



CIOL

# **The Chartered Institute of Linguists**

## **International Language Standards**



# How CIOL sees Language Standards

For language professionals, practitioners and wider linguists and learners

<https://www.ciol.org.uk/CIOL-language-level-frameworks>

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Chartered Institute of Linguists

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## CIOL Language Level Frameworks

### Professional Level

Translators, interpreters, teachers, academics and other language professionals for whom using two or more languages interchangeably is the core of their job will usually be expected to demonstrate very high and effective **Professional Level** proficiency (at least C1 in the Common European Framework of Reference for Languages or **CEFR** below).

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

### Working Level

Some business people, professionals or those working in government - including diplomats and members of the Armed Forces - may require the two highest 'Proficient User' levels of linguistic ability (C1 and C2) particularly the skills of listening, speaking and reading.

However, many people also use languages in a working context, as a **part** or **enabler** of their job in business, the professions and government; typically to work/liaise with international partners, stakeholders, customers, subsidiaries etc. For people liaising with international customers, suppliers and officials, supporting inbound and outbound delegations and taking up international assignments or postings (and for whom translation and interpreting is not part of their role) CEFR 'Independent User' can be a useful level of linguistic competence, which will only improve over time and become more valuable and advantageous with use.

Those using languages as **part** or an **enabler** of their work, may make significant positive contributions to their organisations as 'career linguists' via regular or periodic interventions. Both individuals and organisations would, therefore, be well advised to recognise and formally capture B1 and B2 level language skills as a linguistic resource which is worth recording, developing and deploying; hence the Chartered Institute of Linguists also setting out this **Working Level** framework.

### Basic to Independent Level

Many people with basic and intermediate language skills hesitate to use their languages in a working or social context. Even though quite capable of some useful 'communicative' use of language, many people with school and university level skills, and even those with considerable community and heritage language skills, often choose not to volunteer them even as a **part** or **enabler** of their jobs.

There are many roles in business, the professions and government, which involve working and liaising with international customers, partners, stakeholders, subsidiaries, etc. For people who work with international customers, suppliers and officials even a modest level of language ability can make a real difference to relationships, trust and ongoing engagement. The same is also true for those working in public services which have a duty to engage with all language communities.

It is important, however, to recognise and acknowledge linguistic limitations, not to put people in difficult situations or set them up to fail, and to recognise the scale of risk depending on context. This is why people and organisations also need to recognise when the stakes are such that they need to use properly qualified linguists.

Both individuals and organisations would, therefore, be well advised to recognise and understand the different levels of independent and basic language skills as set out in the Common European Framework of Reference for Languages (CEFR) and other frameworks of reference as in the document below. Understanding these enables different people's skill levels to be better articulated, and their uses and limits as a linguistic resource also to be better understood.

### Frameworks of Reference

Frameworks of reference like the CEFR are important to unlocking language use by individuals, and within organisations; hence the Chartered Institute of Linguists setting out this overarching framework which captures the CEFR and other widely used international scales as they apply to linguists at all levels.

### CIOL Language Level Frameworks

[CIOL Professional Level Language Framework.pdf](#)  
[CIOL Working Level Language Framework.pdf](#)  
[CIOL Basic to Independent Level Language Framework.pdf](#)

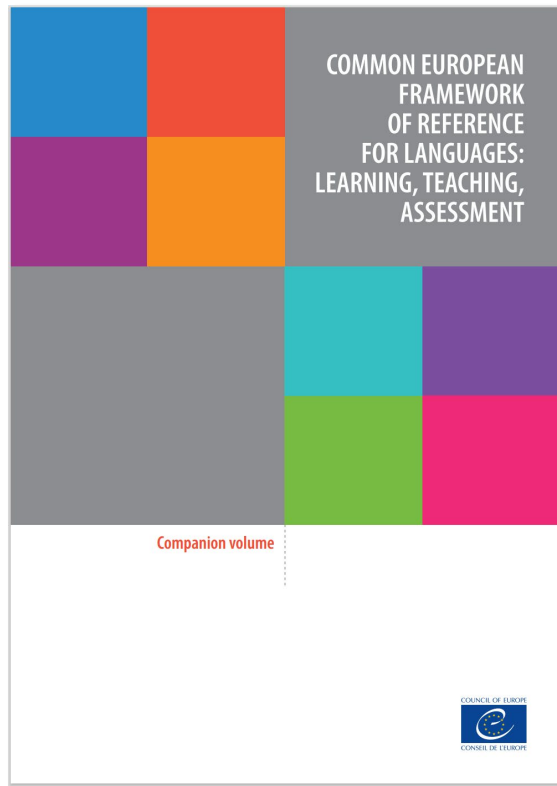


# The Common European Framework of Reference - CEFR



- **The Common European Framework of Reference for Languages:** Learning, teaching, assessment (CEFR) was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.
- The **CEFR** is widely used in teacher education, the reform of foreign language curricula, the development of teaching materials and for the comparability of qualifications.
- **CEFR** was created by the **Council of Europe** as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. In November 2001, a European Union Resolution recommended using the CEFR to set up national systems of validation of language ability. The six reference levels (A1, A2, B1, B2, C1, C2) are widely accepted as the European standard for grading an individual's language proficiency.
- **CEFR** is not just about language and education it is also a European **cultural** and **citizenship** project

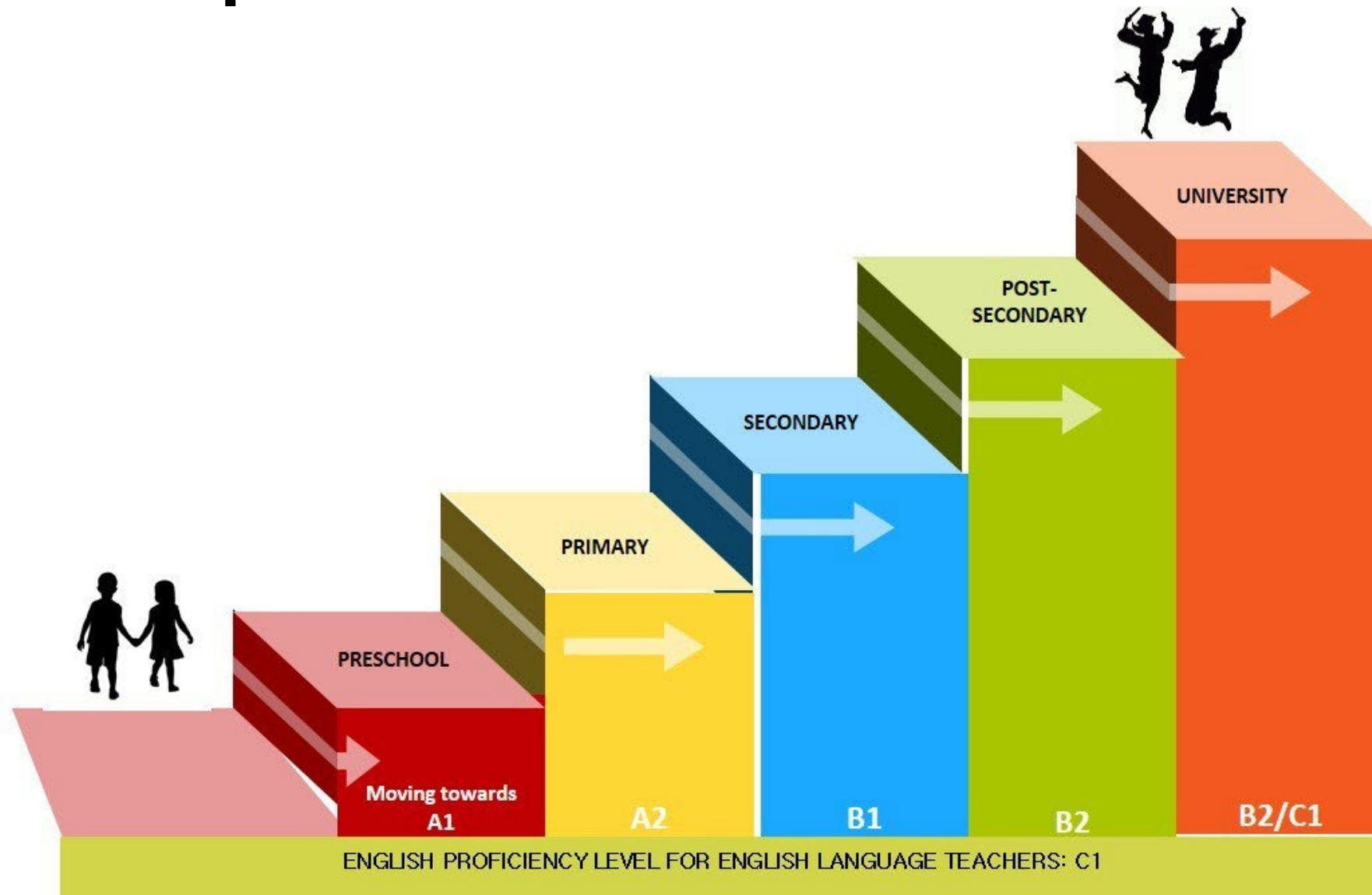
# CEFR Levels



<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

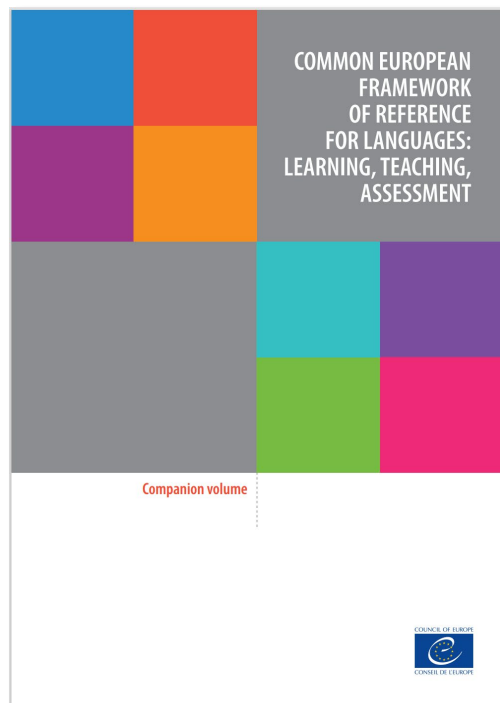
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INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
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BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

# A more simplified view...



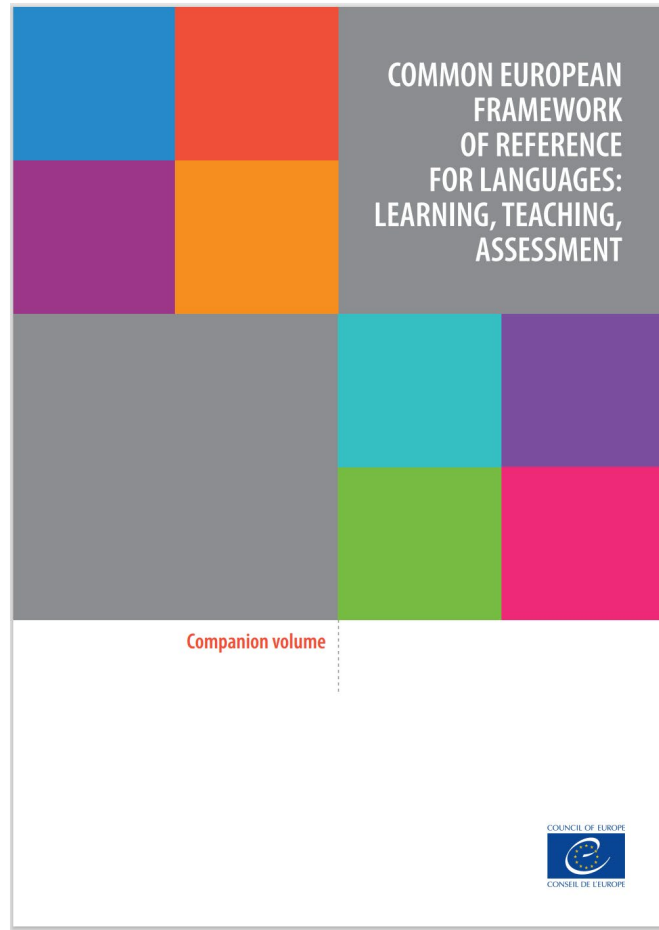


# CEFR - Written Production



	Overall written production
<b>C2</b>	Can produce clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader identify significant points.
<b>C1</b>	Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.
<b>B2</b>	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
<b>B1</b>	Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>A2</b>	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
<b>A1</b>	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences.
<b>Pre-A1</b>	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

# CEFR – Refreshed 2020 Resources



## CEFR Companion volume 2020

- [CEFR Descriptors \(Searchable\)](#)
- [The CEFR Global Scale and official translations](#)
- [Self-assessment grids](#)
- [Communicative language activities and strategies](#)
- [Plurilingual and pluricultural competence](#)
- [Communicative language competences](#)
- [Signing competences](#)

# ILR/STANAG 6001/UN

CIOL



The Interagency Language Roundtable (ILR) is an unfunded Federal interagency organization established for the coordination and sharing of information about language-related activities at the Federal level. It serves as the premier way for departments and agencies of the Federal government to keep abreast of the progress and implementation of techniques and technology for language learning, language use, language testing and other language related activities.

Who established the ILR?

The underlying rationale for the ILR arose through discussions in 1955 among James R. Frith, then with the Air Force Language Program, Howard Sollenberger of the Foreign Service Institute, and Clyde Sargent of the CIA Training Division, who recognized a need for better coordination and communication in language training and testing among federal agencies. The ILR consists of a broad membership of individuals with professional interests in foreign language use in work-related contexts, including the teaching, learning and testing of effective language ability and proficiency. Approximately 60% of the members are federal government employees, and all members of the ILR Steering Committee are federal employees. Regularly attending entities include the following institutions and organizations.

How do I become a member of the ILR? Join the ILR-INFO email list so that you will receive information about upcoming ILR activities. To attend an ILR activity, you will need to register at least two days in advance by sending your name and affiliation to the email address indicated in the announcement.

ILR events and activities are open to all interested people at no charge.



Click to learn MORE.

[ILR plenary meetings](#)

[ILR Steering Committee](#)

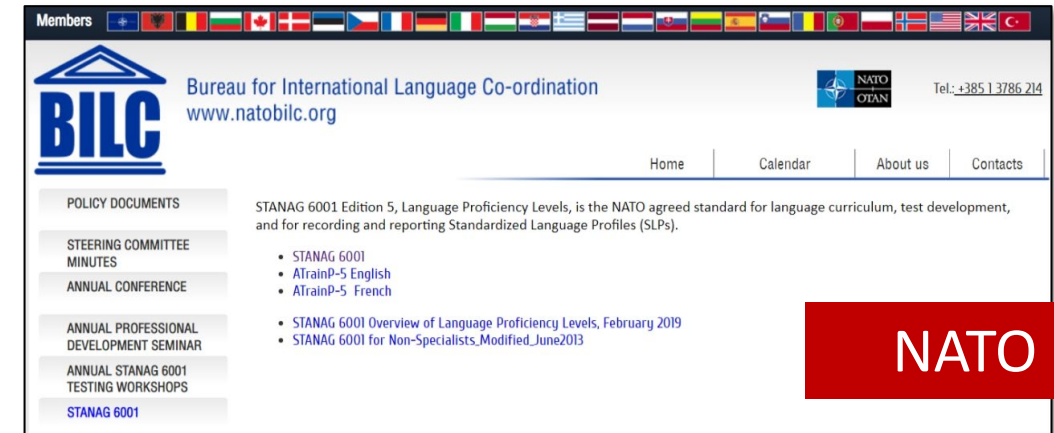
[ILR Training Committee](#)

[ILR Testing Committee](#)

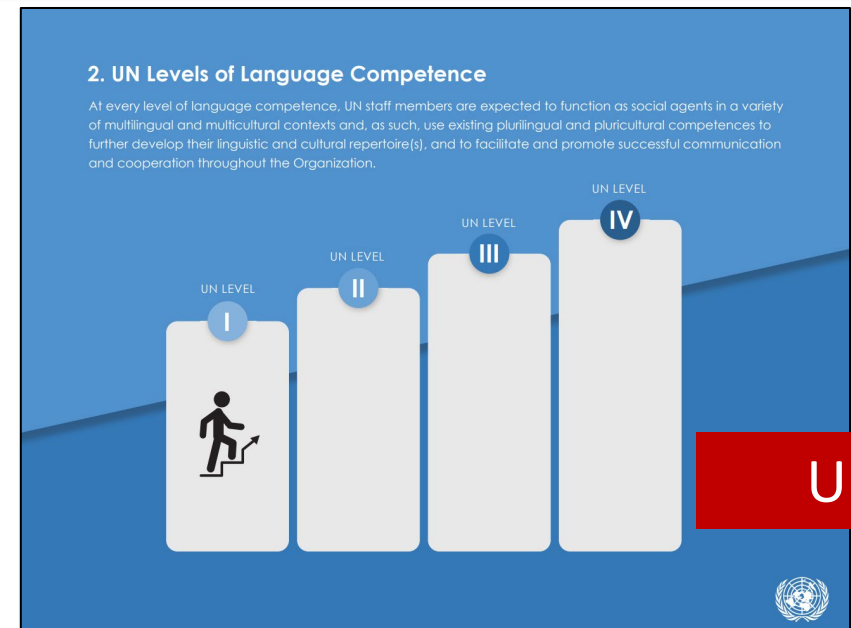
[Translation and Interpretation Committee](#)

[Special Interest Groups](#)

ILR



NATO



UN



# ILR

CIOL

Interagency Language Roundtable



History of the ILR Scale

[History of the ILR Scale](#)
[Introduction](#)
[Reading](#)
[Speaking](#)
[Listening](#)
[Writing](#)
[Translation Performance](#)
[Interpretation Performance](#)
[Competence in Intercultural Communication](#)
[Audio Translation Performance](#)

An overview of the history of the ILR Language proficiency skill level descriptions and scale by Dr. Martha Herzog

HOW DID THE LANGUAGE PROFICIENCY SCALE GET STARTED?

The United States has traditionally had special problems defining foreign language competence because of the historic inattention to languages in our general educational programs. Faced with academic gaps, the Government has had to fill them for Government purposes. Fortunately, some of the lessons learned by the Government have been used by others. The foreign language competence of U. S. Government employees was not examined during the first 175 years of our history.

However, in the 1950s, as a war with Japan was followed by a war in Korea, the United States' lack of preparation in foreign languages was recognized as a serious problem. In 1952 the Civil Service Commission was directed to inventory the language ability of Government employees and develop a register of these employees' language skills, background, and experience. Unfortunately, the Commission had no system for conducting an inventory, no proficiency test, and no criteria for test construction. Available, instead, were employees' grades in language courses and self-reports on job applications. Self-reports were likely to state something like "fluent in French" or "excellent German," and there has never been standardized grading across academic institutions in this country.



ILR Levels	CEFR
0 (No Proficiency)	A1
0+ (Memorized Proficiency)	
1 (Elementary Proficiency)	A2
1+ (Elementary Proficiency, Plus)	
2 (Limited Working Proficiency)	B1
2+ (Limited Working Proficiency, Plus)	
3 (General Professional Proficiency)	B2/C1
3+ (General Professional Proficiency, Plus)	
4 (Advanced Professional Proficiency)	C1/C2
4+ (Advanced Professional Proficiency, Plus)	
5 (Functionally Native Proficiency)	C2+

# Some ILR Features

- Subdivides the skills of **Listening**, **Speaking**, **Reading** and **Writing** and gives candidates/test takers a score on each out of five i.e. 333+4
- Has **translation** and **interpreter** specific descriptors
- Is **well established** and mirrored by other systems (NATO/UN)
- Has associations with **US Federal Agencies** and **Military** and is not so widely recognised in UK/EU education contexts as CEFR



The screenshot displays the ILR Skill Level Descriptions for Translation Performance page. At the top, there is a header with the text "Interagency Language Roundtable" and a logo featuring the ILR acronym and an American flag. Below the header, a navigation bar lists various sections: History of the ILR Scale, Introduction, Reading, Speaking, Listening, Writing, Translation Performance, and Interpretation Performance. The main content area is titled "ILR Skill Level Descriptions for Translation Performance" and includes a "Preface" section. The preface explains that these descriptions are intended as guidelines for use in government settings and are distinct from the ILR Language Skill Level Descriptions for Speaking, Listening, Reading, and Writing. It defines translation as the process of transferring text from one language into another, requiring several abilities. The preface also notes that the term "translation" is normally reserved for written renditions of written materials and is distinct from interpretation. It further states that a successful translation must convey the explicit and implicit meaning of the source language into the target language as fully and accurately as possible, meeting prescribed specifications and deadlines. The preface also mentions that competence in two languages is necessary but not sufficient for any translation task, and that the translator must be able to (1) read and comprehend the source language and (2) write comprehensibly in the target language, choosing the equivalent expression in the target language that both fully conveys and best matches the meaning intended in the source language (referred to as congruity judgment). Finally, it states that a weakness in any of these three abilities will influence performance adversely and have a negative impact on the utility of the product, and that all three abilities must be considered when assessing translation skills. On the right side of the page, there is a sidebar with a list of links for each skill level: Preface, Level 5 (Professional Performance), Level 4+ (Professional Performance), Level 4 (Professional Performance), Level 3+ (Professional Performance), Level 3 (Professional Performance), Level 2+ (Limited Performance), Level 2 (Limited Performance), Level 1+ (Minimal Performance), Level 1 (Minimal Performance), Level 0+ (Minimal Performance), and Level 0 (Performance).

Interagency Language Roundtable

ILR Skill Level Descriptions for Translation Performance

[History of the ILR Scale](#) [Introduction](#) [Reading](#) [Speaking](#) [Listening](#) [Writing](#) [Translation Performance](#) [Interpretation Performance](#)

[Competence in Intercultural Communication](#) [Audio Translation Performance](#)

**ILR SKILL LEVEL DESCRIPTIONS FOR TRANSLATION PERFORMANCE**

**Preface** These Skill Level Descriptions are primarily intended to serve as guidelines for use in government settings. They are separate and distinct from the ILR Language Skill Level Descriptions for Speaking, Listening, Reading, and Writing.

Translation is the process of transferring text from one language into another. It is a complex skill requiring several abilities. Consequently, extreme care must be exercised in hiring translators or assigning translation tasks to them. To do otherwise entails the risk that imprecise or even wrong information will be conveyed.

The term "translation" is normally reserved for written renditions of written materials. Translation is thereby distinct from interpretation, which produces a spoken equivalent between two languages. While there are correspondences between translation and interpretation skills, the following applies only to document-to-document renderings.

A successful translation is one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines.

Competence in two languages is necessary but not sufficient for any translation task. Though the translator must be able to (1) read and comprehend the source language and (2) write comprehensibly in the target language, the translator must also be able to (3) choose the equivalent expression in the target language that both fully conveys and best matches the meaning intended in the source language (referred to as *congruity judgment*).

A weakness in any of these three abilities will influence performance adversely and have a negative impact on the utility of the product. Therefore, all three abilities must be considered when assessing translation skills.

[Preface](#)

[Level 5 \(Professional Performance\)](#)

[Level 4+ \(Professional Performance\)](#)

[Level 4 \(Professional Performance\)](#)

[Level 3+ \(Professional Performance\)](#)

[Level 3 \(Professional Performance\)](#)

[Level 2+ \(Limited Performance\)](#)

[Level 2 \(Limited Performance\)](#)

[Level 1+ \(Minimal Performance\)](#)

[Level 1 \(Minimal Performance\)](#)

[Level 0+ \(Minimal Performance\)](#)

[Level 0 \(Performance\)](#)

# NATO STANAG 6001

STANAG 6001 PROFICIENCY LEVEL	Tasks <i>What a person can do with the language</i>	Topics & Contexts <i>What a person can understand, talk and write about</i>	Accuracy <i>How well a person can use the language</i>
5 <i>Highly articulate native</i>	Proficiency equivalent to that of a well educated, highly articulate native speaker, reader, etc.		
4 <i>Expert</i>	Can understand and produce precise and nuanced language to handle highly demanding tasks, such as negotiating, persuading, etc.	Highly complex and abstract, professional, expert-related language needs.	Uses precise, efficient and nuanced language
3 <i>Professional</i>	Can understand and produce language to justify policy decisions, support opinions, speculate on outcomes, etc.	Abstract topics, policy papers, professional articles, editorials, etc.	Uses language effectively and accurately in professional and social settings.
2 <i>Functional</i>	Can understand and produce detailed descriptions, instructions, directions; can narrate events in past, present and future time; can understand and report on factual information; can resolve routine problems	Personal background, interests, current events, everyday work requirements such as reports, memos, procedures, etc.	Uses language confidently in most everyday, routine work and social situations
1 <i>Survival</i>	Can ask and answer simple, routine, familiar questions and participate in short conversations and written exchanges	Everyday survival topics and courtesy expressions, such as greetings, shopping, biography, basic travel, etc.	Misunderstands frequently
0+ <i>Memorized</i>	Can understand and produce isolated words & memorized phrases	Some basic personal information, greetings, numbers, time expressions, common objects.	Miscommunicates most of the time



BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION  
BUREAU DE COORDINATION LINGUISTIQUE INTERNATIONALE



## NATO STANAG 6001, Ed. 5 OVERVIEW OF LANGUAGE PROFICIENCY LEVELS

This table is intended to assist in interpreting Standardized Language Profiles (SLPs) for job descriptions and positional requirements. These simplified level descriptors do not replace the full STANAG 6001 Level descriptors. Note that each higher level includes all the language abilities of the lower levels. For advice and assistance go to [www.natobilc.org](http://www.natobilc.org).

Level	Description	Examples of military tasks <sup>1</sup>
1 <i>Survival</i>	<ul style="list-style-type: none"> <li>Can understand/produce <ul style="list-style-type: none"> <li>simple, routine questions and answers</li> <li>short phrases within familiar areas to meet immediate personal needs</li> </ul> </li> <li>Can participate in simple, short conversations and email exchanges</li> <li>Misunderstandings are frequent</li> </ul>	Ask for basic information at a checkpoint, such as name, destination, and identification papers. Understand the gist of announcements, short radio messages and written notices. Perform familiar tasks such as at the doctor's, arranging transportation, providing first aid or writing a short note.
2 <i>Functional</i>	<ul style="list-style-type: none"> <li>Can understand/produce <ul style="list-style-type: none"> <li>language for everyday and routine work-related matters</li> <li>factual accounts of events and activities in present, past and future time</li> <li>detailed descriptions of people and places</li> <li>straightforward instructions and directions</li> </ul> </li> <li>Uses the language well enough to be generally understood</li> <li>May sound foreign, which sometimes interferes with communication</li> </ul>	Follow/give routine technical briefings, incident reports, and operating instructions. Escort foreign delegations and perform simple interpretation tasks to solve practical problems, such as travel itineraries and accommodation. Deal with familiar work situations and documents (orders, regulations, technical documentation). Use standard radio procedures and understand the main points of radio traffic about troop movement. Deliver/request information (e.g. about weather conditions) necessary to carry out assigned duties.
3 <i>Professional</i>	<ul style="list-style-type: none"> <li>Can understand/produce <ul style="list-style-type: none"> <li>formal and informal language for most social and professional situations, e.g. business meetings, conferences, reports on complex issues</li> <li>well-structured language relating to abstract topics and hypotheses, including technical discussions in his/her field of specialization</li> <li>detailed arguments for and against different opinions</li> <li>language to convey implicit information, inferences, and emotional overtones</li> </ul> </li> <li>Repetition is rarely requested, has a natural flow, without searching for words</li> <li>Is easily understood by native speakers.</li> <li>Can understand/produce <ul style="list-style-type: none"> <li>language appropriate for almost all topics, situations and purposes, e.g. negotiations, lectures/ position papers</li> <li>language adapted to specific audiences</li> <li>precise and efficient language for all professional purposes, for persuasion and for elaborations on highly abstract topics</li> </ul> </li> </ul>	Take part in conversations and unplanned military discussions during formal meetings and protocol visits. Deal with unit specific problems, such as relating to logistics, personnel, financial issues, medical support. Perform a representative function, for example, as a military attaché. Carry out weapons inspections as part of a disarmament treaty. Teach in own area of expertise. Conduct/follow detailed briefings about complex military operations. Gather operational intelligence by interrogation. Extract strategic information from enemy radio traffic. Read between the lines to recognize deliberate ambiguities or indications of hostile intent.
4 <i>Expert</i>	<ul style="list-style-type: none"> <li>Demonstrates a vast vocabulary, and the ability to understand/ express subtleties, nuances and culturally appropriate references</li> <li>Language use reflects the socio-cultural standards of the country or area where the language is natively spoken</li> </ul>	Serve as the spokesperson responsible for press releases and press conferences requiring nuanced, culturally appropriate communications necessary to win support for national or NATO policies or actions. Take an active part in discussions on highly complex or sensitive topics requiring socio-cultural background knowledge. Act as an arbiter between warring factions during a delicate peace keeping assignment. Analyse the real communicative intent of diplomatic pronouncements.
5 <i>Highly articulate native</i>	<ul style="list-style-type: none"> <li>In every respect language use is equivalent to that of a highly articulate, well-educated native speaker</li> </ul>	



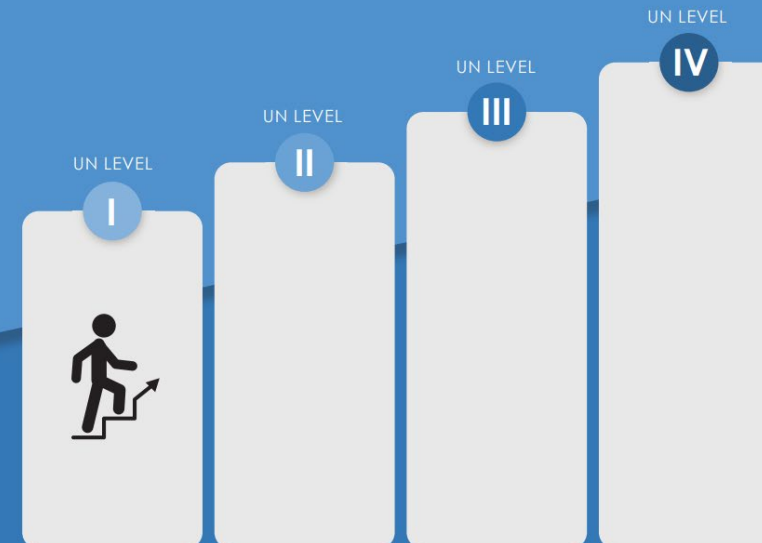


# United Nations

- Similar to **ILR**.
- Draws on the work of governmental institutions, in particular the American Council on the Teaching of Foreign Languages, the Center for Canadian Benchmarks and the Council of Europe/CEFR.
- **For United Nations purposes** – does not seek/claim to be for any wider use.
- **Useful comparator** from a neutral but widely respected international organisation..

## 2. UN Levels of Language Competence

At every level of language competence, UN staff members are expected to function as social agents in a variety of multilingual and multicultural contexts and, as such, use existing plurilingual and pluricultural competences to further develop their linguistic and cultural repertoire(s), and to facilitate and promote successful communication and cooperation throughout the Organization.



# CSE - China's Standards of English Language Ability



- The past decade has seen a **growing interest in China** in mapping test scores to language proficiency levels of different frameworks, such as the CEFR and **China's Standards of English Language Ability (CSE)**.
- Test scores are often used within an **educational** or **social context** and **have consequences** for both individuals and institutions. Therefore, **contextual issues** should be **carefully considered** when interpreting test scores in relation to external proficiency levels. This is also true of comparisons between ILR/STANAG 6001 and CEFR
- The **CSE** adopts a '**use-oriented**' approach to the description of language ability, cultivating the learners' ability to use the language in the **real world** rather than learning the language as a **static body of knowledge**.



# CSE mapping to CEFR



CSE 8 is aligned with upper CEFR Level C1 and the lower CEFR Level C2.

CSE 7 is aligned with upper CEFR Level B2 and lower CEFR Level C1.

CSE 6 is aligned mainly with CEFR Level B2.

CSE 5 is aligned with upper CEFR Level B1 and lower CEFR Level B2.

CSE 4 is mostly aligned with CEFR Level B1.

# In Summary

- There is some **genuine complexity** and there are **important differences** between frameworks
- But – there are also **many similarities** and **read-acrosses**
- There are some **cultural** and **sectoral** (and national) **biases**
- International language standards and frameworks have **more that unites** them **than divides** them!

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Those using languages as **part** or an **enabler** of their work, may make significant positive contributions to their organisations as 'career linguists' via regular or periodic interventions. Both individuals and organisations would, therefore, be well advised to recognise and formally capture B1 and B2 level language skills as a linguistic resource which is worth recording, developing and deploying; hence the Chartered Institute of Linguists also setting out this **Working Level** framework.

### Basic to Independent Level

Many people with basic and intermediate language skills hesitate to use their languages in a working or social context. Even though quite capable of some useful 'communicative' use of language, many people with school and university level skills, and even those with considerable community and heritage language skills, often choose not to volunteer them even as a **part** or **enabler** of their jobs.

There are many roles in business, the professions and government, which involve working and liaising with international customers, partners, stakeholders, subsidiaries, etc. For people who work with international customers, suppliers and officials even a modest level of language ability can make a real difference to relationships, trust and ongoing engagement. The same is also true for those working in public services which have a duty to engage with all language communities.

It is important, however, to recognise and acknowledge linguistic limitations, not to put people in difficult situations or set them up to fail; and to recognise the scale of risk depending on context. This is why people and organisations also need to recognise when the stakes are such that they need to use properly qualified linguists.

Both individuals and organisations would, therefore, be well advised to recognise and understand the different levels of independent and basic language skills as set out in the Common European Framework of Reference for Languages (**CEFR**) and other frameworks of reference as in the document below. Understanding these enables different people's skill levels to be better articulated, and their uses and limits as a linguistic resource also to be better understood.

### Frameworks of Reference

Frameworks of reference like the **CEFR** are important to unlocking language use by individuals, and within organisations; hence the Chartered Institute of Linguists setting out this overarching framework which captures the **CEFR** and other widely used international scales as they apply to linguists at all levels.

## CIOL Language Level Frameworks

CIOL Professional Level Language Framework.pdf

CIOL Working Level Language Framework.pdf

CIOL Basic to Independent Level Language Framework.pdf





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# **The Chartered Institute of Linguists**

## **International Language Standards**

