

APPENDIX 4: SUMMARY OF THE OCCURRENCES OF THE SEARCHED LEMMAS IN THE CEFR⁹²

Table 7.1 – Summary of the occurrences of *variety* in the CEFR (2001, 2018, 2020)

Source	Page	Quotes
CEFR (2001)	2	Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of European languages.
	13	Its organisation and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence).
	120	The term ‘register’ is used to refer to systematic differences between varieties of language used in different contexts.
	137 (x2)	Communicative language competence, considered as a plurilingual and pluricultural competence, being a whole (i.e. including varieties of the native language and varieties of one or more foreign languages), it is equally possible to claim that, at certain times and in certain contexts, the main objective of teaching a foreign language (even though not made apparent) was refinement of knowledge and mastery of the native language (e.g. by resorting to translation, work on registers and the appropriateness of vocabulary in translating into the native language, forms of comparative stylistics and semantics).
CV (2018)	28 (x5)	<p>Plurilingualism is presented in the CEFR as an uneven and changing competence, in which the user/learner’s resources in one language or variety may be very different in nature to those in another. [...]</p> <p>Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire to:</p> <ul style="list-style-type: none"> • switch from one language or dialect (or variety) to another; • express oneself in one language (or dialect, or variety) and understand a person speaking another; • call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text; • recognise words from a common international store in a new guise; • mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself; • bring the whole of one’s linguistic equipment into play, experimenting with alternative forms of expression; • exploit paralinguistics (mime, gesture, facial expression, etc.).
	107 (x3)	<p>Mediating a text</p> <p>For all the descriptors in the scales in this section, <i>Language A</i> and <i>Language B</i> may be two different languages, two varieties of the same language, two</p>

⁹² This tabular presentation is freely inspired by that of Simons in his course notes, ‘Les genres textuels dans les familles de tâches en langues étrangères’ (2020: 145). The searched lemmas are indicated in bold. In the Companion Volumes of the CEFR, if excerpts are repeated and are left unchanged from older versions, they are not repeated in the tables. Crossed-out words indicate excerpts that have been deleted from an earlier version of the CEFR, while underlined words indicate added words.

		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.
	229 (x4)	<p>Phonological control: sound recognition</p> <p>C2: Can consciously incorporate relevant features of regional and socio-linguistic varieties of pronunciation appropriately.</p> <p>C1: Can recognise features of regional and socio-linguistic varieties of pronunciation and consciously incorporate the most prominent of them in his/her speech.</p> <p>B2: Can recognise common words when pronounced in a different regional variety from the one(s) he/she is accustomed to.</p> <p>B1: Can recognise when his/her comprehension difficulty is caused by a regional variety of pronunciation.</p>
CV (2020)	48 (x5)	<p>Overall oral comprehension</p> <p>C1: Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</p> <p>B2: Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.</p> <p>B1: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</p>
	49 (x3)	<p>Understanding conversation between other people</p> <p>B2: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.</p> <p>B1: Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.</p>
	50 (x4)	<p>Understanding as a member of a live audience</p> <p>B2: Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety.</p> <p>Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.</p>

		<p>B1: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.</p>
	51	<p>Understanding announcements and instructions</p> <p>B2: Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.</p>
	53 (x2)	<p>Watching TV, film and video</p> <p>C1: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.</p> <p>B2: Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.</p>
	72	<p>Understanding an interlocutor</p> <p>This scale concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • topic and setting: from personal details and everyday needs to complex and abstract topics of a specialist nature; • type of delivery by the interlocutor: from careful and slow to standard language and less familiar varieties; • degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help, to just confirming details if the accent is less familiar.
	73 (x3)	<p>Understanding an interlocutor</p> <p>C2: Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond their own field, given an opportunity to adjust to a less familiar variety.</p> <p>C1: Can understand an interlocutor in detail on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</p> <p>B2: Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.</p>
	75	<p>Informal discussion (with friends)</p> <p>B1: Can generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety.</p>
	76	<p>Formal discussion (meetings)</p> <p>B1: Can take part in routine formal discussion of familiar subjects which is clearly articulated in the standard form of the language or a familiar variety</p>

		and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
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Table 7.2 – Summary of the occurrences of *standard* in the CEFR (2001, 2018, 2020)

Source	Page	Quotes
CEFR (2001)	24	Table 1. <i>Common Reference Levels: global scale</i> B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
	27	Table 2. <i>Common Reference Levels: self-assessment grid</i> Listening (B2): I can understand the majority of films in standard dialect.
	34	Level B1 reflects the Threshold Level specification for a visitor to a foreign country and is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: <i>generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; [...]</i>
	35	Level B2 represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the Vantage Level specification. [...] Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. <i>converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; [...]</i>
	66 (x4)	OVERALL LISTENING COMPREHENSION B2: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. B1: Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS B1: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
	67 (x2)	LISTENING AS A MEMBER OF A LIVE AUDIENCE B1: Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS B2: Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

	68 (x4)	<p>LISTENING TO AUDIO MEDIA AND RECORDINGS</p> <p>C1: Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p> <p>B2: Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</p> <p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</p> <p>B1: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>
	71	<p>WATCHING TV AND FILM</p> <p>B2: Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p>
	75 (x3)	<p>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</p> <p>C2: Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.</p> <p>B2: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</p> <p>A2: Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p>
	76	<p>CONVERSATION</p> <p>A2: Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p>
	77	<p>INFORMAL DISCUSSION (WITH FRIENDS)</p> <p>B1: Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p>
	78	<p>FORMAL DISCUSSION AND MEETINGS</p> <p>B1: Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
	96	<p>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</p> <p>B1: 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.</p>
	109	<p>Most nation states have attempted to establish a standard form of the language, though never in exhaustive detail.</p>

	118	<p>ORTHOGRAPHIC CONTROL</p> <p>A2: Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</p>
	<p>233 (x3)</p> <p>–</p> <p>234 (x7)</p>	<p>LISTENING</p> <p>A2: I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.</p> <p>B1: I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language.</p> <p>I can understand the main points of clear standard speech on familiar matters which occur regularly.</p> <p>B2: I can understand in detail what is said to me in the standard spoken language. I can do this even when there is some noise in the background.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes some problems.</p> <p>I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation.</p> <p>I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed.</p> <p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.</p> <p>I can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language.</p> <p>C1: I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p>
CV (2018)	56 (x2)	<p>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</p> <p>B2: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.</p> <p>B1: Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.</p>
	57 (x3)	<p>LISTENING AS A MEMBER OF A LIVE AUDIENCE</p> <p>B2: Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p>

		B1: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
	58	LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS B1: Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.
	61	<i>Reading correspondence</i> encompasses reading both personal and formal correspondence. Key concepts operationalized in the scale include the following: <ul style="list-style-type: none"> • length and complexity/simplicity of message; • concreteness of information, whether it follows a routine format; • the extent to which language is standard, colloquial, idiomatic; • the extent to which the subject is an everyday one, one related to interests or specialised.
	65	READING AS A LEISURE ACTIVITY C1: Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.
	66 (x3)	Audio-visual Reception <i>Watching TV and film</i> includes live and recorded video material plus, at higher levels, film. Key concepts operationalised in the scale include the following: <ul style="list-style-type: none"> • following changes of topic and identifying main points; • identifying details, nuances and implied meaning (C levels); • delivery: from slow, clear standard usage to the ability to handle slang and idiomatic usage. WATCHING TV, FILM AND VIDEO C1: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language. B2: Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.
	84	<i>Understanding an interlocutor</i> concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalized in the scale include the following: <ul style="list-style-type: none"> • topic and setting: from personal details and everyday needs, to complex and abstract topics of a specialist nature; • type of delivery by the interlocutor: from careful and slow to standard speech and less familiar accents; • degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help, to just confirming details if the accent is less familiar.
	91	<i>Interviewing and being interviewed</i> concerns the specialised roles associated with doctor's appointments and job applications as well as other forms of examination, plus surveys and, in an education context, projects. Key concepts operationalised in the scale include the following:

		<ul style="list-style-type: none"> • independence from the interlocutor: from requiring direct, slow, clear standard speech, to acting without any support, at no disadvantage to other speakers; • taking the initiative: from bringing up new subjects (B1), to participating fully, developing a point fluently and handling interjections well; • conducting the actual interview: from using a prepared questionnaire (B1), through departing spontaneously from prepared questions and following up and probing interesting replies, to structuring the talk and interacting authoritatively.
	108	<p>RELAYING SPECIFIC INFORMATION IN SPEECH</p> <p>B1: Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.</p>
	111 (x3)	<p>PROCESSING TEXT IN SPEECH</p> <p>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) 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.</p> <p>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.</p>
	112	<p>PROCESSING TEXT IN WRITING</p> <p>B1: 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.</p>
	114 (x3)	<p>TRANSLATING A WRITTEN TEXT IN SPEECH</p> <p>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.</p> <p>TRANSLATING A WRITTEN TEXT IN WRITING</p> <p>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.</p> <p>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.</p>
	115	<p>NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</p> <p>C1: Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal</p>

		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.
	124	<p>ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)</p> <p>B1: 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.</p> <p>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.</p>
	223	<p>UNDERSTANDING A NATIVE SPEAKER AN INTERLOCUTOR</p> <p>C2: Can understand any native-speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard <u>less familiar</u> accent or dialect.</p>
	228 (x2)	<p>INTERPRETING</p> <p>B1: Can interpret informally on subjects of personal or current interest, 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.</p> <p>A2: Can interpret informally in everyday situations, conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.</p>
CV (2020)	48 (x3)	<p>Overall oral comprehension</p> <p>B2: Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</p> <p>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.</p> <p>B1: Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</p>
	49 (x3)	<p>Understanding conversation between other people</p> <p>B2: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.</p> <p>B1: Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.</p> <p>Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.</p>

	52 (x4)	<p>Understanding as a member of a live audience</p> <p>B2: Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety.</p> <p>Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.</p> <p>B1: Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.</p>
	51	<p>Understanding announcements and instructions</p> <p>B2: Can understand announcements and messages on concrete and abstract topics delivered in standard language or a familiar variety at normal speed.</p>
	52 (x5) – 53 (x2)	<p>Understanding audio (or signed) media and recordings</p> <p>C1: Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people.</p> <p>B2: Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.</p> <p>Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.</p> <p>B1: Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.</p> <p>Watching TV, film and video</p> <p>This scale includes live and recorded video material plus, at higher levels, film. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • following changes of topic and identifying main points; • identifying details, nuances and implied meaning (C levels); • delivery: from slow, clear standard usage to the ability to handle slang and idiomatic usage. <p>C1: Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.</p> <p>B2: Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.</p>

	54	<p>Reading correspondence</p> <p>This scale encompasses reading both personal and formal correspondence. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • length and complexity/simplicity of message; • concreteness of information, whether it follows a routine format; • the extent to which language is standard, colloquial, idiomatic; • the extent to which the subject is an everyday one, or if it is related to interests, or specialised.
	59	<p>Reading as a leisure activity</p> <p>C1: Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas.</p>
	72 – 73 (x2)	<p>Understanding an interlocutor</p> <p>This scale concerns understanding a person with whom you are conversing directly in an interaction, with the possibility of negotiating meaning. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • topic and setting: from personal details and everyday needs to complex and abstract topics of a specialist nature; • type of delivery by the interlocutor: from careful and slow to standard language and less familiar varieties; • degree of accommodation by the interlocutor: from sympathetic repetition and taking the trouble to help, to just confirming details if the accent is less familiar. <p>B2: Can understand in detail what is said to them in the standard language or a familiar variety even in a [audially/visually] noisy environment.</p> <p>A2: Can generally understand clear, standard speech/sign on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.</p>
	74	<p>Conversation</p> <p>A2: Can generally understand clear, standard language on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.</p>
	75	<p>Information discussion (with friends)</p> <p>B1: Can generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety.</p>
	76	<p>Formal discussion (meetings)</p> <p>B1: Can take part in routine formal discussion of familiar subjects which is clearly articulated in the standard form of the language or a familiar variety and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
	80	<p>Interviewing and being interviewed</p> <p>This scale concerns the specialised roles associated with doctor's appointments and job applications as well as other forms of examination, plus surveys and,</p>

		<p>in an educational context, projects. In relation to signing, there is an assumption that the interlocutor can also sign. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • independence from the interlocutor: from requiring direct, slow, clear standard language to acting without any support, at no disadvantage to the other person(s); • taking the initiative: from bringing up new subjects (B1) to participating fully, developing a point fluently and handling interjections well; • conducting the actual interview: from using a prepared questionnaire (B1), through departing spontaneously from prepared questions and following up and probing interesting replies, to structuring the discourse and interacting authoritatively.
	103 (x3)	<p>Translating a written text</p> <p>Translating a written text in speech or sign (B1): Can provide oral translation (into Language B) of texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest, provided they are written in uncomplicated, standard language.</p> <p>Translating a written text in writing (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.</p> <p>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.</p>
	136	<p>Orthographic control</p> <p>A2: Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.</p>
	257	<p>Understanding a native speaker <u>an</u> interlocutor</p> <p>C2: Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond their own field, given an opportunity to adjust to a non-standard <u>less familiar variety</u> accent or dialect.</p>
	261 – 262	<p>Interpreting</p> <p>B1: Can interpret informally on subjects of personal or current interest, provided the speakers articulate clearly in standard language and that they can ask for clarification and pause to plan how to express things.</p> <p>A2: Can interpret informally in everyday situations, conveying the essential information, provided the speakers articulate clearly in standard language and that they can ask for repetition and clarification.</p>

Table 7.3 – Summary of the occurrences of *difference* in the CEFR (2001, 2018, 2020)

Source	Page	Quotes
CEFR (2001)	118	Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. [...] The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences ; and dialect and accent.
	120 (x3)	<p>5.2.2.4 Register differences</p> <p>The term ‘register’ is used to refer to systematic differences between varieties of language used in different contexts. This is a very broad concept, which could cover what is here dealt with under ‘tasks’ (section 4.3), ‘text-types’ (4.6.4) and ‘macrofunctions’ (5.2.3.2). In this section we deal with differences in level of formality:</p> <ul style="list-style-type: none"> • frozen, e.g. <i>Pray silence for His Worship the Mayor!</i> • formal, e.g. <i>May we now come to order, please.</i> • neutral, e.g. <i>Shall we begin?</i> • informal, e.g. <i>Right. What about making a start?</i> • familiar, e.g. <i>O.K. Let’s get going.</i> • intimate, e.g. <i>Ready dear?</i> <p>In early learning (say up to level B1), a relatively neutral register is appropriate, unless there are compelling reasons otherwise. It is this register that native speakers are likely to use towards and expect from foreigners and strangers generally. Acquaintance with more formal or more familiar registers is likely to come over a period of time, perhaps through the reading of different text-types, particularly novels, at first as a receptive competence. Some caution should be exercised in using more formal or more familiar registers, since their inappropriate use may well lead to misinterpretation and ridicule.</p>
	122 (x2)	<p>SOCIOLINGUISTIC APPROPRIATENESS</p> <p>C2: Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</p> <p>B1: Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>
	235	<p>READING</p> <p>C1: Your test result suggests that you are at level C1 in reading on the Council of Europe scale. At this level people can understand long and complex factual and literary texts as well as differences in style. They can understand “specialised” language in articles and technical instructions, even if these are not in their field.</p>
CV (2018)	27	<p>Implementing the action-oriented approach</p> <p>Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures.</p>

	122 (x4)	<p>Mediating communication</p> <p><i>Facilitating pluricultural space:</i> 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. [...] 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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
	123 (x2)	<p>Facilitating pluricultural space</p> <p>C2: Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences.</p> <p>B2: Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p>
	137 (x2)	<p>Sociolinguistic</p> <p>Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. Since language is a sociocultural phenomenon, much of what is contained in the CEFR, particularly in respect of the sociocultural, is also of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; register differences; and dialect and accent.</p>

		<p>Sociolinguistic appropriateness</p> <p>One scale is offered for sociolinguistic appropriateness. Key concepts operationalised in the scale include the following:</p> <ul style="list-style-type: none"> • using polite forms and showing awareness of politeness conventions; • performing language functions in an appropriate way (at lower levels in a neutral register); • socialising, following basic routines at lower levels, without requiring the interlocutor(s) to behave differently (from B2) and employing idiomatic expressions, allusive usage and humour (at C levels); • recognising sociocultural cues, especially those pointing to differences, and acting accordingly; • adopting an appropriate register (from B2).
	157	<p>Plurilingual and pluricultural competence</p> <p>In the development of descriptors, the following points mentioned specifically in the CEFR were given particular attention: [...]</p> <p>Other concepts were also taken into consideration after analysing recent literature:</p> <ul style="list-style-type: none"> ▪ the capacity to deal with ‘otherness’ to identify similarities and differences to build on known and unknown cultural features, etc., in order to enable communication and collaboration;
	159 (x3)	<p>BUILDING ON PLURICULTURAL REPERTOIRE</p> <p>C2: Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.</p> <p>C1: Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly.</p> <p>B2: Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p>
	216	<p>MEDIATING COMMUNICATION</p> <p>C2: I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.</p>
	223	<p>SOCIOLINGUISTIC APPROPRIATENESS</p> <p>C2: Can mediate effectively and naturally between speakers of the target language and of his/her own community of origin, taking account of sociocultural and sociolinguistic differences.</p>
CV (2020)	257	<p>SOCIOLINGUISTIC APPROPRIATENESS</p> <p>C2: Can mediate effectively and naturally between speakers/<u>signers</u> of the target language and of <u>their own</u> community of origin, taking account of sociocultural and sociolinguistic differences.</p>