

The Common European Framework of Reference for Languages (CEFR)

What is the CEFR?

The **Common European Framework of Reference for Languages: Learning, teaching, assessment** was first published in 2001 by the Council of Europe.

The CEFR is a framework used to describe achievements and proficiency of learners of foreign languages. It was designed to provide a transparent, coherent and comprehensive basis for the development of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used across Europe but also in other continents and is now available in [39 languages](#).

The CEFR describes foreign language proficiency at six levels (A1 and A2, B1 and B2, C1 and C2) by specifying what learners at each stage are able to understand and express. The scheme makes it possible to compare tests and examinations across languages and national boundaries.

The CEFR defines levels of progress as follows:

A1 and A2: basic language skills

B1 and B2: independent use of language

C1 and C2: proficient use of language

Upon completing training at these levels, you will have the following skills:

A1

Listening



slowly and clearly

understand familiar words and simple phrases when they are spoken

Reading



comprehend single words and simple sentences, e.g. signs and billboards

Speaking



communicate in short, simple phrases

Writing



produce short, simple notes and postcards and fill in forms

• A2

Listening



understand the overall meaning of short, simple, clearly spoken messages

Reading



read and comprehend short, simple text, e.g. advertisements and personal correspondence

Speaking
situations



make yourself understood with a series of sentences in familiar everyday

Writing



produce short, simple notes, messages, emails and personal letters

• B1

Listening



understand important information regarding work, school, free time, etc

Reading
purposes



comprehend texts written in everyday language for general and job-related

Speaking



participate in conversations regarding family, hobbies, work, travel and current events

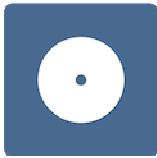
Writing



produce simple, connected text on familiar themes and topics

B2

Listening



follow lengthy statements and reports as well as most films and TV programmes when the topics are somewhat familiar

Reading



understand articles, reports and contemporary literary prose

Speaking



relay ideas relatively fluently and spontaneously, and actively participate in discussions

Writing



produce detailed texts such as essays, reports and letters, and present arguments effectively

C1

Listening



understand lengthy reports, lectures, TV programmes and films without great effort

Reading



comprehend complex and lengthy texts of a specialised or literary nature

Speaking



express thoughts spontaneously, fluently and precisely

Writing



produce clear, well-structured texts in appropriate style on complex subject

• C2

Listening



understand spoken language with ease, even when spoken quickly

Reading



comprehend original texts of any complexity with ease

Speaking



participate effortlessly in all conversations and discussions, understanding and using colloquial language

Writing



produce sophisticated and complex texts, summarize and discuss specialized texts and literature