ONLINE CONVERSATION AND DISCUSSION

C2

Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.

Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion.

Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.

C1

Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.

Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.

Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.

Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.

Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.

B2

Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.

Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.

Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.

Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.

Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

B1

Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.

Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.

Can introduce him/herself and manage simple exchanges online, asking and answering questions and

exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.

Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.

Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.

A2
Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).

Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.

A1
Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.

Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.

Pre-A1
Can post simple online greetings, using basic formulaic expressions and emoticons.

Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION

This scale focuses on the potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life. A rigid separation between written and oral does not really apply to online.

Transactions, where multimodality is increasingly a key feature and resource, and the descriptors therefore assume the exploitation of different online media and tools according to context. Key concepts operationalised in the scale include the following:

‣ purchasing goods and services online;

‣ engaging in transactions requiring negotiation of conditions, in a service as well as client role;

‣ participation in collaborative project work;

‣ dealing with communication problems.

Progression up the scale is characterised as follows: the move towards higher levels expands from basic transactions and information exchange at the A levels towards more sophisticated collaborative project work that is goal-oriented. This can be seen as a progression from filling in predictable online forms at Pre-A1, to solving various problems in order for the transaction to take place at the B levels, through to being able to participate in, and ultimately coordinate, group project work online at the C levels.

One can also see such competences as progressing from reactive to proactive participation, and from simple to complex. Simple collaborative tasks appear at A2+, with a cooperative interlocutor, with small group project work from B1 and the ability to take a lead role in collaborative work from B2+. By C1, the user/learner can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.

C2

Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process.

Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work

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C1

Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.

Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage the discussion and negotiation.

Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.

Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).

B2

Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals.

Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.

Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.

Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.

Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.

Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.

B1

Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.

Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.

Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.

Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.).
Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved.

A2

Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc.

Can ask basic questions about the availability of a product or feature.

Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.

A1 Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).

Pre-A1
Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.