

Additional resources for Chapter 6, “A Digitally Assisted Model of Integration of Standard and Colloquial Arabic Based on the Common European Framework” by Manuel E. B. Giolfo and Federico Salvaggio, in *Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum*, edited by Mahmoud Al-Batal, from Georgetown University Press.

Table W6.3: Distribution of the four basic language skills within CEF six levels

Level	Description	Language skill
A1	Can understand and use familiar, everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.	L/S
	Can introduce himself and others and can ask and answer questions about personal details such as where he lives, people he knows and things he has.	L/S
	Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	L/S
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).	L/R
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	L/S
	Can describe in simple terms aspects of her background, immediate environment and matters in areas of immediate need.	S/W

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B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, and so on.	L/R
	Can deal with most situations likely to arise while traveling in an area where the language is spoken.	L/S/R/W
	Can produce simple connected text on topics that are familiar or of personal interest.	W
	Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.	S
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his field of specialization.	R
	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.	L/S
	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.	W
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.	R
	Can express ideas fluently and spontaneously without much obvious searching for expressions.	S
	Can use language flexibly and effectively for social, academic, and professional purposes.	L/S

Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. **W**

C2 Can understand with ease virtually everything heard or read. **L/R**
Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. **L/S/R/W**

Can express herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. **S**
