

# C2 in English – can this level be tested?



**Welcome!**

# Content

- The CEFR and level C2
- Testing C2
- C2 test video
- Video examples
- Discussion
- Feedback

# Introduction

How do we define a native speaker of English?

What do we expect from someone  
who speaks English at CEFR C2 level?



# A Core Inventory for General English

It cannot be overemphasized that Level C2 is not intended to imply native-speaker competence or even near native-speaker competence. Both the original research and a project using CEF descriptors to rate mother-tongue as well as foreign language competence (North 2002: CEF Case Studies volume) showed the existence of ambilingual speakers well above the highest defined level (C2).

Wilkins had identified a seventh level of “Ambilingual Proficiency” in his 1978 proposal for a European scale for unit-credit schemes.

- Brian North, Angeles Ortega and Susan Sheehan

# The Common European Framework of Reference for Languages:

- Published by the Council of Europe in 2001
- Translated into 30 languages
- Describes language use on six levels A1 to C2
- Reaching a communicative goal is more important than grammatical correctness
- **Communicative approach**



COUNCIL  
OF EUROPE

CONSEIL  
DE L'EUROPE

# The 6 CEFR Levels

C2	Proficient User
C1	
B2	Independent User
B1	
A2	Basic User
A1	

# CEFR Statements

## C2

Can understand with ease virtually everything heard or read. Can summarize 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 recognize 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.

# CEFR Statements

## C2

Can understand **with ease** virtually everything heard or read. Can summarize 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 **recognize 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.



## ALTE Level Five – Good User

At this level, the learner is approaching the linguistic competence of an educated native speaker, and is able to use the language in a range of culturally appropriate ways. ...

Success in examinations at this level may be seen as proof that the learner is able to cope with high level academic work. Such examinations frequently have some cultural or academic content.

# Eliciting C2 language

*Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.*

*Can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.*

How do we test this?

Problems?

Speculation?

# Eliciting C2 language

## **SPEAKING Communicative Activities, Production, Spoken**

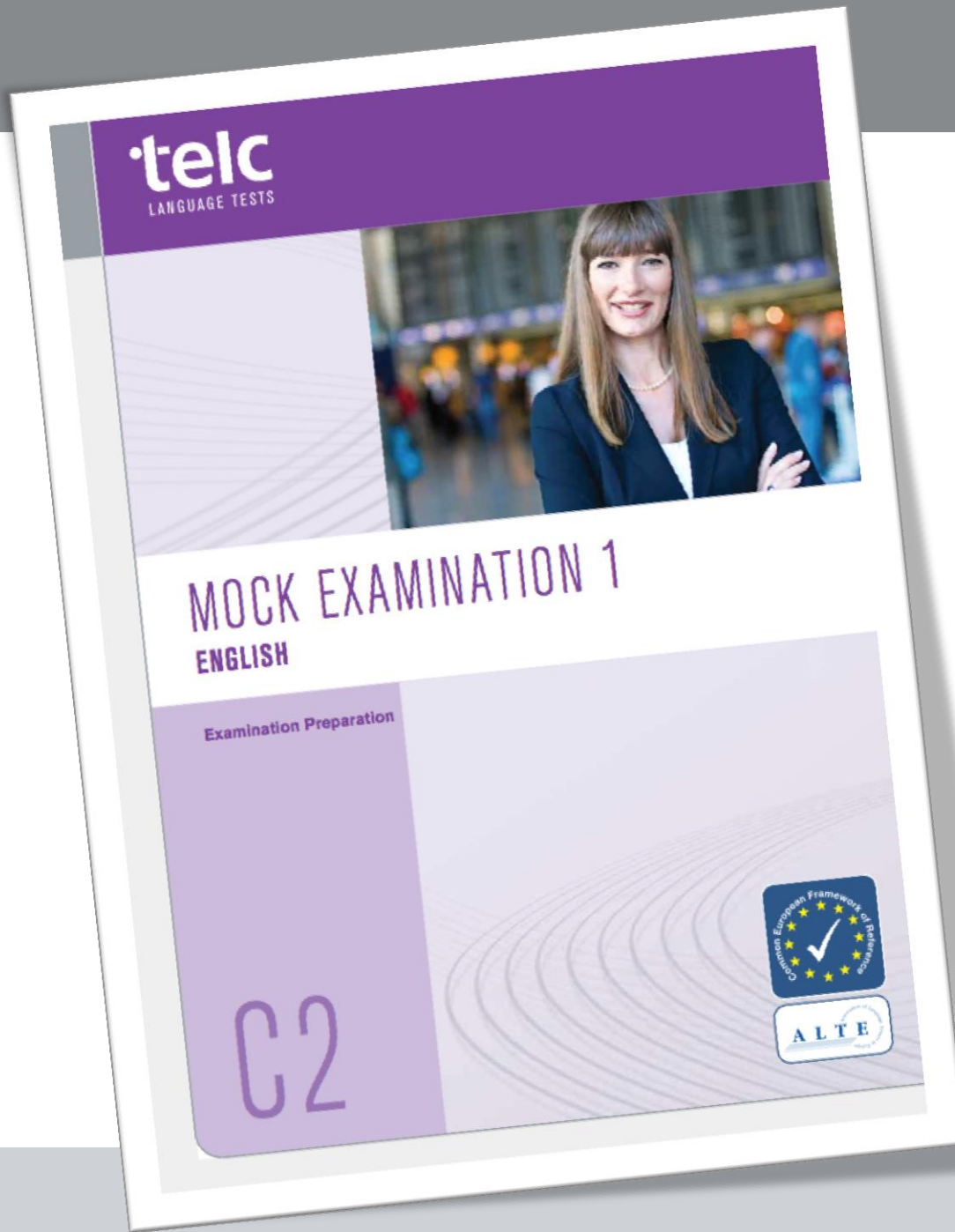
<b>4.4.1.1</b>	<b>OVERALL (ORAL) SPOKEN PRODUCTION</b>
<b>C2</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
<b>4.4.3.1</b>	<b>OVERALL SPOKEN INTERACTION</b>
<b>C2</b>	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>5.2.3.2</b>	<b>SPOKEN FLUENCY</b>
<b>C2</b>	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.

# Eliciting C2 language





4.4.1.1	<b>SUSTAINED MONOLOGUE: Describing Experience</b>
<b>C2</b>	Can give clear, smoothly-flowing, elaborate and often memorable descriptions.

4.4.1.1	<b>ADDRESSING AUDIENCES</b>
<b>C2</b>	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.  Can handle difficult and even hostile questioning

4.4.3.1	<b>CONVERSATION</b>
<b>C2</b>	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.



# Test Format

	Subtest	Aim	Type of Test	Points	Time
Written Examination	 <b>Reading</b>				
	1	Reconstructing a text	5 sequencing items	10	80 min.
	2	Reading for detail	10 multiple-choice items	10	
	3	Understanding explicit and implicit meaning	10 matching items	<u>20</u> 40	
	 <b>Listening &amp; Summarising</b>				
	Writing a summary of a talk	Integrated skills task	40	60 min.	
	<b>Break</b>				20 min.
Oral Examination	 <b>Writing</b>				
		Writing an essay	Argumentative text	40	90 min.
	<b>Preparation time</b>				20 min.
Oral Examination	 <b>Speaking</b>				
	1	Presentation	Individual examination	40	6–8 min.
	2	Question and Answer Session			<u>7–9 min.</u> 15 min.

## English C2

### Oral Examination – Score Sheet M10

#### Speaking

##### Candidate

Last Name
First Name

##### Content

1 Task Management

	A	B	C	D
Part 1 Presentation	○	○	○	○
Part 2 Question and answer session	○	○	○	○

##### Language (Part 1 and 2)

	A	B	C	D
2 Fluency	○	○	○	○
3 Repertoire	○	○	○	○
4 Grammatical Accuracy	○	○	○	○
5 Pronunciation and Intonation	○	○	○	○

Date	Examiner
Examination Centre	

Attention: The marking results need to be transferred onto Answer Sheet S30, page XX

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# Eliciting C2 language

A low C2 candidate speaks fluently and naturally without using intellectual language:

A high C2 candidate has complete fluency, demonstrates use of academic and sophisticated language and quite naturally expresses abstract thoughts.



# Expectations

A low C2 candidate speaks fluently and naturally without using intellectual language:

A high C2 candidate has complete fluency, demonstrates use of academic and sophisticated language and quite naturally expresses abstract thoughts.

*Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. (CEFR)*



## Oral Examination – Candidate Sheet

### Part 1: Presentation (approximately 6–8 minutes)

#### *Situation:*

*You are taking part in a formal panel discussion. You are asked to introduce the topic.*

#### *Task*

*Choose either topic A or B. You have 20 minutes to prepare a presentation on this topic. You may make notes and refer to them during your presentation but you should not read a prepared text. Your presentation should last 6–8 minutes. It should be clear and well structured, highlighting the points that you think are the most essential and providing supporting details.*

#### **Topic A**

How do you think that **technological developments have affected education** in schools and in the workplace? Your talk should include examples of how the way that we learn or what we learn has changed as a result of the use of computers and access to the Internet. You should also consider possible future developments.

or

#### **Topic B**

Present your opinion of the **European Union**, considering past, present and future developments. You can focus on one or several aspects such as political, historical, cultural, environmental, economic or other factors.

# Video 1 - Martina

Mock Examination page 46

- A. The candidate's performance is consistently appropriate to the given task at the required level of competence.
- B. The candidate's performance is appropriate to the given task in most respects.
- C. The candidate's performance is not appropriate to the given task in several respects.
- D. The candidate's performance is (almost) completely inappropriate to the given task, or the candidate does not actively participate.

## CEFR in C2

In “Addressing audiences” the descriptor for C2:

Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adopting the talk flexibly to meet the audience’s needs.

**Can handle difficult and even hostile questioning.**

The question and answer session bears this in mind when the examiners jump from one aspect to another and expect the candidate to answer very different questions.

## Oral Examination – Examiner Sheet

### Part 2: Question and Answer Session (approximately 7-9 minutes)

*After the presentation, the examiners should ask a number of follow-up questions along the lines of "In your talk you mentioned... could you explain that in greater detail?" These questions should develop naturally and spontaneously from what has been said. The following examiner questions are examples and should only be considered as a guide.*

*However, the examiners should also intentionally jump from one aspect to another so that the candidate has to comment on the topic from various viewpoints. The examiners should ask at least two of the following questions for this purpose. Questions should address aspects that have not been covered at all, or only briefly, and also encourage the candidate to express an opinion on an abstract level.*

#### Topic A

How do you think that **technological developments have affected education** in schools and in the workplace? Your talk should include examples of how the way that we learn or what we learn has changed as a result of the use of computers and access to the Internet. You should also consider possible future developments.

#### Examiner Questions

1. How should the school curriculum be updated in light of technological developments? For example, should we still teach pupils to calculate using pen and paper?
2. It has been argued that digital literacy is the ability to effectively navigate, evaluate and create information using digital technologies. Does this give the younger generation a competitive advantage?
3. What are your views on how education should be funded? Is it the taxpayer's responsibility to put a computer in every classroom? Why (not)?
4. Since technology plays an ever more dominant role in the 21st century, how can we ensure that our communication skills and interpersonal relationships do not suffer?
5. How is the way we read texts on websites fundamentally different to the way we read books? Is one superior?
6. How is the easy access to information on the Internet influencing the way people now deal with knowledge?
7. What teaching qualities are specific to face-to-face instruction and not possible with a computer?

## **Oral Examination – Examiner Sheet**

### **Part 2: Question and Answer Session** (approximately 7-9 minutes)

*After the presentation, the examiners should ask a number of follow-up questions along the lines of "In your talk you mentioned...could you explain that in greater detail?" These questions should develop naturally and spontaneously from what has been said. The following examiner questions are examples and should only be considered as a guide.*

*However, the examiners should also intentionally jump from one aspect to another so that the candidate has to comment on the topic from various viewpoints. The examiners should ask at least two of the following questions for this purpose. Questions should address aspects that have not been covered at all, or only briefly, and also encourage the candidate to express an opinion on an abstract level.*

### **Topic B**

Present your opinion of the **European Union**, considering past, present and future developments. You can focus on one or several aspects such as political, historical, cultural, environmental, economic or other factors.

### **Examiner Questions**

1. Some countries belong to the European Union but do not have the Euro since they do not support the idea of a single currency within Europe. What is your viewpoint?
2. In what ways do the countries that belong to the European Union understand each other better and profit from each other on an intercultural level?
3. Some say that the European Union is a perfect place for organised crime and human trafficking because of the lack of borders. What is your opinion?
4. In what way do you feel yourself to be a European citizen or would you always only identify with your particular country of origin? Justify your statement.
5. Many people criticise the inefficient European Union policies that may be good for one group or country but not for another. What is your opinion of EU legislation?
6. To join the European Union a state needs to fulfil certain economic and political conditions, but is there a limit as to which and how many countries should be allowed to join the European Union? Justify your opinion.
7. What lessons can the European Union learn from history? Give examples.

# Test C2

- Watch and mark the test recording.

# telc card game

- Test your knowledge of telc facts in small groups.





# Your comments ....

Wishing you many successful telc English exams!