



An Extended Analytical Overview of the CEFR System from A1 to C2

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Abstract

This article provides a comprehensive analytical overview of the Common European Framework of Reference for Languages (CEFR) from A1 to C2. It examines language competencies, assessment criteria, and practical applications at each proficiency level. CEFR serves as a universal benchmark for curriculum design, learner placement, and international language assessment, supporting effective language teaching and learning across academic, professional, and social contexts.

Keywords

CEFR, language proficiency, A1, A2, B1, B2, C1, C2, communicative competence, assessment, learner placement, curriculum design, international standards.

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized framework developed by the Council of Europe to provide a common basis for the learning, teaching, and assessment of foreign languages. The CEFR divides language proficiency into six levels: A1, A2, B1, B2, C1, and C2. These levels describe learners' abilities in listening, reading, speaking, and writing and focus on the development of communicative competence in real-life contexts. The main objective of the CEFR is to ensure transparency, comparability, and consistency in language education across different countries and educational systems. The A1 level represents the beginner stage of language learning. At this level, learners can understand and use basic everyday expressions and simple phrases aimed at satisfying concrete needs. They can introduce themselves, ask and answer simple personal questions, and interact in a basic way provided the other person speaks slowly and clearly. Assessment at this level typically involves controlled tasks such as short dialogues, matching activities, and memorized oral expressions.

The A2 level corresponds to the elementary stage. Learners can understand frequently



used expressions related to areas of immediate relevance such as personal information, shopping, work, and local geography. They are able to communicate in simple and routine tasks requiring a direct exchange of information and can describe aspects of their background and immediate environment. Assessment methods include form completion, short written messages, guided speaking tasks, and reading short texts.

The B1 level is considered the intermediate or independent user stage. At this level, learners can understand the main points of clear standard input on familiar topics encountered in work, school, leisure, and travel. They can deal with most situations likely to arise while traveling in areas where the language is spoken and can produce connected text on familiar topics. Assessment focuses on short essays, structured oral presentations, discussions, and reading comprehension tasks. This level is particularly important for academic preparation and everyday workplace communication.

The B2 level represents the upper-intermediate stage. Learners can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. They can interact with a degree of fluency and spontaneity and produce clear, detailed written and spoken texts. Assessment at this level includes argumentative essays, debates, presentations, and listening tasks based on lectures. The B2 level is often required for university study and professional communication.

The C1 level corresponds to the advanced stage of language proficiency. Learners can understand a wide range of demanding, longer texts and recognize implicit meanings. They can express ideas fluently and spontaneously with effective use of language for social, academic, and professional purposes. Assessment methods include analytical essays, reports, formal presentations, and debates. This level is suitable for academic research, professional environments, and teaching contexts.

The C2 level is the proficient or near-native stage. Learners can understand virtually everything they hear or read and can summarize information from different spoken and written sources coherently. They are able to express themselves very precisely, differentiating finer shades of meaning even in complex situations. Assessment involves advanced comprehension tasks, critical essays, formal reports, and near-native performance evaluation. This level is essential for research, professional translation, and international diplomacy.

The CEFR framework is closely aligned with international language examinations such as IELTS, TOEFL, and Cambridge English qualifications. It is widely used for learner placement, curriculum design, and progress monitoring. In recent years, digital and adaptive learning platforms have increasingly integrated CEFR descriptors to provide



personalized learning paths and automated assessment.

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