CEFR-Aligned Framework for English in Higher Education in Israel

ECOSTAR

English as the Cornerstone
of Sustainable Technology and Research

Acknowledgements

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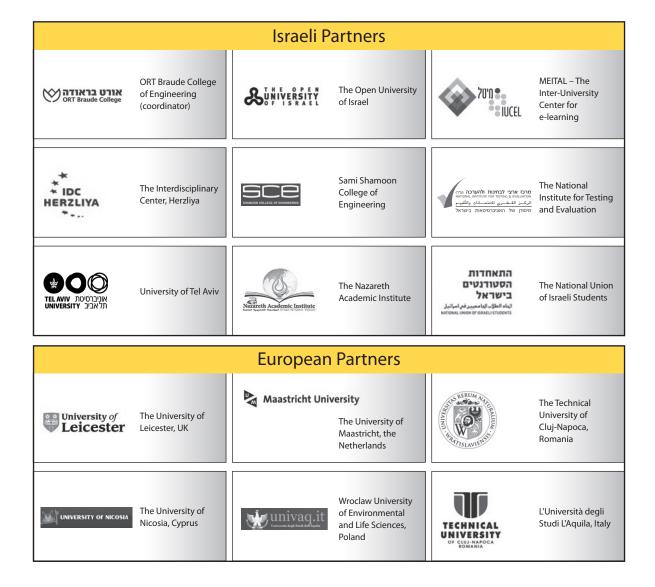
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Figure - 1 ECOSTAR partners

Preface

The English language is a major vehicle for international communication in all spheres of life but has a particularly significant role in the academic world where scholars at all levels need to interact in a Language of Wider Communication (LWC). University students all over the world grapple with textbooks, articles and other academic and professional matter in English, not their first language, while promoting their own academic advancement. They are willing to invest time, money and special efforts, in order to become efficient users of English.

English language learners who aspire to become efficient users of English for a wide range of objectives, need to develop individual strategies to become autonomous learners. Knowing what the goals of learning English are, in general but also as defined for each stage in the process, is most helpful. The 'can-do' approach to defining goals, while it helps planners and policy makers to design materials and evaluation tools, can be most helpful for learners. They can evaluate their own progress and their proficiency at each stage. Thus, every learner can develop an ongoing monitoring of progress, and take responsibility for the learning of the language.

In the CEFR context, teaching, learning and assessment are closely connected. In the framework developed for EAP in Israel, the CEFR scale is made compatible with the current levels of proficiency used in academic institutions. This provides the English programs in these institutions with a tool of standardization that is transparent and well-defined yet leaves ample flexibility for each group of learners to adapt the elements to their specific needs. This is a very welcome approach to EAP in Israel and will most likely improve English proficiency significantly.

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Introduction

New Challenges

The teaching of English for Academic Purposes (EAP) in Israel faces multiple challenges in today's dynamic world of globalization. While traditionally students may have been considered well served just by being taught reading comprehension skills, today's students need a much more extensive set of tools for coping with the requirements of internationalization in higher education and globalized job markets. During or after their studies, students may need to present their work in English, actively participate in international conferences and in personal and professional exchanges with colleagues abroad, write abstracts and posters, and understand spoken and written English in a wide variety of both formal and informal situations and contexts. Any current curriculum or framework of EAP must address these growing needs, which students and professionals experience on a daily basis. In view of these trends, academic English programs must prepare students to communicate effectively in English.

New Solutions

The CEFR-Aligned Framework for English in Higher Education in Israel (hereafter: the Framework) is an attempt to meet contemporary challenges and re-conceptualize the field of EAP in line with internationally accepted standards, while focusing on the specific needs of Israeli students. This Framework strives to bridge the local context of Israel (and, in some cases, of a specific institution or faculty) and the global context of English as used today.

The Framework has been developed as part of the ECOSTAR (English as the Cornerstone of Sustainable Technology and Research) initiative, a 15-partner consortium that connects experts in the fields of language teaching, learning, and assessment from several Israeli and EU institutions, in an effort to outline common goals for the teaching of EAP in higher education in Israel.

The ECOSTAR initiative created a Framework for English in Higher Education in Israel that conforms to European standards while satisfying the requirements of the Israeli Council for Higher Education (hereafter: CHE). One of the aims of the ECOSTAR project is to create a new learning environment for English in higher education. Its beliefs about language learning align with current understandings of what language knowledge comprises, referring to multiple literacies and the use of different modalities to convey meaning in all four language skills – reading, writing, speaking and listening. In addition, ECOSTAR promotes content-based and task-based instruction models in language teaching. In the case of higher education, this also refers to using the English language to teach academic content in different disciplines; i.e., English Medium Instruction, or EMI (ECOSTAR, 2014).

Introduction

Benefits of Using the CEFR

The primary goal of ECOSTAR is to introduce the Common European Framework of Reference for Languages (CEFR) to the field of EAP in Israel. The CEFR was proposed by the Council of Europe in 2001 as a set of standards and concepts for the teaching and assessment of foreign languages in Europe (see the overview of the CEFR below), and is now being used in over 120 countries throughout the world.

The adaptation and implementation of the CEFR in higher education in Israel has many potential benefits for learners, instructors and institutions. Firstly, the CEFR is based on current language education research and it promotes the adoption of cutting-edge teaching methods, materials and tools. Secondly, since its introduction, it has become widely used in an ever-growing number of educational contexts, and has become 'a common language' with which learners and teachers around the world are already familiar. This international recognition by organizations and institutions promotes student exchange and internationalization by facilitating mutual recognition and co-operation between higher education institutions in many different countries.

No less importantly, the ultimate goal of language education, which is also at the heart of the CEFR, should not be neglected or minimized: the creation of a plurilingual society in which language is used for better communication and collaboration among speakers of different languages and backgrounds (Council of Europe, 2002). We believe that the implementation of the Framework in universities and colleges across the country should be seen as the first step in this direction.

The Israeli Context

Needs Assessment Data

Since the CEFR was not originally conceived with EAP or the Israeli context in mind, the central goal in adapting the CEFR for EAP in Israel was to create a well-founded selective linkage between the actual needs of Israeli students and the standards and principles set out in the CEFR. For that purpose, two EU-funded TEMPUS surveys (one of them developed by ECOSTAR), were conducted and the opinions, requests and proposals of over 7000 students and graduates who participated were taken into consideration. ECOSTAR's research also surveyed EAP teachers in institutions of higher education in Israel so that their broad experience in the field and their sense of what their students need could be adequately reflected in the Framework. In addition, content lecturers across academic disciplines and throughout Israeli institutions of higher education were surveyed in order to ascertain their views regarding what graduates of higher education should be able to do in English.

In the Framework, CEFR can-do statements (see overview of the CEFR below) have been adapted and matched to the existing English proficiency levels mandated by the CHE. These levels are directly linked to scores on various English proficiency tests produced by the National Institute for Testing and Evaluation (NITE) - the English component of the Psychometric exam, AMIR and AMIRAM - that are used as placement criteria for students in need of EAP support (see Table 1).

<u>Table 1:</u>

Cut-off scores, study levels, numbers of study hours and
students / Council for Higher Education (CHE) 2013

Division into levels according to exam grade		Level	Weekly semester study hours	Maximum recommended number of students in course
Psychometric/ Amiram	Amir			
134+	234+	Exemption	-	-
120-133	220-233	Mitkadmim Bet	4	30
100-119	200-219	Mitkadmim Aleph	4	30
85-99	185-199	Besisi	6	30
70-84	170-184	Trom Besisi Bet	6	20
50-69	150-169	Trom Besisi Aleph	8	20

Consequent to the implementation of this Framework, standardized English tests produced by NITE are expected to be redesigned to better match the CEFR and a wider set of language skills. In turn, English levels are expected to rise, and the Framework will then be updated to reflect new proficiency levels.

One of the central goals of the Framework is to ensure a smooth transition of English studies from high school to higher education. Our student survey indicates that while the majority of respondents studied English at the highest level possible in high school (5-point Bagrut), most of the students did not reach exemption level on the various NITE tests. Both the recent introduction of a revised curriculum for English in schools by the Ministry of Education (2013) – aimed at modernizing the teaching of English in schools – and the present Framework are important steps towards this goal. To streamline the transition, the Framework builds on the English curriculum for schools and uses similar concepts whenever possible. Together with the future restructuring of NITE's English proficiency exams, we hope that these measures will help harmonize and modernize the entire field of English teaching, learning and assessment from primary to higher education.

<u>Heterogeneous Populations, Diverse Needs</u>

In addition to the gap between English in secondary education and in higher education, the Framework addresses a number of additional issues unique to the Israeli context. The population in Israel is

ethnically and linguistically heterogeneous, comprising a majority of Hebrew speakers, but also a large number of Arabic speakers. There are also speakers of additional languages who immigrated to the country, mainly from Russian-speaking countries. For the non-Hebrew speakers, English represents a third or even a fourth language. Also relevant are issues such as the English needs of students in different educational contexts as well as social, educational and economic inequalities that exist within Israeli society.

It is hoped that the implementation of the Framework will contribute to achieving a balance between the advantages of meeting international standards in English language teaching and the need to take into consideration the social and educational contexts that characterize Israeli society. Aligning EAP courses with the CEFR is an important milestone towards integrating student needs with state-of-the-art international language education standards and principles while ensuring fairness and equity. In order to achieve this goal, we believe that a continuous, iterative process of implementation, evaluation and design is required, one in which EAP teachers form a professional community of practice that works together towards common goals.

Overview of the CEFR

As levels of language learning such as basic, intermediate or advanced can have different meanings for different countries and for different institutions within the same country, the Council of Europe developed the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) whose main purpose was to establish international standards for learning, teaching and assessing modern languages.

In particular, the aim of the CEFR is as follows: "It 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" (Council of Europe, 2014). Since its first publication in 2001, the CEFR has achieved a dominant role in language education not only throughout Europe but in many countries around the world (Byram & Parmenter, 2012).

The CEFR describes what a learner can do at six specific levels:

- Basic User (A1 and A2)

- Independent User (B1 and B2)

- Proficient User (C1 and C2)

These descriptions appear in condensed form in what is called the "Global Scale," (see Figure 2). When reviewing this table please note that the levels A1, A2, B1, and B2 generally correspond to the levels Trom Besisi Aleph and Bet (together paralleling A1), Besisi (A2), Mitkadmim Aleph (B1) and Mitkadmim Bet (B2). In most institutions of higher education that have adopted the CEFR, B2 is set as the exit level for EAP requirements. However, as reading has been a central element in EAP in Israel, we may find that the CHE levels for reading may be higher than those described in the CEFR global scale. On the other hand, for all other aspects of language, namely listening, speaking and writing, there may still be a gap between the levels described on the CEFR global scale and those defined at the Trom Besisi Aleph and Bet, Besisi, Mitkadmim Aleph and Mitkadmim Bet levels.

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 and ambitions and briefly give reasons and explanations for opinions and plans.
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.

Figure - 2 Common Reference Levels - The Global Scale[1]

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[1] Common European Framework of Reference For Languages: Learning, Teaching, Assessment, p. 24. Accessed from http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.
Note that the descriptors are formulated in very general terms as they were designed to suit all foreign languages.

According to the CEFR, language proficiency is a multi-dimensional construct, which applies to four different domains (educational, occupational, public and personal), four different types of language activities (reception, production, interaction and mediation), and two language media (oral and written).

Though the CEFR is not prescriptive in relation to teaching, it does have methodological implications as it espouses a communicative, task-based approach. It defines knowledge of a language in a series of 'can-do' statements that represent what learners can do with the language in a real world context. It should be noted that the can-do statements are always positive: they describe what a learner is able to do, not what a learner cannot do or does wrong. The main assumption is that the skills relevant to the more advanced proficiency levels can only be developed on the basis of extensive use of the target language. The can-do descriptors relate to reception, production, interaction and mediation. Can-do descriptors are also provided for some of the strategies employed in performing communicative activities, as these are a bridge between a learner's resources (competences) and what he/she can do with them (communicative activities).

Each can-do descriptor can be used not only to specify a learning target and select and/or develop learning activities and materials, but also to design assessment tasks. Thus, curriculum, teaching, learning and assessment are interdependent.

The following section provides a glossary of terms that are used in the CEFR and which have been adopted in the present Framework.

Glossary of Terms

Except for the names of the five levels of study (Trom Besisi Aleph, Trom Besisi Bet, Besisi, Mitkadmim Aleph and Mitkadmim Bet) that have been defined by the CHE, the terminology used in this document is in keeping with that used in the CEFR. Following are general definitions of terms that appear in the CEFR; however, to understand the terms in greater depth one may refer to the original definitions as they appear in the CEFR itself (accessed from http://coe.int/t/dg4/linguistic/Source/Framework_EN.pdf).

Domain refers to a particular sector of life. These are the major categories relevant to language learning/teaching and use:

- **Educational domain** - concerned with the learning context, mainly formal institutional
- **Occupational domain** - relates to activities and relations on the job
- **Public domain** - everything connected with ordinary social interaction--public services, administrative bodies, leisure activities of a public nature, etc.
- **Personal domain** - relates to family relations, home life, reading for pleasure, etc.

Language activities involve the exercise of one's communicative language competence in a specific

domain in the processing (receptively and/or productively) of one or more **texts** in order to carry out a task. The language activities in this document have been divided into four kinds: reception, production, interaction and mediation:

- **Reception** - including silent reading, following the media, understanding course content, etc.
- **Production** - including oral presentations and written papers.
- **Interaction** - at least two individuals participate in an oral and/or written exchange in which production and reception alternate and sometimes overlap.
- **Mediation** - enabling communication between persons who are unable to communicate directly, through translation, paraphrase, summary, or providing for a third party a (re)formulation of a source text to which this third party does not have direct access.

Skills appear within each of these activities (reception, production, interaction and mediation). The skills include reading, listening, writing and speaking.

Communicative strategies are the application of metacognitive principles of pre-planning, execution, monitoring and repair in relation to the different kinds of language activities. They reflect the adoption of a particular line of action in order to maximize effectiveness.

Communicative competence relates to those competencies that enable a person to act using specifically linguistic means. Communicative competence in this Framework consists of three components: linguistic, sociolinguistic and pragmatic.

- **Linguistic competences** include knowledge of lexis, phonology, and syntax.
- **Sociolinguistic competences** relate to the awareness of social conventions (e.g. rules of politeness).
- **Pragmatic competences** relate to the functional use of linguistic resources (e.g. speech acts) as well as the mastery of discourse, cohesion and coherence, and the identification of text types and forms.

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Trom Besisi ALEPH

Global scale:

Can understand and use familiar everyday expressions and very basic vocabulary. Can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has (adapted A1).

"Can-dos" for activities:

"Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (CEFR, p. 10).

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Reception / Reading	Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (A2)	x		x	x
Reception / Reading	Reading for orientation	Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations (A1)	x	x	x	x
Reception / Reading	Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (A1)	x	x	x	x
Reception / Listening	Listening to audio-visual	Can follow changes of topic of factual TV news items, and form an idea of the main content (A2)	x	x	x	x
Production / Writing	Overall written production	Can write simple, isolated words and phrases (adapted A1)	x	x	x	x
Production / Speaking	Overall spoken production	Can produce simple, mainly isolated phrases about people and places (A1)	x	x	x	x
Production / Speaking	Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives (A1)	x	x	x	x

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Interaction / Spoken	Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1)	x	x	x	
Interaction / Spoken	Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker (A1)		x	x	
Interaction / Spoken	Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock (A1)	x	x	x	x

Working with texts

Activity / Skill	Can-do	Domains			
		Educational	Occupational	Public	Personal
Mediation / Processing text	Can copy out single words and short texts presented in standard printed format (A1)	x		x	x

"Can-dos" for communicative language competence and components:
Communicative language competences "empower a person to act using specifically linguistic means" (CEFR, p. 9). "For the realisation of communicative intentions, users/learners bring to bear their general capacities…together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components: linguistic competences, sociolinguistic competences, pragmatic competences" (CEFR, p. 108).

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Linguistic	General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type (A1)	x		x	x
Linguistic	Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations (A1)	x		x	x
Linguistic	Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire (A1)			x	x
Linguistic	Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details (A1)			x	x
Sociolinguistic	Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. (A1)				
Pragmatic	Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then' (A1)	x	x	x	x
Pragmatic	Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication (A1)	x		x	x

Trom Besisi BET

Global scale:
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can ask and answer questions about everyday matters. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (adapted A1).

"Can-dos" for activities:
"Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (CEFR, p. 10).

Activity / Skill	Heading	Can-do	Educational	Occupational	Public	Personal
Reception / Reading	Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (A2+)	x	x	x	x
Reception / Reading	Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (A2)	x	x	x	x
Reception / Reading	Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (A2)	x		x	x
Reception / Listening	Listening to announcements and instructions	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions (A1)	x	x	x	
Reception / Listening	Listening to audio	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly (A2)	x	x	x	x
Reception / Listening	Listening to audio-visual	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary (A2+)	x	x	x	x
Production / Writing	Overall written production	Can write simple isolated phrases and sentences (A1)	x	x	x	x

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Production / Writing	Creative writing	Can write simple phrases and sentences about themselves (adapted A1)	x	x	x	x
Production / Speaking	Overall spoken production	Can give a simple description as a short series of simple phrases (adapted A2)	x	x	x	x
Production / Speaking	Sustained monologue: Describing experience	Can describe everyday aspects of his/her environment, e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities (A2+)	x	x	x	x
Interaction / Spoken	Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord (A2)	x	x	x	
Interaction / Spoken	Conversation	Can use simple everyday polite forms of greeting and address. Can make and respond to invitations and apologies. Can say what he/she likes and dislikes (A2)		x	x	x
Interaction / Spoken	Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information (A2)		x	x	x
Interaction / Written	Overall written interaction	Can ask for or pass on personal details in written form (A1)	x	x	x	x

"Can-dos" for communicative strategies:

"The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. The word 'strategies' has been used in different ways. Here what is meant is the adoption of a particular line of action in order to maximise effectiveness" (CEFR, p. 57).

Activity / Skill	Communicative strategy	Can-do	Domains			
			Educational	Occupational	Public	Personal
Interaction / Spoken	Asking for clarification	Can ask very simply for repetition when he/she does not understand (A2+)	x	x	x	x
Interaction / Spoken	Compensating	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say (A2+)	x	x	x	x

Working with texts

Activity / Skill	Can-do	Domains			
		Educational	Occupational	Public	Personal
Mediation / Processing text	Can copy out short texts in printed or clearly hand-written format (A2)	x		x	x

"Can-dos" for communicative language competence and components:
Communicative language competences "empower a person to act using specifically linguistic means" (CEFR, p. 9). "For the realisation of communicative intentions, users/learners bring to bear their general capacities…together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components: linguistic competences, sociolinguistic competences, pragmatic competences" (CEFR, p. 108).

Communicative competence	Component	Can-do	Educational	Occupational	Public	Personal
			Domains			
Linguistic	General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations (A2)	x		x	x
Linguistic	Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs (A2)	x		x	x
Linguistic	Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs (A2)	x		x	x
Linguistic	Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement (adapted A2)			x	x
Linguistic	Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with great effort by native speakers dealing with speakers of his/her language group (adapted A1)	x		x	x

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Linguistic	Orthographic control	Can copy short sentences on everyday subjects - e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary (A2)			x	x
Sociolinguistic	Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies, etc. (A2)				
Pragmatic	Coherence	Can link groups of words with simple connectors like "and", "but" and "because" (A2)	x	x	x	x
Pragmatic	Propositional precision	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message (A2)	x	x	x	x
Pragmatic	Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident (A2+)	x		x	x

Besisi

Global scale:

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. (A2)

"Can-dos" for activities:

"Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (CEFR, p. 10).

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Reception / Reading	Overall reading comprehension	Can read straightforward factual texts on general subjects with a satisfactory level of comprehension, i.e., understand most main ideas and supporting details (adapted B1)	x		x	x
Reception / Reading	Reading for orientation	Can scan/read selectively in order to find desired information (adapted B1+)	x	x	x	x
Reception / Reading	Reading for information and argument	Can recognize significant points in straightforward articles on familiar subjects (adapted B1)	x		x	x
Reception / Listening	Listening as a member of a live audience	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech (B1)	x	x	x	x
Reception / Listening	Listening to announcements and instructions	Can catch the main point in short, clear, simple messages and announcements (A2)	x	x	x	
Reception / Listening	Listening to audio	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)	x	x	x	x
Reception / Listening	Listening to audio-visual	Can understand the main points in videos on familiar subjects delivered relatively slowly and clearly (adapted B1)	x	x	x	x

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Production / Writing	Overall written production	Can write a series of interrelated sentences (adapted A2)	x	x	x	x
Production / Writing	Creative writing	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience, in linked sentences (A2+)	x	x	x	x
Production / Speaking	Overall spoken production	Can give a simple description or presentation as a short series of sentences (adapted A2)	x	x	x	x
Production / Speaking	Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something (A2+)				
Production / Speaking	Sustained monologue: Putting a case (e.g. in a debate)	Can briefly give reasons and explanations for opinions, plans and actions (B1)	x	x	x	x
Interaction / Spoken	Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations (A2+)	x	x	x	
Interaction / Spoken	Conversation	Can establish social contact: greetings and farewells, introductions, giving thanks. 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. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks (A2+)		x	x	x
Interaction / Spoken	Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information (A2)		x	x	x
Interaction / Written	Overall written interaction	Can write short, simple formulaic notes relating to matters in areas of immediate need (A2)	x	x	x	x

"Can-dos" for communicative strategies:

"The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. The word 'strategies' has been used in different ways. Here what is meant is the adoption of a particular line of action in order to maximise effectiveness" (CEFR, p. 57).

Activity / Skill	Communicative strategy	Can-do	Domains			
			Educational	Occupational	Public	Personal
Reception / Reading and Listening	Identifying cues and inferring (spoken and written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context (A2)	x		x	x
Interaction / Spoken	Asking for clarification	Can ask for clarification about key words or phrases not understood using stock phrases (A2+)	x	x	x	x
Interaction / Spoken	Compensating	Can paraphrase/can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction" (adapted B1)	x	x	x	x

Working with texts

Activity / Skill	Can-do	Domains			
		Educational	Occupational	Public	Personal
Mediation / Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience (A2+)	x		x	x

"Can-dos" for communicative language competence and components:

Communicative language competences "empower a person to act using specifically linguistic means" (CEFR, p. 9). "For the realisation of communicative intentions, users/learners bring to bear their general capacities…together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components: linguistic competences, sociolinguistic competences, pragmatic competences" (CEFR, p. 108).

Communicative competence	Component	Can-do	Educational	Occupational	Public	Personal
			Domains			
Linguistic	General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words (A2+)	x		x	x
Linguistic	Vocabulary control	Shows good control of high frequency vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations (adapted B1)	x		x	x
Linguistic	Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (A2+)	x		x	x
Linguistic	Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations (B1)			x	x
Linguistic	Phonological control	Pronunciation of learned words and phrases can be understood with some effort by most partners (adapted A1)	x		x	x
Linguistic	Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time (B1)			x	x
Sociolinguistic	Sociolinguistic appropriateness	Can socialize simply but effectively using the simplest common expressions and following basic routines (A2+)				
Pragmatic	Thematic development	Can tell a story or describe something in a simple list of points (A2)	x	x	x	x

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Pragmatic	Coherence	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points (A2+)	x	x	x	x
Pragmatic	Propositional precision	Can express the main point he/she wants to make comprehensibly (B1)	x	x	x	x
Pragmatic	Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production (B1)	x		x	x

Mitkadmim Aleph

Global scale:
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 while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe [in speech] experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (B1)

"Can-dos" for activities:
"Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (CEFR, p. 10).

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Reception / Reading	Overall reading comprehension	Can read, with a large degree of independence, relatively short academic texts on general subjects that do not require field-specific/expert knowledge (adapted B2)	x		x	x
Reception / Reading	Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task (adapted B1+)	x		x	x
Reception / Reading	Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts (B1+)	x		x	
Reception / Reading	Reading for information and argument	Can follow the main line of argument in texts that present issues, though not necessarily in detail (adapted B1+)	x		x	
Reception / Reading	Reading instructions	Can understand clearly written, straightforward instructions (adapted B1)	x	x	x	x
Reception / Listening	Listening as a member of a live audience	Can follow a lecture or talk provided the subject matter is familiar and the presentation is straightforward and clearly structured (adapted B1+)	x		x	
Reception / Listening	Listening to announcements and instructions	Can follow detailed instructions and directions (adapted B1)	x	x	x	

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Reception / Listening	Listening to audio	Can understand the content of the majority of recorded or broadcast audio material delivered in standard dialect on topics in his or her field, delivered relatively slowly and clearly (adapted B1 and B1+)	x	x	x	
Reception / Listening	Listening to audio-visual	Can follow videos in which visuals and action aid understanding and which are delivered clearly in straightforward language (adapted B1)	x	x	x	
Production / Writing	Overall written production	Can write a paragraph comprising a series of sentences linked with appropriate connectors, such as "and", "but", and "because" (adapted A2)	x	x	x	x
Production / Writing	Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences (A2+)				
Production / Writing	Reports and essays	Can summarize a short academic text on general subjects that do not require field-specific/expert knowledge (new)	x		x	
Production / Speaking	Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points (B1)	x	x	x	
Production / Speaking	Sustained monologue: Describing experience	Can give detailed accounts of experiences, describing feelings and reactions, and can describe events (adapted B1)				
Production / Speaking	Sustained monologue: Putting a case (e.g. in a debate)	Can develop an argument well enough to be followed without difficulty most of the time (B1+)	x	x	x	
Production / Speaking	Addressing audiences	Can give a prepared straightforward presentation on a familiar topic which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision (adapted B1)	x	x	x	
Production / Speaking	Addressing audiences	Can take a series of straightforward follow-up questions but may have to ask for repetition of the question(s) (adapted B1)	x	x		

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Interaction / Spoken	Overall spoken interaction	Can exploit a wide range of simple language to interact in most situations. Can express personal opinions and exchange information on topics that are familiar or of personal interest (adapted B1)	x	x	x	
Interaction / Spoken	Conversation	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to do (B1)		x		
Interaction / Spoken	Information exchange	Can find out and pass on straightforward factual information (B1)	x	x	x	
Interaction / Spoken	Information exchange	Can obtain more detailed information by asking questions and/or requesting clarification (adapted B1)	x	x	x	
Interaction / Written	Overall written interaction	Can ask for or convey simple information of immediate relevance, getting across the point he/she feels to be important (adapted B1)	x	x	x	
Interaction / Written	Notes and messages	Can take a short simple message provided he or she can ask for repetition (A2)	x	x	x	

"Can-dos" for communicative strategies:

"The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. The word 'strategies' has been used in different ways. Here what is meant is the adoption of a particular line of action in order to maximise effectiveness" (CEFR, p. 57).

Activity	Communicative strategy	Can-do	Domains			
			Educational	Occupational	Public	Personal
Reception	Identifying cues and inferring (spoken and written)	Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar (B1)	x	x	x	
Interaction / Spoken	Asking for clarification	Can ask someone to clarify or elaborate what he or she has just said (B1)	x	x	x	
Interaction / Spoken	Compensating	Can define the features of something concrete for which he/she cannot remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus) (B1+)	x		x	

Working with texts

Activity / Skill	Can-do	Domains			
		Educational	Occupational	Public	Personal
Reading for text type	Can identify a limited range of academic genres and rhetorical structures based on the general features of the text and apply appropriate reading strategies and skills (new)	x		x	
Mediation / Note-taking	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 (B1)	x			
Mediation / Processing text	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering (B1)	x			

"Can-dos" for communicative language competence and components:
Communicative language competences "empower a person to act using specifically linguistic means" (CEFR, p. 9). "For the realisation of communicative intentions, users/learners bring to bear their general capacities…together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components: linguistic competences, sociolinguistic competences, pragmatic competences" (CEFR, p. 108).

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Linguistic	General linguistic range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times (B1)	x		x	x
Linguistic	Vocabulary control	Shows good control of high frequency vocabulary and of a limited repertoire of low frequency vocabulary, though some incorrect word choice may hinder communication (adapted B2)	x		x	
Linguistic	Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most general topics (adapted B1)	x		x	x
Linguistic	Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express (B1+)	x		x	x
Linguistic	Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (A2)	x		x	

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Linguistic	Orthographic control	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence (B2)	x		x	
Sociolinguistic	Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, in a neutral register. Is aware of the salient politeness conventions and acts appropriately (B1)		x		
Pragmatic	Thematic development	Can reasonably relate a straightforward narrative or description as a linear sequence of points (adapted B1)	x	x	x	x
Pragmatic	Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points (B1)	x	x	x	
Pragmatic	Propositional precision	Can explain the main points in an idea or problem with reasonable precision (B1+)	x	x	x	
Pragmatic	Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses, he/she is able to keep going (adapted B1+)	x	x	x	

Mitkadmim Bet

Global scale:
Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. 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. (B2)

"Can-dos" for activities:
"Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (CEFR, p. 10).

Activity / Skill	Heading	Can-do	Educational	Occupational	Public	Personal
Reception / Reading	Overall reading comprehension	Can understand in detail lengthy, complex texts that relate to his/her own area of specialty provided that he/she can re-read difficult sections (adapted C1)	x	x		
Reception / Reading	Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task (B1+)	x	x		
Reception / Reading	Reading for orientation	Can skim to identify the content and relevance of academic articles and reports and decide whether closer reading is worthwhile (adapted B2)	x			
Reception / Reading	Reading for information and argument	Can obtain and synthesize information, ideas and opinions from multiple sources within his/her field (adapted B2+)	x	x		
Reception / Reading	Reading for information and argument	Can understand articles and reports concerned with issues in which the writers adopt particular stances or viewpoints (adapted B2)	x	x	x	
Reception / Reading	Reading correspondence	Can understand professional correspondence relating to his/her occupation/field of interest and readily grasp the essential meaning (adapted B2)	x	x		
Reception / Reading	Reading instructions	Can understand lengthy, complex instructions in his or her field, provided he or she can re-read difficult sections (adapted B2)	x	x		

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Reception / Listening	Listening as a member of a live audience	Can follow the essentials of lectures, talks and reports and other forms of presentation which are propositionally and linguistically complex (B2)	x	x		
Reception / Listening	Listening to announcements and instructions	Can understand spoken announcements, instructions and messages spoken at natural speed in a variety of situations and for a variety of purposes (adapted B2)	x	x	x	
Reception / Listening	Listening to audio	Can understand the content of audio recordings in standard dialect likely to be encountered in academic/ professional life and identify speaker viewpoints (adapted B2+)	x	x		
Reception / Listening	Listening to audio-visual	Can understand academic/professional content of audio-visuals (e.g. videos, TV news, current affairs programs, and documentaries) (adapted B2)	x	x		
Production / Writing	Overall written production	Can write short, cohesive texts on a range of familiar topics within his/her field of interest and/or expertise (adapted B1)	x	x		
Production / Writing	Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest (B1)				
Production / Writing	Reports and essays	Can write short, simple essays on topics of interest (B1+) Can summarize and synthesize from a variety of sources, write a report and give his/her opinion on familiar routine and non-routine matters within his/her field with some confidence (adapted B1+)	x	x		
Production / Speaking	Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples (B2)	x	x		
Production / Speaking	Sustained monologue: Describing experience	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (B2)				
Production / Speaking	Sustained monologue: Putting a case (e.g., in a debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (B2)	x	x		

Activity / Skill	Heading	Can-do	Domain			
			Educational	Occupational	Public	Personal
Production / Speaking	Addressing audiences	Can give a clear, prepared academic presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options (adapted B2)	x			
Production / Speaking	Addressing audiences	Can take a series of follow up questions with a degree of fluency and spontaneity that poses no strain for either him/herself or the audience (B2)	x	x		
Interaction / Spoken	Overall spoken interaction	Can interact with some confidence on familiar routine and non-routine matters related to his/her interests and professional field (adapted B1+)	x	x		
Interaction / Spoken	Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences (B2)	x	x		
Interaction / Spoken	Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters in his/her field with some confidence (B1+)	x	x		
Interaction / Spoken	Information exchange	Can summarize and give his/her own opinion about a topic in his/her own field with some confidence (adapted B1+)	x	x		
Interaction / Written	Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision (B1)	x	x		
Interaction / Written	Notes and messages	Can write messages conveying simple information of immediate relevance to teachers and peers, getting across comprehensibly the points he/she feels are important and respond to such messages in kind (adapted B1)	x	x		

"Can-dos" for communicative strategies:

"The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. The word 'strategies' has been used in different ways. Here what is meant is the adoption of a particular line of action in order to maximise effectiveness" (CEFR, p. 57).

Activity / Skill	Communicative strategy	Can-do	Domains			
			Educational	Occupational	Public	Personal
Reception / Reading and Listening	Identifying cues and inferring (spoken and written)	Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues (B2) Can use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next (adapted C1)	x	x		
Interaction / Spoken	Asking for clarification	Can ask follow-up questions to check that he/she has understood what the speaker intended to say, and get clarification of ambiguous points (B2)	x	x		
Interaction / Spoken	Compensating	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure (B2)	x	x		

Working with texts

Activity / Skill	Can-do	Domains			
		Educational	Occupational	Public	Personal
Reading for text type	Can identify academic genres relevant to his or her field (e.g. empirical research, research reviews, theoretical texts, etc.) and adapt reading strategies and skills accordingly when navigating the text (new)	x			
Mediation / Note-taking	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured (B1+)	x	x		
Mediation / Processing text	Can integrate information from several sources and summarize them for somebody else (adapted B1)	x			

"Can-dos" for communicative language competence and components:

Communicative language competences "empower a person to act using specifically linguistic means" (CEFR, p. 9). "For the realisation of communicative intentions, users/learners bring to bear their general capacities…together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components: linguistic competences, sociolinguistic competences, pragmatic competences" (CEFR, p. 108).

Communicative competence	Component	Can-do	Educational	Occupational	Public	Personal
Linguistic	General linguistic range	Has a sufficient range of language to describe [in writing] unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics (adapted B1+)	x	x	x	
Linguistic	Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication (B2)	x	x	x	
Linguistic	Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution (B2)	x	x	x	
Linguistic	Grammatical accuracy	Shows a relatively high degree of grammatical control and does not make mistakes that lead to misunderstanding (B2)	x	x	x	
Linguistic	Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (B1)	x	x		
Linguistic	Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen (C1)	x	x	x	
Sociolinguistic	Sociolinguistic appropriateness	Can express him or herself confidently [in writing], clearly and politely in formal or informal register, appropriate to the situation and person(s) concerned (B2+)				

Communicative competence	Component	Can-do	Domains			
			Educational	Occupational	Public	Personal
Pragmatic	Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples (B2)	x	x		
Pragmatic	Coherence	Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse, though may be uneven in long contribution (adapted B2)	x	x		
Pragmatic	Propositional precision	Can pass on detailed information reliably (B2)	x	x		
Pragmatic	Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party (B2)	x	x	x	

Appendix 1

Can-do statements across the levels (Trom Besisi Aleph, Trom Besisi Bet, Besisi, Mitkadmim Aleph, Mitkadmim Bet)

Can-dos for activities (reception, production, interaction)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reception / Reading	Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (A2)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (A2+)	Can read straightforward factual texts on general subjects with a satisfactory level of comprehension, i.e., understand most main ideas and supporting details (adapted B1)	Can read, with a large degree of independence, relatively short academic texts on general subjects that do not require field-specific/expert knowledge (adapted B2)	Can understand in detail lengthy, complex texts that relate to his/her own area of specialty provided that he/she can re-read difficult sections (adapted C1)
Reception / Reading	Reading for orientation	Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations (A1)	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (A2)	Can scan/read selectively in order to find desired information (adapted B1+)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfil a specific task (adapted B1+)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task (B1+)
Reception / Reading	Reading for orientation					Can skim to identify the content and relevance of academic articles and reports and decide whether closer reading is worthwhile (adapted B2)

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Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reception / Reading	Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (A1)	Can identify information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (A2)	Can recognize significant points in straightforward articles on familiar subjects (adapted B1)	Can identify the main conclusions in clearly signaled argumentative texts (B1+)	Can obtain and synthesize information, ideas and opinions from multiple sources within his/her field (adapted B2+)
Reception / Reading	Reading for information and argument				Can follow the main line of argument in texts that present issues, though not necessarily in detail (adapted B1+)	Can understand articles and reports concerned with issues in which the writers adopt particular stances or viewpoints (adapted B2)
Reception / Reading	Reading correspondence					Can understand professional correspondence relating to his/her occupation/ field of interest and readily grasp the essential meaning (adapted B2)
Reception / Reading	Reading instructions				Can understand clearly written, straightforward instructions (adapted B1)	Can understand lengthy, complex instructions in his or her field, provided he or she can re-read difficult sections (adapted B2)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reception / Listening	Listening as a member of a live audience			Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech (B1)	Can follow a lecture or talk provided the subject matter is familiar and the presentation is straightforward and clearly structured (adapted B1+)	Can follow the essentials of lectures, talks and reports and other forms of presentation which are propositionally and linguistically complex (B2)
Reception / Listening	Listening to announcements and instructions		Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions (A1)	Can catch the main point in short, clear, simple messages and announcements (A2)	Can follow detailed instructions and directions (adapted B1)	Can understand spoken announcements, instructions and messages spoken at a natural speed in a variety of situations and for a variety of purposes (adapted B2)
Reception / Listening	Listening to audio		Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly (A2)	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (B1)	Can understand the content of the majority of recorded or broadcast audio material delivered in standard dialect on topics in his or her field, delivered relatively slowly and clearly (adapted B1 and B1+)	Can understand the content of audio recordings in standard dialect likely to be encountered in academic/ professional life and identify speaker viewpoints (adapted B2+)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reception / Listening	Listening to audio-visual	Can follow changes of topic of factual TV news items, and form an idea of the main content (A2)	Can identify main points of TV news items reporting events, accidents, etc. where the visual supports the commentary (A2+)	Can understand the main points in videos on familiar subjects delivered relatively slowly and clearly (adapted B1)	Can follow videos in which visuals and action aid understanding and which are delivered clearly in straightforward language (adapted B1)	Can understand academic/ professional content of audio-visuals (e.g. videos, TV news, current affairs programs, and documentaries) (adapted B2)
Production / Writing	Overall written production	Can write simple, isolated words and phrases (adapted A1)	Can write simple isolated phrases and sentences (A1)	Can write a series of interrelated sentences (adapted A2)	Can write a paragraph comprising a series of sentences linked with appropriate connectors, such as "and", "but", and "because" (adapted A2)	Can write short, cohesive texts on a range of familiar topics within his/her field of interest and/or expertise (adapted B1)
Production / Writing	Creative writing		Can write simple phrases and sentences about themselves (adapted A1)	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience, in linked sentences (A2+)	Can write very short, basic descriptions of events, past activities and personal experiences (A2+)	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest (B1)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Production / Writing	Reports and essays				Can summarize a short academic text on general subjects that do not require field-specific/expert knowledge (new)	Can write short, simple essays on topics of interest (B1+) Can summarize and synthesize from a variety of sources, write a report and give his/her opinion on familiar routine and non-routine matters within his/her field with some confidence (adapted B1+)
Production / Speaking	Overall spoken production	Can produce simple mainly isolated phrases about people and places (A1)	Can give simple descriptions as a short series of simple phrases (adapted A2)	Can give a simple description or presentation as a short series of sentences (adapted A2)	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points (B1)	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples (B2)
Production / Speaking	Sustained monologue: Describing experience	Can describe him/ herself, what he/she does and where he/ she lives (A1)	Can describe everyday aspects of his/her environment, e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities (A2+)	Can explain what he/ she likes or dislikes about something (A2+)	Can give detailed accounts of experiences, describing feelings and reactions, and can describe events (adapted B1)	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (B2)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Production / Speaking	Sustained monologue: Putting a case (e.g. in a debate)			Can briefly give reasons and explanations for opinions, plans and actions (B1)	Can develop an argument well enough to be followed without difficulty most of the time (B1+)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (B2)
Production / Speaking	Addressing audiences				Can give a prepared straightforward presentation on a familiar topic which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision (adapted B1)	Can give a clear, prepared academic presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options (adapted B2)
Production / Speaking	Addressing audiences				Can take a series of straightforward follow-up questions but may have to ask for repetition of the question(s) (adapted B1)	Can take a series of follow up questions with a degree of fluency and spontaneity that poses no strain for either him/herself or the audience (B2)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Interaction / Spoken	Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1)	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord (A2)	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations (A2+)	Can exploit a wide range of simple language to interact in most situations. Can express personal opinions and exchange information on topics that are familiar or of personal interest (adapted B1)	Can interact with some confidence on familiar routine and non-routine matters related to his/her interests and professional field (adapted B1+)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Interaction / Spoken	Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker (A1)	Can use simple everyday polite forms of greeting and address. Can make and respond to invitations and apologies. Can say what he/she likes and dislikes (A2)	Can establish social contact: greetings and farewells, introductions, giving thanks. 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. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks (A2+)	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to do (B1)	Can engage in extended conversation on most general topics in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences (B2)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Interaction / Spoken	Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock (A1)	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information (A2)	Can communicate in simple and routine tasks requiring a simple and direct exchange of information (A2)	Can find out and pass on straightforward factual information (B1)	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters in his/her field with some confidence (B1+)
Interaction / Spoken	Information exchange				Can obtain more detailed information by asking questions and/or requesting clarification (adapted B1)	Can summarize and give his/her own opinion about a topic in his/her own field with some confidence (adapted B1+)

Activity / Skill	Heading	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Interaction / Written	Overall written interaction		Can ask for or pass on personal details in written form (A1)	Can write short, simple formulaic notes relating to matters in areas of immediate need (A2)	Can ask for or convey simple information of immediate relevance, getting across the point he/she feels to be important (adapted B1)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision (B1)
Interaction / Written	Notes and messages				Can take a short simple message provided he or she can ask for repetition (A2)	Can write messages conveying simple information of immediate relevance to teachers and peers, getting across comprehensibly the points he/she feels are important and respond to such messages in kind (adapted B1)

Can-dos for communicative strategies

Activity / Skill	Communicative Strategy	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reception / Reading and listening	Identifying cues and inferring (spoken and written)			Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context (A2)	Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar (B1)	Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues (B2) Can use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next (adapted C1)
Interaction / Spoken	Asking for clarification		Can ask very simply for repetition when he/she does not understand (A2+)	Can ask for clarification about key words or phrases not understood using stock phrases (A2+)	Can ask someone to clarify or elaborate what he or she has just said (B1)	Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points (B2)
Interaction / Spoken	Compensating		Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say (A2+)	Can paraphrase/can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction" (adapted B1)	Can define the features of something concrete for which he/she cannot remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus) (B1+)	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure (B2)

Working with texts

Activity / Skill	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Reading for text type				Can identify a limited range of academic genres and rhetorical structures based on the general features of the text and apply appropriate reading strategies and skills (new)	Can identify academic genres relevant to his or her field (e.g. empirical research, research reviews, theoretical texts, etc.) and adapt reading strategies and skills accordingly when navigating the text (new)
Mediation / Note-taking				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 (B1)	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured (B1+)
Mediation / Processing text	Can copy out single words and short texts presented in standard printed format (A1)	Can copy out short texts in printed or clearly hand-written format (A2)	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience (A2+)	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering (B1)	Can integrate information from several sources and summarize them for somebody else (adapted B1)

Can-dos for communicative language competence and components

Communicative competence	Component	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Linguistic communicative competence	General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type (A1)	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations (A2)	Has a repertoire of basic language, which enables him/ her to deal with everyday situations with predictable content, though he/ she will generally have to compromise the message and search for words (A2+)	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times (B1)	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics (adapted B1+)

Communicative competence	Component	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Linguistic communicative competence	Vocabulary control		Can control a narrow repertoire dealing with concrete everyday needs (A2)	Shows good control of high frequency vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations (adapted B1)	Shows good control of high frequency vocabulary and of a limited repertoire of low frequency vocabulary, though some incorrect word choice may hinder communication (adapted B2)	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication (B2)
Linguistic communicative competence	Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations (A1)	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs (A2)	Has a sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (A2+)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most general topics (adapted B1)	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution (B2)
Linguistic communicative competence	Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire (A1)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement (adapted A2)	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations (B1)	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express (B1+)	Shows a relatively high degree of grammatical control and does not make mistakes that lead to misunderstanding (B2)

Communicative competence	Component	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Linguistic communicative competence	Phonological control		Pronunciation of a very limited repertoire of learned words and phrases can be understood with great effort by native speakers dealing with speakers of his/her language group (adapted A1)	Pronunciation of learned words and phrases can be understood with some effort by most partners (adapted A1)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (A2)	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (B1)
Linguistic communicative competence	Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details (A1)	Can copy short sentences on everyday subjects - e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary (A2)	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time (B1)	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence (B2)	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen (C1)

Communicative competence	Component	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Sociolinguistic communicative competence	Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. (A1)	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies, etc. (A2)	Can socialize simply but effectively using the simplest common expressions and following basic routines (A2+)	Can perform and respond to a wide range of language functions, in a neutral register. Is aware of the salient politeness conventions and acts appropriately (B1)	Can express him or herself confidently, clearly and politely in formal and informal register, appropriate to the situation and person(s) concerned (B2+)
Pragmatic communicative competence	Thematic development			Can tell a story or describe something in a simple list of points (A2)	Can reasonably relate a straightforward narrative or description as a linear sequence of points (adapted B1)	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples (B2)
Pragmatic communicative competence	Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then' (A1)	Can link groups of words with simple connectors like "and", "but" and "because" (A2)	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points (A2+)	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points (B1)	Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse, though may be uneven in long contribution (adapted B2)

Communicative competence	Component	Trom Besisi Aleph	Trom Besisi Bet	Besisi	Mitkadmim Aleph	Mitkadmim Bet
Pragmatic communicative competence	Propositional precision		Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message (A2)	Can express the main point he/she wants to make comprehensibly (B1)	Can explain the main points in an idea or problem with reasonable precision (B1+)	Can pass on detailed information reliably. (B2)
Pragmatic communicative competence	Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication (A1)	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident (A2+)	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production (B1)	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses, he/she is able to keep going (adapted B1+)	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party (B2)

Appendix 2

Additional resources

The following are links to a four part series describing the origins of the CEFR. It was recorded in 2011 to celebrate the tenth anniversary of the publication of the CEFR (CEF).

Part 1 https://www.youtube.com/watch?v=mSJNGHDK6lM

Part 2 https://www.youtube.com/watch?v=BxGSQoxu6ho

Part 3 https://www.youtube.com/watch?v=GbFgcT_5QI8

Part 4 https://www.youtube.com/watch?v=bQSkLdCCuYc

The full Common European Framework of Reference for Languages: Learning, Teaching, Assessment document (in English) can be accessed from http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

The European Language Portfolio (ELP) self-assessment grids and checklists can be accessed from http://www.coe.int/en/web/portfolio

The "English Profile" for the CEFR, which provides detailed information on CEFR vocabulary and grammar scales, can be accessed from

http://www.englishprofile.org/images/pdf/eng_pro_information_booklet.pdf

Roads to Academic Reading – high frequency vocabulary can be accessed from http://roadscefr.iucc.ac.il/program

ECOSTAR Independent Learning Resources: https://tempus-ecostar.iucc.ac.il/independent-learning-resources/

Appendix 3

Suggestions for further reading

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