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language. Can describe a character's feelings and explain the reasons for them. Can say in simple language which aspects of a work especially interested him/her. Can say whether he/she liked a work or not and explain why in simple language. Can select simple passages he/she particularly likes from work of literature to use as quotes.
A1	Can use simple words and phrases to say how a work made him/her feel.
Pre-A1	*No descriptors available*

Analysis and criticism of creative texts (including literature): This represents the approach more common at an upper secondary and university level. It concerns more formal, intellectual reactions. Aspects analysed include the significance of events in a novel, treatment of the same themes in different works and other links between them; the extent to which a work follows conventions, and more global evaluation of the work as a whole. Key concepts operationalised in the scale include:

► comparing different works;

► giving a reasoned opinion of a work;

► critically evaluating features of the work, including the effectiveness of techniques employed.

Progression up the scale is characterised as follows: there are no descriptors for A1 and A2. Until B2, the focus is on description rather than evaluation. At B2, the user/learner can analyse similarities and differences between works, giving a reasoned opinion and referring to the views of others. At C1, analysis becomes more subtle, concerned with the way the work engages the audience, the extent to which it is conventional, whether it employs irony. At C2, the user/learner can recognise finer linguistic and stylistic subtleties, unpack connotations and give more critical appraisals of the way in which structure, language and rhetorical devices are exploited in a work of literature for a particular purpose.

ANALYSIS AND CRITICISM OF CREATIVE TEXTS (including literature)	
C2	Can give a critical appraisal of work of different periods and genres (novels, poems, and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning. Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations. Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness. Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.
C1	Can critically appraise a wide variety of texts including literary works of different periods and genres. Can evaluate the extent to which a work meets the conventions of its genre. Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).
B2	Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. Can evaluate the way the work encourages identification with characters, giving examples. Can describe the way in which different works differ in their treatment of the same theme.
B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.
A1	*No descriptors available*
Pre-A1	*No descriptors available*

Mediating concepts

It is recognised in education that language is a tool used to think about a subject and to talk about that thinking in a dynamic co-constructive process. A key component of the development of mediation scales, therefore, is to capture this function. How can the user/learner facilitate access to knowledge and concepts through language? There are two main ways in which this occurs: one is in the context of collaborative work and the other is when someone has the official or unofficial role of facilitator, teacher or trainer. In either context, it is virtually impossible to develop concepts without preparing the ground for it by managing the relational issues concerned. For this reason two scales are presented for collaborating in a group, and for leading group work. In each case the first scale, presented on the left in the chart, concerns establishing the conditions for effective work (= relational mediation). The second scale, presented on the right in the chart, is concerned with the development and elaboration of ideas (=cognitive mediation). As is the case with different aspects of communicative language competence, or of plurilingual and pluricultural competence, distinctions are made to assist reflection, but real communication requires a holistic integration of different aspects. The four descriptor scales in this section thus form pairs as indicated below:

	Establishing conditions	**Developing ideas**
Collaborating in a group	Facilitating collaborative interaction with peers	Collaborating to construct meaning
Leading group work	Managing interaction	Encouraging conceptual talk

The two scales under 'establishing conditions' focus on building and maintaining positive interactions and do not deal directly with access to new knowledge and concepts. However, such mediation may well be a necessary precursor or indeed parallel activity in order to facilitate the development of new knowledge. People must be sensitive to others' views, so a positive atmosphere is often a prerequisite

for collaborative engagement that may lead to new knowledge. Although these four scales are directly relevant to the educational domain, they are not confined to the classroom as they are applicable to all domains where there is a need to move thinking forward.

Facilitating collaborative interaction with peers: The user/learner contributes to successful collaboration in a group that he/she belongs to, usually with a specific shared objective or communicative task in mind. He/she is concerned with making conscious interventions where appropriate to orient the discussion, balance contributions, and help to overcome communication difficulties within the group. He/she does not have a designated lead role in the group, and is not concerned with creating a lead role for himself/herself, being concerned solely with successful collaboration. Key concepts operationalised in the scale include the following:

> ► collaborative participation by consciously managing own role and contributions to the group communication;

> ► active orientation of teamwork by helping to review key points and consider or define next steps;

> ► use of questions and contributions to move the discussion forward in a productive way;

> ► use of questions and turn taking to balance contributions from other group members with his/her own.

Progression up the scale is characterised as follows: At A2, the user/learner can collaborate actively in simple, shared tasks, provided someone helps him/her to express his/her suggestions. At B1, the focus is on posing questions and inviting others to speak. By B2, the learner/user can refocus the discussion, helping to define goals and comparing ways of achieving them. At C1, he/she can help steer a discussion tactfully towards a conclusion.

Collaborating to construct meaning is concerned with stimulating and developing ideas as a member of a group. It is particularly relevant to collaborative work in problem-solving, brainstorming, concept development and project work. Key concepts operationalised in the scale include the following:

> ► cognitively framing collaborative tasks by deciding on aims, processes and steps;

> ► co-constructing ideas/solutions;

> ► asking others to explain their thinking and identifying inconsistencies in their thought processes;

> ► summarising the discussion and deciding on next steps.

Progression up the scale is characterised as follows: the scale moves from simple questioning techniques and the organisation of tasks at B1 to further developing other people's ideas and opinions, co-developing ideas (B2/B2+) to evaluating problems, challenges, and proposals, highlighting inconsistencies in thinking (C1) and guiding discussion effectively to a consensus at C2.

COLLABORATING IN A GROUP

	FACILITATING COLLABORATIVE INTERACTION		COLLABORATING TO CONSTRUCT MEANING
C2	*No descriptors available*	C2	Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.
C1	Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.	C1	Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.
B2	Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. Can ask questions to stimulate discussion on how to organise collaborative work. Can help to define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed.	B2	Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. Can further develop other people's ideas and opinions. Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.
B1	Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience. Can invite other people in a group to speak.	B1	Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion. Can ask a group member to give the reason(s) for their views. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

COLLABORATING IN A GROUP

	FACILITATING COLLABORATIVE INTERACTION		COLLABORATING TO CONSTRUCT MEANING
	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.		Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.
A2	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	**A2**	Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward.
A1	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	**A1**	Can express an idea with very simple words and ask what others' think.
Pre-A1	*No descriptors available*	**Pre-A1**	*No descriptors available*

Managing plenary and group interaction: The user/learner has a designated lead role to organise communicative activity between members of a group or several groups, for example as a teacher, workshop facilitator, trainer or meeting chair. He/she has a conscious approach to managing phases of communication that may include both plenary communication with the whole group, and/or management of communication within and between sub-groups. Key concepts operationalised in the scale include the following:

- ► leading plenary activity;

- ► giving instructions and checking understanding of communicative task objectives;

- ► monitoring and facilitating communication within the group or sub-groups without impeding the flow of communication between group participants;

- ► re-orienting communication in the group or sub-groups; intervening to set a group back on task;

- ► adapting own contributions and interactive role to support group communication, according to need.

Progression up the scale is characterised as follows: at B1 the user/learner can give clear instructions, allocate turns, and bring participants in a group back to the task. These aspects are extended at B2 with explanations of different roles, ground rules and an ability to set a group back on task with new instructions or to encourage more balanced participation. Several descriptors on monitoring are clustered at B2+. By C1, the user/learner can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases, intervening diplomatically in order to redirect talk, to prevent one person dominating or to confront disruptive behaviour. At C2, he/she can take on different roles as appropriate, recognise undercurrents and give appropriate guidance, and provide individualised support.

Encouraging conceptual talk involves providing scaffolding to enable another person or persons to themselves construct a new concept, rather than passively following a lead. The user/learner may do this as a member of a group, taking temporarily the role of facilitator, or they may have the designated role of an expert (e.g. animator/teacher/trainer/manager) who is leading the group in order to help them understand concepts. Key concepts operationalised in the scale include the following:

- ► asking questions to stimulate logical reasoning (dialogic talk);

- ► building contributions into logical, coherent discourse.

Progression up the scale is characterised as follows: the scale moves from showing interest at A1, through asking simple questions to bring someone into a discussion or to ask someone's opinion at A2, to monitoring discussion and posing higher-order questions at B2+ and above, in order to encourage logical reasoning, justification of ideas, and the construction of coherent lines of thinking.

LEADING GROUP WORK

	MANAGING INTERACTION	ENCOURAGING CONCEPTUAL TALK
C2	Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support. Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.	Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.
C1	Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases. Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.	Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).
B2	Can organise and manage collaborative group work efficiently. Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions. Can explain the different roles of participants in the collaborative process, giving clear instructions for group work. Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals. Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.	Can encourage members of a group to describe and elaborate on their thinking. Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution. Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. Can build on people's ideas and link them into coherent lines of thinking. Can ask people to explain how an idea fits with the main topic under discussion.
B1	Can allocate the turn in a discussion, inviting a participant to say something. Can give simple, clear instructions to organise an activity.	Can ask people to elaborate on specific points they made in their initial explanation. Can ask appropriate questions to check understanding of concepts that have been explained. Can ask questions to invite people to clarify their reasoning. Can ask why someone thinks something, or how they think something would work.
A2	Can give very simple instructions to a cooperative group who help with formulation when necessary.	Can ask what somebody thinks of a certain idea.
A1	*No descriptors available*	Can use simple isolated words and non-verbal signals to show interest in an idea.
Pre-A1	*No descriptors available*	*No descriptors available*

Mediating communication

Despite the brevity of the presentation of mediation in the 2001 CEFR text, the social aspect is underlined. Mediation concerns a language user who plays the role of intermediary between different interlocutors, engaged in activities that 'occupy an important place in the normal linguistic functioning of our societies.' (CEFR Section 2.1.3). Language is of course not the only reason why people sometimes have difficulty understanding one another. Even if one thinks of mediation in terms of rendering a text comprehensible, the comprehension difficulty may well be due to a lack of familiarity with the area or field concerned. Understanding the other requires an effort of translation from one's own perspective to the other, keeping both perspectives in mind; sometimes people need a third person or a third space in order to achieve this. Sometimes there are delicate situations, tensions or even disagreements that need to be faced in order to create the conditions for any understanding and hence any communication.

The descriptors for mediating communication will therefore have direct relevance to teachers, trainers, students and professionals who wish to develop their awareness and competence in this area, in order to achieve better outcomes in their communicative encounters in a particular language or languages, particularly when there is an intercultural element involved.

Facilitating pluricultural space: This scale reflects the notion of creating a shared space between and among linguistically and culturally different interlocutors, i.e. the capacity of dealing with 'otherness' to identify similarities and differences to build on known and unknown cultural features, etc. in order to enable communication and collaboration. The user/learner aims to facilitate a positive interactive environment for successful communication between participants of different cultural backgrounds, including in multicultural contexts. Rather than simply exploiting his/her pluricultural repertoire to gain acceptance and to enhance his own mission or message (see *Building on pluricultural repertoire*), he/she is engaged as a cultural mediator: creating a neutral, trusted, shared 'space' in order to enhance the communication between others. He/she aims to expand and deepen intercultural understanding between participants in order to avoid and/or overcome any potential communication difficulties arising from contrasting cultural viewpoints. Naturally, the mediator him/herself needs a continually developing awareness of sociocultural and sociolinguistic differences affecting cross-cultural communication. Key concepts operationalised in the scale include the following:

- ► using questions and showing interest to promote understanding of cultural norms and perspectives between speakers;

- ► demonstrating sensitivity to and respect for different sociocultural and sociolinguistic perspectives and norms;

- ► anticipating, dealing with and/or repairing misunderstandings arising from sociocultural and sociolinguistic differences.

Progression up the scale is characterised as follows: At B1 the emphasis is on introducing people and showing interest and empathy by asking and answering questions. By B2+, appreciation of different perspectives and flexibility are central: the ability to belong to a group yet maintain balance and distance, express oneself sensitively, clarify misunderstandings and explain how things were meant. This aspect is developed further in the C levels, where the user/learner can control his/her actions and expression according to context, making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents. By C2, he/she can mediate effectively and naturally, taking account of sociocultural and sociolinguistic differences.

FACILITATING PLURICULTURAL SPACE	
C2	Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences. Can guide a sensitive discussion effectively, identifying nuances and undercurrents.
C1	Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.

	FACILITATING PLURICULTURAL SPACE
B2	Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved.
	Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.
	Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.
	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
	Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.
B1	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.
	Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.
	Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.
	Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.
A2	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
A1	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.
Pre-A1	*No descriptors available*

Acting as intermediary in informal situations (with friends and colleagues): This scale is intended for situations in which the user/learner as a plurilingual individual mediates across languages and cultures to the best of his/her ability in an informal situation in the public, private, occupational or educational domain. The scale is therefore not concerned with the activities of professional interpreters. The mediation may be in one direction (e.g. during a welcome speech) or in two directions (e.g. during a conversation). Key concepts operationalized in the scale include the following:

► informally communicating the sense of what speakers are saying in a conversation;

► conveying important information (e.g. in a situation at work);

► repeating the sense of what is expressed in speeches and presentations.

Progression up the scale is characterised as follows: at the A levels, the user/learner can assist in a very simple manner, but by A2+ and B1 he/she can mediate in predictable everyday situations. However, such assistance is dependent on the interlocutor being supportive in that he/she alters his/her speech or will repeat information as necessary. At B2, the user/learner can mediate competently within his/her fields of interest, given the pauses to do so and by C1, he/she can do this fluently on a wide range of subjects. At C2 the user/learner can also convey the meaning of the speaker faithfully, reflecting the style, register, and cultural context.

ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (with friends and colleagues)	
C2	Can communicate in clear, fluent, well-structured (Language B) the sense of what is said in (Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.
C1	Can communicate fluently in (Language B) the sense of what is said in (Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.
B2	Can mediate (between Language A and Language B), conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.
	Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so.
	Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided speakers give clarifications if needed.
B1	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.
	Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.
A2	Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.
	Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.
A1	Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.
Pre-A1	*No descriptors available*

Facilitating communication in delicate situations and disagreement: The user/learner may have a formal role to mediate in a disagreement between third parties, or may informally try to resolve a misunderstanding, delicate situation or disagreement between speakers. He/she is primarily concerned with clarifying what the problem is and what the parties want, helping them to understand each other's positions. He/she may well attempt to persuade them to move closer to a resolution of the issue. He/she is not at all concerned with his/her own viewpoint, but seeks balance in the representation of the viewpoints of the other parties involved in the discussion. Key concepts operationalised in the scale include the following:

► exploring in a sensitive and balanced way the different viewpoints represented by participants in the dialogue;

► elaborating on viewpoints expressed to enhance and deepen participants' understanding of the issues discussed;

► establishing common ground;

► establishing possible areas of concession between participants;

► mediating a shift in viewpoint of one or more participants, to move closer to an agreement or resolution.

Progression up the scale is characterised as follows: at the A levels, the user/learner can recognise when disagreements occur. At B1, he/she can obtain explanations, demonstrate understanding of the

issues and seek clarifications where necessary. At B2, he/she can outline the main issues and the positions of the parties concerned, identify common ground, highlight possible solutions and summarise what is agreed. These skills are deepened at B2+, with the user/learner showing awareness of a detailed understanding of the issues and eliciting possible solutions. At the C levels, he/she has the diplomatic and persuasive language to do this more effectively, guiding a delicate discussion sensitively.

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
C2	Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions. Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.
C1	Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances. Can use persuasive language to suggest that parties in disagreement shift towards a new position.
B2	Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense. Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals. Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties. Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.
B1	Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly. Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.
A2	Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.
A1	Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?") to indicate sympathy.
Pre-A1	*No descriptors available*

Mediation strategies

Strategies to explain a new concept

> ► Linking to previous knowledge

> ► Adapting language

> ► Breaking down complicated information

Strategies to simplify a text

> ► Amplifying a dense text

> ► Streamlining a text

The user/learner's ability to mediate does not only involve being linguistically competent in the relevant language or languages, it also entails using mediation strategies that are appropriate in relation to the conventions, conditions and constraints of the communicative context. Mediation strategies are the techniques employed to clarify meaning and facilitate understanding. As a mediator, the user/learner may need to shuttle between people, between texts, between types of discourse and between languages, depending on the mediation context. The strategies here presented are communication strategies, i.e. ways of helping people to understand, during the actual process of mediation. They concern the way source content is processed for the recipient. For instance, is it necessary to elaborate it, to condense it, to paraphrase it, to simplify it, to illustrate it with metaphors or visuals? The strategies are presented separately because they apply to many of the activities.

Strategies to explain a new concept

Linking to previous knowledge: Establishing links to previous knowledge is a significant part of the mediation process since it is an essential part of the learning process. The mediator may explain new information by making comparisons, by describing how it relates to something the recipient already knows or by helping recipients activate previous knowledge, etc. Links may be made to other texts, relating new information and concepts to previous material, and to background knowledge of the world. Key concepts operationalised in the scale include the following:

> ► posing questions to encourage people to activate prior knowledge;

> ► making comparisons and/or links between new and prior knowledge;

> ► providing examples and definitions.

Progression up the scale is characterised as follows: there is a progression from comparison to familiar, everyday experience at B1 through awareness raising with clear explanations of links at B2 to extended, spontaneous definition of complex concepts that draw on previous knowledge at C2.

Adapting language: The user/learner may need to employ shifts in use of language, style and/or register in order to incorporate the content of a text into a new text of a different genre and register. This may be done through the inclusion of synonyms, similes, simplification or paraphrasing. Key concepts operationalized in the scale include the following:

> ► paraphrasing;

> ► adapting speech / delivery;

> ► explaining technical terminology.

Progression up the scale is characterised as follows: from A2 to B2 the user/learner can exploit paraphrasing and simplification to make the content of spoken and written texts more accessible. B2 descriptors talk of paraphrasing difficult concepts and technical topics comprehensible with paraphrase, and conscious adaptation of speech. At the C levels, concepts are technical or complex, and the user/learner is able to present the content in a different genre or register that is appropriate for the audience and purpose.

Breaking down complicated information: Understanding can often be enhanced by breaking down complicated information into constituent parts, and showing how these parts fit together to give the whole picture. Key concepts operationalized in the scale include the following:

> ► breaking a process into a series of steps;

> ► presenting ideas or instructions as bullet points;

► presenting separately the main points in a chain of argument.

Progression up the scale is characterised as follows: at B1 the user/learner can present instructions or informational text one point at a time. At B2, he/she can break down complicated processes or arguments and present their components separately. At C1, there is an added emphasis on reinforcement and recapitulation, and at C2 the user/learner can use metaphors to explain the relationship of parts to the whole and encourage different ways of analysing the issue.

Strategies to simplify a text

Amplifying a dense text: Density of information is often an obstacle to understanding. This scale is concerned with the expansion of the input source (spoken or written) through the inclusion of helpful information, examples, details, background information, reasoning and explanatory comments. Key concepts operationalised in the scale include the following:

► using repetition and redundancy, for example by paraphrasing in different ways;

► modifying style to explain things more explicitly;

► giving examples.

Progression up the scale is characterised as follows: at B1 and B2 the emphasis is on providing repetition and further examples whereas at the C levels the focus is more on elaboration and explanation, adding helpful detail.

Streamlining a text: This scale is concerned with the opposite to *Amplifying*: pruning a written text to its essential message(s). This may involve expressing the same information in fewer words by eliminating repetition and digressions, and excluding those sections of the source that do not add relevant new information. However, it may also involve regrouping the source ideas in order to highlight important points, to draw conclusions or to compare and contrast them. Key concepts operationalised in the scale include the following:

► highlighting key information;

► eliminating repetition and digressions;

► excluding what is not relevant for the audience.

Progression up the scale is characterised as follows: highlighting may be simply underlining or inserting marks in the margin at A2+/B1 but becomes a complete rewrite of the source text at C2. At B2, the learner is able to edit the source text to remove irrelevance and repetition. At the C levels, the focus switches to tailoring a source text for a particular audience.

STRATEGIES TO EXPLAIN A NEW CONCEPT

	LINKING TO PREVIOUS KNOWLEDGE	ADAPTING LANGUAGE	BREAKING DOWN COMPLICATED INFORMATION
C2	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations which draw upon assumed previous knowledge.	Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.
C1	Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained.	Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation. Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge.	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.
B2	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s). Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge. Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language. Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	Can make a complicated issue easier to understand by presenting the components of the argument separately. Can make a complicated process easier to understand by breaking it down into a series of smaller steps.
B1	Can explain how something works by providing examples which draw upon people's everyday experiences. Can show how new information is related to what people are familiar with by asking simple questions.	Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others. Can paraphrase short written passages in a simple fashion, using the original order of the text.	Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.

STRATEGIES TO EXPLAIN A NEW CONCEPT

	LINKING TO PREVIOUS KNOWLEDGE	ADAPTING LANGUAGE	BREAKING DOWN COMPLICATED INFORMATION	
A2	*No descriptors available*	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	*No descriptors available*	**A2**
A1	*No descriptors available*	*No descriptors available*	*No descriptors available*	**A1**
Pre-A1	*No descriptors available*	*No descriptors available*	*No descriptors available*	**Pre-A1**

STRATEGIES TO SIMPLIFY A TEXT

Level	AMPLIFYING A DENSE TEXT	STREAMLINING A TEXT
C2	Can elucidate the information given in texts on complex academic or professional topics by elaborating and exemplifying.	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose
C1	Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register.	Can reorganise a complex source text in order to focus on the points of most relevance to target audience.
B2	Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments. Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.	Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.
B1	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way. Can make an aspect of an everyday topic clearer by providing simple examples.	Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.
A2	No descriptors available	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.
A1	No descriptors available	No descriptors available
Pre-A1	No descriptors available	No descriptors available