

## SELF-ASSESSMENT OF LANGUAGE PROFICIENCY

### INSTRUCTIONS FOR USING THE SELF-ASSESSMENT GRID

The self-assessment grid is based on the six-level scale of the common European framework of reference for languages developed by the Council of Europe.

The grid consists of three broad levels as follows:

**Basic user** (levels A1 and A2)

**Independent user** (levels B1 and B2)

**Proficient user** (levels C1 and C2)

To self-assess your foreign language level, read the descriptions below and write the relevant level (e.g. Proficient user - C2) in the adequate box of the application form P1 (Listening, Reading, Spoken interaction, Spoken production and Writing).

### Example

| Self-assessment<br>European level (*) | Understanding |                  |         |                  | Speaking           |            |                   |                  | Writing |                  |
|---------------------------------------|---------------|------------------|---------|------------------|--------------------|------------|-------------------|------------------|---------|------------------|
|                                       | Listening     |                  | Reading |                  | Spoken interaction |            | Spoken production |                  |         |                  |
| <b>Spanish</b>                        | (C1)          | Proficient user  | B2      | Independent user | (A2)               | Basic user | (B1)              | Independent user | (B2)    | Independent user |
| <b>French</b>                         | (B1)          | Independent user | B2      | Independent user | (A2)               | Basic user | (A2)              | Basic user       | (A2)    | Basic user       |

\*) Common European Framework of Reference (CEF) level

## UNDERSTANDING

### Listening

- A 1:** I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.
- A 2:** I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements.
- B 1:** I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- B 2:** I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand most films in standard dialect.
- C 1:** I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
- C 2:** I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

### Reading

- A 1:** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- A 2:** I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
- B 1:** I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
- B 2:** I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
- C 1:** I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
- C 2:** I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

## SPEAKING

### Spoken interaction

- A 1:** I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
- A 2:** I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.
- B 1:** I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).
- B 2:** I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
- C 1:** I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
- C 2:** I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

### Spoken production

- A 1:** I can use simple phrases and sentences to describe where I live and people I know.
- A 2:** I can use a series of phrases and sentences to describe, in simple terms, my family and other people, living conditions, my educational background and my present or most recent job.
- B 1:** I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
- B 2:** I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- C 1:** I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- C 2:** I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

## WRITING

- A 1:** I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
- A 2:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
- B 1:** I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
- B 2:** I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
- C 1:** I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
- C 2:** I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.