



**Máster en educación bilingüe
Master in bilingual education**

**External evaluation of French as
a foreign language:
the DELF-DALF diplomas within
multilingual contexts**

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À Sabela

Abstract

The relevance of foreign languages within educational systems is indisputable. They have become a key element on account of globalisation, new technologies and the arrival of the so-called Communication Era. Governments and educational centres, motivated by the pressure of the labour market and the very interest of educational agents (teachers, families, students), have been crucial to make of this field a prominent axis of educational projects.

In an increasingly global and competitive society, the external evaluation of languages has been established to validate the quality of educational systems and to provide students with certificates and diplomas which grant access to different educational institutions, international mobility or the labour market itself.

In particular, this Master's Dissertation analyses the DELF-DALF diplomas (*Diplôme d'Études de Langue Française* and *Diplôme Approfondi de Langue Française*). These certifications are organised by the French Ministry of Education through the CIEP (*Centre International d'Études Pédagogiques*) and have been adapted to the Common European Framework of Reference for Languages (CEFRL).

The interest of this work is to analyse how language proficiency is evaluated and certified by external institutions within multilingual environments. We thoroughly examine the evaluation method of these diplomas regarding their evaluation rubrics, descriptors and format so as to extract some of the specific circumstances that may influence the linguistic performance of bilingual speakers.

The author, teacher of French as a foreign language and corrector-examiner of DELF-DALF diplomas, performs a theoretical analysis according to the foundations of the exams, the linguistic features of bilingual speakers and the public-domain correction criteria of the DELF-DALF diplomas.

Key words

Bilingual Education

CEFRL

DELF-DALF

External evaluation

French as a Foreign Language (FFL - FLE)

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2. Lists

2.1. List of abbreviations

- CEFP: Certificate of Studies of Practical French
- CEFRL: Common European Framework of Reference for Languages
- CFJ: Certificate of Juridic French
- CFP: Certificate of Professional French
- CFS: Certificate of French Secretariat
- CFST: Certificate of Scientific and Technical French
- CFTH: Certificate of Tourism and Hospitality French
- CIEP: International Centre for Pedagogical Studies
- CPLF: Practical Certificate of French
- CSI: Centre for Superior Studies of Languages
- DAEF: Advanced Diploma of French Studies
- DAFA: Advanced Diploma of French Business
- DALF: Advanced Diploma of French as a Foreign Language
- DEF: Diploma of French Studies
- DELF: Diploma of Studies of French as a Foreign Language
- DFA: Diploma of French Business
- DHEF: Diploma of High French Studies
- DL: Language Diploma
- DSEF: Superior Diploma of French Studies
- DSLCF: Superior Diploma of French Language and Culture
- EFL: English as a Foreign Language
- FFL/FLE: French as a Foreign Language
- FL: Foreign Language
- L+: Additional language(s)
- L1: First language (mother tongue)
- L2: Second language
- MD: Master's Dissertation

- OC: Oral comprehension (Listening)
- OP: Oral production and interaction (Speaking)
- UNIR: International University of La Rioja
- UPNA: Public University of Navarra
- WC: Written comprehension (Reading)
- WP: Written production and interaction (Writing)

2.2. List of tables

- Table 1 (p. 26); Common European Framework of Reference for Languages, 23
- Table 2 (p. 28); Equivalences between the new and the old DELF-DALF Diplomas
- Table 3 (p. 31); Duration of the DELF-DALF exams
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- Table 6 (p. 33); Description of the DELF A1
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- Table 8 (p. 34); Description of the DELF B1
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- Table 10 (p. 35); Description of the DALF C1
- Table 11 (p. 35); Description of the DALF C2

3. Introduction

In an educational context in which changes are constant, evaluation takes on a preponderant importance. On the one hand, it is necessary to guarantee that students acquire the competences we pursue. On the other hand, it is essential to analyse the system itself so as to improve it and keep it updated.

The field of languages is experiencing an unprecedented expansion and external evaluation has come to stay. Numerous tools are constantly developed so as to certify linguistic competences and language proficiency at different levels.

In particular, this work focuses on the analysis of what we understand by evaluation and more specifically, the external evaluation and certification of foreign languages (FFL). We draw the emphasis to multilingual contexts in which these external evaluation processes take place, analysing the main characteristics of bilingual speakers who can intervene in external certification.

Taking into account the Common European Framework of Reference for Languages, we highlight its main features in order to analyse how it is used within European educational systems and how it is applied to this concrete field of study.

In addition, we present and describe the DELF-DALF diplomas, the exams on which this paper focuses. These paradigmatic examinations are the best-known examples of FFL evaluation certificates.

Furthermore, we analyse and study the evaluation rubrics for the productive competences (both oral and written), considering the factors in which the linguistic peculiarities of bilingual speakers can influence their performance and achievements.

This paper follows the general structure of a state of the art dissertation. We now present the justification of the research question and problem, a brief analysis of the state of the art and the objectives and methodology of the master's dissertation.

The next sections include the literature review and the discussion, epigraph in which the author includes his personal analysis.

This analysis seeks to raise awareness on how important it is to detect and recognise the main features of bilingual speech. We classify the main phenomena which are likely to appear during the exams and explain why it is essential to identify them so as to ensure evaluation is rigorous.

After drawing the conclusions of our thesis, an epigraph on the limitations of this work is included together with the points that demand further study.

3. 1. Justification of the research question and problem

This master's degree is dedicated to the analysis and study of bilingual educational environments, with emphasis on Content and Language Integrated Learning.

Within this broad field of study, it is relevant to explore the evaluation of foreign languages in multilingual contexts. The concepts of evaluation and assessment have been focused upon throughout some of the modules of the master, but it is essential to distinguish language assessment as for CLIL units and language certification.

In particular, we analyse the external evaluation and certification of French as a foreign language for three different reasons.

First, because external evaluation is often overlooked by teachers. Language certificates are increasingly common and are becoming key to access to higher studies or the labour market. Nevertheless, teachers prepare the students to pass these certificates without normally playing an active role in external processes.

Second, because French as a foreign language has hardly been mentioned in the master's degree. Bearing in mind that this is a master's degree in bilingual education with a clear English orientation, it is important to claim for other foreign languages whose educational presence in Spain is also widespread.

Third, because the DELF-DALF diplomas clearly represent a paradigmatic example of external evaluation certificates. As an examiner-corrector at the CSI of the UPNA, I am familiar with the procedures of these examinations and I have not only personal but professional interest to get to know more about them so as to better perform my work as a corrector and a trainer for these exams.

This approach is very relevant because there are few non-institutional pieces of research dedicated to external certifications of foreign languages, most of them dedicated to EFL certificates.

Our aim is to cover comprehensively the field of external evaluation regarding FFL and the particular field of the DELF-DALF diplomas, even if some of the tenets we present can also be applied to other languages and examinations.

In particular, this work aims to answer the following questions:

What is the role of language evaluation and certification?

How do the DELF-DALF diplomas evaluate language proficiency?

How do the DELF-DALF diplomas work within multilingual contexts?

3.2. Brief analysis of the state-of-the-art

Societies are always evolving. We live in a changing world where our environment is being constantly modified and education, as it could not be otherwise, must be updated to always offer the best knowledge and skills to the forthcoming society. Thus, in a world that moves towards globalisation and the relations between cultures beyond any border, languages are more essential than ever.

In recent years, approaches to language learning have been shaken and the material and methodological improvements can hardly be compared to advances in any other scientific field.

In particular, the conception of languages as closed lists of memorised expressions and vocabulary has changed. They are nowadays conceived as entities with a character of their own that deserve understanding, enjoyment and learning in a meaningful way. The communicative approach to foreign language learning is an example of this paradigmatic change.

However, learning a language today is not limited to that. Learning a language also means meeting and apprehending its culture, getting to know how that language is different to ours and how that country is interesting and rich.

In a globalised world, learning languages is a wide open door towards new realities. We can understand the others because we know how they think, what they have experienced and how they are similar and different to us. The teaching and learning of languages cannot obviate this reality and we must take advantage of every educational opportunity to widen horizons and break down the existing borders.

In a world in which education and the vision of foreign languages have changed so radically, evaluation, an already existing element, has emerged in a special way and is taking on a unique relevance:

In recent years and in most parts of the world, assessment has become more and more important in education. (Pollard et al., 2002, p. 391)

Evaluation processes are present in all educational systems with a twofold purpose. First, they evaluate the students and issue judgments and verdicts about what they knew, what they know, what they have learned and what they can do.

Second, evaluation is the tool that educational systems use to analyse and calibrate their own means. An educational system is continuously measured and evaluated,

looking for its points of improvement, its strengths and all the measures that can be taken to push forward the system itself:

L'évaluation, dans sa double fonction de régulation et de validation, est au cœur même de tout processus d'apprentissage. En ce qui concerne les langues vivantes, (...) elle conduit à réactualiser la réflexion sur l'évaluation, dont on sait qu'elle est un levier puissant pour faire évoluer les pratiques enseignantes.¹ (Inspection Générale de l'Éducation Nationale, 2007-009, p. 3)

There have also been major changes in the field of evaluation. However, evaluation practices need time to consolidate and we still use odd evaluation methods that do not always match the leading educational methodologies now in force. For example, quantifying the results of a final product using cold numerical grades is not representative and gives poor information about the learning process, but it takes time to change the inner structure of our educational system:

Les approches communicative et notionnelle-fonctionnelle, qui ont renouvelé l'enseignement des langues modernes, ont accentué la disparité qui existait entre un enseignement moderne et une pratique évaluative restée longtemps classique.² (Cuq & Gruca, 2005, p. 218)

However, evaluation is changing and it is undergoing a profound process of transformation. In recent times, alternative measures to traditional assessment such as self-assessment and peer evaluation have taken hold and these practices are already common in many evaluative processes. The different models of evaluation (summative, formative, prospective, internal, external, continuous, final, direct, indirect...) also evolve and « can be incorporated (...) to spread them over time, gather more data and specify or better target the areas, performance or abilities to be assessed ». (Cuq & Gruca, 2005, p. 211)

In foreign languages assessment, these practices are very expanded and are part of the teaching and learning strategies that educational systems put into practice.

¹ The evaluation, in its dual function of regulation and validation, is at the heart of any learning process. As far as modern languages are concerned, (...) it leads to an updating of reflection on evaluation, which is known to be a powerful lever for changing teaching practices (Inspection Générale de l'Éducation Nationale, 2007-009, p. 3).

² Communicative and notional-functional approaches, which have renewed the teaching of modern languages, have accentuated the disparity that existed between modern teaching and a classic evaluation practice (Cuq & Gruca, 2005, p. 218).

In the framework of the master's in bilingual education, this work focuses on the evaluation of foreign languages. It is a field that usually causes special difficulties in delimiting what is going to be evaluated, what materials are going to be used and how we are going to evaluate linguistic proficiency in a real communicative situation.

Moreover, a new field has been opened in the evaluation of foreign languages. In particular, external language certification has acquired unprecedented importance.

This form of evaluation arises with the dual purpose of validating and calibrating the quality of language teaching in educational systems (homogenising levels, creating materials, fostering exchanges and experiences in other educational institutions) and officially certifying the level and the linguistic competences of students.

In particular, the analysis of this latter form of evaluation is the object of this work. There is little research on this subject and it is in our interest to clarify and analyse the evaluative strategies of external language examinations. In particular, this paper analyses the external evaluation of French as a foreign language by exhaustively examining the DELF-DALF certifications.

This is a set of certificates and tests promoted by the CIEP, which belongs to the French Ministry of Education. These paradigmatic exams are the only French language exams with international validity and are issued and accepted in most countries worldwide. Adapted to the foundations of the CEFRL, the exams are addressed to different audiences. The best-known examinations of this device are divided into six levels equivalent to A1, A2, B1, B2, C1 and C2, the levels proposed by the European Commission in the CEFRL.

We analyse these examinations according to their format and the evaluation rubrics proposed to evaluate oral and written production. It is essential to underline the fact that people who take these exams are always bilingual speakers in one grade or another. Therefore, there may be interferences between languages that can affect in a greater or lesser extent the attained results. The interest of this study lies in analysing the main linguistic interferences so as to see how they can affect the general performance of the examinees.

It is important to point out that these materials evaluate the linguistic competence of the target language but also the discursive competences of each individual speaker:

L' « évaluation » place au cœur de son dispositif non plus la connaissance de l'objet langue mais le sujet dans son aptitude à utiliser la langue en situation (sa compétence). Elle ne porte pas exclusivement

sur le linguistique (...) mais elle intègre le pragmatique, (...) ainsi que l'efficacité du message transmis.³ (Bourguignon, 2008, p. 2)

3.3. Objectives of the study

This MD is the final production of a year-long program of studies on bilingual education. It is intended to gather all the knowledge and reflection gained throughout the master's degree so as to demonstrate that the competences related to the studies have been acquired.

In particular, these are the aims pursued by this piece of work:

- To explain and describe the concept of evaluation within global educational changes
- To differentiate external evaluation of distinct types of assessment
- To get to know the features of multilingual contexts in which foreign language certificates take place
- To analyse the particular characteristics of bilingual speakers as for interferences among L1 and L+
- To examine the Common European Framework of Reference for Languages so as to understand its relevance within the area
- To understand how the CEFRL is used in different educational systems across Europe
- To get to know the DELF-DALF Diplomas, their evolution across time and their structure and methodological principles
- To analyse and examine the evaluation rubrics of the DELF-DALF diplomas for written and oral production
- To recognise and study the main areas in which the linguistic features of bilingual speakers may interfere in the performance of the examinees

³ The "evaluation" places at the heart of its device no longer the knowledge of the object language but the subject in his ability to use the language in situation (competence). It does not focus exclusively on linguistics (...) but it integrates pragmatics, (...) as well as the effectiveness of the message transmitted (Bourguignon, 2008, p. 2).

3.4. Methodology

This is a state-of-the-art dissertation. It is therefore based on a bibliographical analysis in which different sources have been used. In this sense, it is important to point out that many of the literature sources are (in) French, as the object of study requires primary sources related to the field.

Most of these sources are related to evaluation, assessment and language certification. Besides, the CIEP provided me with a list of useful references to study how the old diplomas were adapted to the CEFRL. All the information on the exams has been extracted from the documents available on the CIEP site and it is important to note that only public-domain DELF-DALF documents have been used.

Furthermore, there is a personal discussion in which the author analyses the main theoretical tenets of this work by reflecting on his experience as a FFL teacher and a corrector-examiner of DELF-DALF diplomas in Spain.

The author's analysis is personal and seeks to facilitate the understanding of the processes that take place within the multilingual contexts in which the DELF-DALF exams are developed. The views from the author's do not officially represent the considerations of the CIEP.

The work has been organised around the structure proposed by the UNIR for all the state of the art dissertations. In addition, it is essential to explain that this MD has been supervised by Dr. Yannelys Aparicio. She has monitored the development of the paper by suggesting changes and corrections that the author truly appreciates.

It is important to note that this work is written in English because of the requirements of the International University of La Rioja (UNIR). In a master's degree in bilingual education with a strong orientation towards English, it seems important to claim for the use of other languages so as not to limit bilingualism and bilingual education to English.

In fact, taking into account that our discipline is related to foreign languages and bilingualism, the author considers that the students of this master's degree should have the option to write their thesis in other foreign languages apart from English. In this particular case, this MD could reach a wider targeted audience if it was written in French.

4. Literature review

4.1. Evaluation

Evaluation is at the heart of education. Teaching and learning processes are based on evaluation practices in which focus can be addressed to different realities (students, teachers, educational programmes, materials, aims achievement...).

Particularly, the objective of this piece of research is to analyse the external evaluation and certification of French as a foreign language. For this purpose, there are many factors to take into account.

First of all, it is necessary to analyse the term « evaluation » in order to distinguish it from « assessment ». They are similar terms which can be sometimes used interchangeably. However, the kind of evaluation on which we focus is not similar to assessment.

As Daniel Chen and Charles Mathies (2016, 175) explain, « the terms assessment and evaluation carry similar meanings but are often used separately. (...) [T]he term assessment usually refers to [the] ongoing process of establishing learning goals, providing learning opportunities to the students, systematically collecting and analysing evidence to determine how well students learned, and using the resulting information to improve student learning (...) ». However, evaluation « is defined as a systematic method of collecting and analysing questions about a project, policy, or program (...) or in a summative way, gauging the quality of a practice such as when it is used in teaching evaluation » (Chen & Hoshower, 2003, in Chen and Mathies, 2016, 175).

This distinction is very relevant because external evaluation is not related to assessment in terms of “collecting feedback” to improve students’ learning outcomes. In this context, evaluation means certification, it is a summative, product-oriented process in which the language level of the student is judged according to standardised criteria. “Evaluation is judgmental and arrives at a valuation of performance” (Chen & Hoshower, 2003, 71).

The term « certification » is applicable and is defined by the UNESCO as « la reconnaissance officielle, généralement sous la forme d’un document, qui vient sanctionner l’achèvement complet d’un programme éducatif ou la validation de connaissances, d’aptitudes et de compétences acquises⁴ » (UNESCO, 2013). In this

⁴ Formal recognition, usually in the form of a document, which sanctions the completion of an educational programme or the validation of acquired knowledge, skills and competences (UNESCO, 2013).

particular context, evaluation is a synonym of certification and is not considered similar to assessment.

4.1.1. Features of external evaluation of languages

External evaluation of languages has become increasingly common within education. Many educational institutions decide to prepare external certificates for a twofold purpose. On the one hand, to provide the students with certificates and diplomas that they can use in their prospective professional life. On the other hand, to measure the achievements of their programmes so as to compare their results with external criteria.

This kind of evaluation can be conceived as an end per se. It is not an ongoing process but a final step to judge whether the product of learning and the achievement of competences have been reached.

Another important aspect of external evaluation is that it normally happens out of the school context. This is relevant regarding certification, as the institutions in charge of certifying the results are not related to the school centre. This assures accuracy and exactness, two crucial aspects on the field.

Actually, the fact that external agents carry on the language exams entails implications that have an impact on the results. First, external certifications are punctual, that is to say, they happen in a concrete moment and the results only depend on the performance at that particular time. That is the reason why this kind of evaluation is distinct to ongoing assessment. Moreover, external agents work on the basis of impartiality and objectivity. Teachers tend to evaluate their pupils taking into account their common experiences and value positively hard work and progress. However, external examiners and correctors do not normally know the students and correct the exams anonymously. Furthermore, it is essential to underline that there are some factors which affect the performance of students in a situation in which they can be nervous, anxious and insecure.

In order to pass external certificates and to obtain results which truly reflect the proficiency of students, it is vital to make them aware of the intricate factors which can affect their performance. Teachers need to work with model exams so that students will get familiarised with the genre of questions and activities that they will have to face throughout the exams. It is also advisable to practise with mock exams so that students will be used to completing the exam in due time and in real-like conditions.

External evaluation of languages is increasingly adapted to different tenets and theories which have been proved to make evaluation a fairer and more precise process. Thus, external certifications tend to use authentic materials so as to better contextualise the activities, and they also seek real communicative processes to ensure evaluation happens in real-life conditions.

In the field of foreign languages external evaluation, there are some factors that we need to take into account. First of all, we need to clarify that these exams always take place in multilingual contexts. Students and candidates are non-native speakers of the FL and there are some considerations to be made. Interferences among languages are common and examiners and correctors need to be aware of the different mechanisms that are put in place to overcome this reality. Some of the most common special features of bilingual speakers are analysed in the following section. In the case of the DELF-DALF diplomas in Spain, interferences with Spanish and other local languages usually take place, but also with other foreign languages that students study at their educational centres. In addition, it is essential to ensure that the candidates' achievements will not be affected by the lack of cultural knowledge.

4.1.2. Evaluating bilingual speakers

Hoffman (1991) analyses different features of bilingual speakers which can affect their speech. We analyse five different concepts which are characteristic of this type of speakers: interference, borrowing, individual creations, code mixing and code switching.

These features emerge at different linguistic levels (phonology, morphology, vocabulary...) and are more common in lower level stages, even if proficient bilingual speakers can also present some of them.

- Interference or negative transfer (Weinreich (1976) in http://elstudento.org/articles.php?article_id=767): « Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language ». For Hoffman (1991, 74) it is the « involuntary use of the features that belong to a language on another », and she distinguishes different types of interference: phonological, grammatical, lexical and interference in spelling. She explains that the most typical interference errors are related to « articles, gender, number, personal pronouns, relative pronouns, adjectives, prepositions, possessives, question formation, negation, verb tenses, passive voice, word order and false cognates » (ibid). For instance, « After a long

vacation, it's hard to *regress to school » (ibid). This is a case of lexical interference between « regresar » (Spanish, to go back) and the English voice « regress ».

- Borrowing (http://elstudento.org/articles.php?article_id=767): « Morphemes and grammatical relations belonging to one language can occur in the speech of another language as borrowings ». Interference and borrowing can be confusing terms and some linguists consider it the same phenomenon. Borrowings can be subcategorised in lexical and grammatical borrowings. Lexical borrowing refers to the incorporation of foreign words to other languages. For example, the English voice « parking » is used both in French and Spanish. Grammatical borrowing refers to incorporating specific grammatical features of certain languages to another. For example, the Spanish verbal suffix « -ar » (comprar, marcar, cantar) is used with an English voice to create a new verb « rentar » (alquilar, to rent) from the original English word.
- Individual creations: Individuals can also create different terms by mixing different features of the languages they speak. For example, « cuisining », a word formed by the French voice « cuisine » (kitchen) and the English action suffix « -ing ».
- Mixing or code mixing: the speaker uses words from different languages in the same sentence. For example, « Estamos haciendo el reading del examen » (We are doing the reading (exercise) of the exam). Code mixing can happen because of different reasons: mixed input, common use among bilingual groups or vocabulary gaps in bilingual situations.
- Code switching (Hoffman, 1991, 74): « [It] makes reference to correctly using two different languages in different sentences, utterances or paragraphs. It happens (...) when speakers are aware that they are using two different languages or linguistic systems ». For instance: « ¿Vamos a la fiesta? Sí, party! » (Shall we go to the party? Yes, party!).

These bilingual speakers' features are very relevant in the field of language evaluation. Speakers' productions can be misunderstood if teachers, examiners and correctors are not familiarised with some specific features of the candidates' speech.

Regarding teachers and examiners, there is a common belief that native teachers are better language trainers than non-native teachers.

Generally, there have been positive attitudes towards native teachers and beliefs regarding their superiority especially in speaking and pronunciation teaching over their nonnative counterparts (Gurkan & Yuksel, 2012, p. 2951).

We need to underline the fact that some nonnative speakers can achieve native-like language proficiency and « it is suggested that non-native speakers, generally, have the same features that native speakers do have (Cook, 1999). That is, except from the concept of nativeness, many other characteristics of native speakers can also be shared by non-native speakers (Adamson & Regan, 1991 in Gurkan & Yuksel, 2012, p. 2952) ».

As Gurkan & Yuksel (2012, 2952) explain, « it was found that the participants needed both native teachers and nonnative teachers in their classes for a set of diverse reasons. This finding supported the claims of Lasabagaster and Sierra (2005) who indicated that students preferred a combination of native and nonnative teachers ».

Regarding examiners, there is normally a mixture of native and nonnative speakers. It is not necessary to be a native speaker to become an examiner, « the one who acquires his/her first language in their childhood » (Gurkan & Yuksel, 2012, 2951). However, most of the certifications are examined and corrected by a balance of native and nonnative speakers with a long experience in language teaching and high proficiency in the target language. Native and nonnative examiners are trained so as not to be biased by misleading interferences or other bilingual speakers' features. « The examiner (...) is not required to be a native (...) speaker. Non-native (...) speakers with high (...) ability also work as examiners » (Recine, 2016, online)

In general, examiners and correctors are familiarised with the specific features that their own students have and it is common to always find the same types of mistakes. In Spain, for instance, we can find vocabulary errors related to words which are similar but have different meanings (for instance, « entendre » in French means « to hear », but « entender » in Spanish means « to understand »). Both native and nonnative examiners with prior experience in the bilingual context can overcome these situations in order to measure accurately the language proficiency of the candidates.

4.2. The DELF-DALF diplomas

External evaluation of FFL takes place in different ways and contexts. In fact, « La pléthore de certifications en FLE montre combien l'évaluation fait partie intégrante de l'enseignement et de la formation⁵ » (Cuq & Gruca, 2005, p. 219). A large number of public and private institutions from multiple countries have developed certificates and exams to evaluate and certify different degrees of competence of this language, sharing the basis of the Common European Framework of Reference for Languages.

In Spain, for instance, the Official Languages Schools have adapted their courses and modules to the levels established by the European Council through the CEFRL. Thus, they offer an official system of certificates which are valid at a local and national level. However, different legislation policies on linguistic issues are responsible for imbalances in accepting certain certificates or levels in different autonomous communities. In some regions, the only accepted certificates are issued by local authorities and some international certificates are not accepted. An example of this situation can be found in [Annex I](#).

In this diverse and complex context, the existence of internationally accepted certificates has become very relevant.

Dans l'évaluation certificative, aux anciennes certifications se sont ajoutés de nouveaux diplômes ce qui a eu pour effet d'accentuer le foisonnement des examens et de rendre, quelquefois, nébuleux le paysage des certifications en FLE⁶. (Cuq & Gruca, 2005, p. 219)

From a historical perspective, the centres of study for learning and certifying FFL have been the universities and French Alliances. As Cuq and Gruca (2005) point out, the certificates that these structures created were not always equivalent since they did not share a common distinction of levels nor a common targeted educational segment.

The CEFRL has facilitated the process of assimilation and homologations, although there is still a large number of French language certificates, many of them targeting specific sectors such as business or international trade.

⁵ The plethora of FFL certifications shows how evaluation is an integral part of education and training (Cuq & Gruca, 2005, p.219).

⁶ In certificate-leading evaluation, new certifications have been added to the old certifications. This has accentuated the profusion of examinations and sometimes made the landscape of qualifications in FFL more nebulous (Cuq & Gruca, 2005, p.219).

These are some of the most widespread FFL certificates belonging to different institutions. The CEFRL level to which they are related (if any) is indicated after the acronym. The list has been elaborated from Cuq & Gruca (2005, p. 221, 222-223, 231-232, 236):

FRENCH ALLIANCES

- Certificat d'Études du Français Pratique (CEFP levels 1 and 2)
- Diplôme de Langue (DL - B2)
- Diplôme Supérieur de Langue et Cultures Françaises (DSLFCF- C1)
- Diplôme de Hautes Études Françaises (DHEF-C2)

UNIVERSITY DIPLOMAS OF FRENCH AS A FOREIGN LANGUAGE

- Certificat Pratique de Langue Française (CPLF, équivalent aux niveaux A2-B2 selon les notes)
- Diplôme d'Études Françaises (DEF). B2-C1
- Diplôme Avancé d'Études Françaises (DAEF - B2-C1+)
- Diplôme Supérieur d'études françaises (DSEF - C2)

CERTIFICATES OF THE CHAMBER OF COMMERCE AND INDUSTRY OF PARIS

- Certificat de Français Professionnel (CFP - B1)
- Diplôme de Français des Affaires (DFA2-C1)
- Diplôme Approfondi de Français des Affaires (DAFA - C2)
- Certificat de Français du Secrétariat (CFS)
- Certificat de Français Scientifique et Technique (CFST)
- Certificat de Français du Tourisme et de l'Hôtellerie (CFTH)
- Certificat du Français Juridique (CFJ -B2)

However, in this tangle of certificates and examinations, there are two diplomas which undoubtedly stand out, the DELF (Diplôme d'Études de Langue Française) and the DALF (Diplôme Approfondi de Langue Française). These paradigmatic exams are only comparable to other official certificates for other languages (for instance, the Cambridge Certificates for English or the DELE exams for Spanish). They are worldwide accepted and they grant access to most educational institutions and business markets throughout the world. These diplomas were created by the

CIEP and at present times, they take place in « plus de 150 pays afin de répondre à une demande d'inscription qui augmente chaque année⁷ ». (Cuq & Gruca, 2005, p. 225).

Ce sont les seuls diplômes nationaux qui, par un effet de boule-de-neige, ont bousculé les pratiques de classe: nul ne peut contester le rôle fédérateur qu'ils ont joué dans l'expansion de la méthodologie communicative et dans le renouveau de la pédagogie du FLE⁸ (Cuq & Gruca, 2005, p. 225).

The following epigraphs analyse their historical development and their concrete features.

4.2.1. Foundations of the DELF-DALF Diplomas

The DELF-DALF diplomas were created by the French Ministerial Order 22 May 1985, later modified by decrees the 19 June 1992, the 22 May 2000, the 7 July 2005 (adaptation to the CEFRL) and the 10 July 2009 (<http://www.ciep.fr/delf-tout-public/textes-reference>).

Article 1 of the decree states that « les personnes de nationalité étrangère et les Français originaires d'un pays non francophone et non titulaires d'un diplôme de l'enseignement secondaire ou supérieur public français peuvent se voir délivrer un diplôme d'études en langue française (DELF) ou un diplôme approfondi de langue française (DALF) qui leur sont réservés⁹ » <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00000473400&dateTexte=20110318>

Article 3 points out the different levels of these diplomas, named by reference to the CEFRL « DELF A1.1, DELF A1, DELF A2, DELF B1, DELF B2, DALF C1, DALF C2 ». Furthermore, the Ministerial Order 10 July 2009 explicits that levels A1, A2, B1 and B2 also have a professional option (known as DELF PRO) whose objective is to

⁷ (...) in more than 150 countries to answer to an increasing demand which gets higher year after year (Cuq & Gruca, 2005, p.225).

⁸ They are the only national diplomas that, by a snowball effect, have upset class practices: no one can dispute the unifying role they played in the expansion of communicative methodology and in the renewal of the pedagogy of FFL (Cuq & Gruca, 2005, p.225).

⁹ People of foreign nationality and French nationals from non-Francophone countries who do not hold a diploma in French secondary or higher education may be awarded a DELF or a DALF, which are reserved for them. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00000473400&dateTexte=20110318>

recognise French linguistic proficiency in the framework of professional, business-related activities. Moreover, it is explained that the DELF A1.1 is exclusively addressed to young students at early school stages. «Les candidats à chacune de ces certifications peuvent s'inscrire sans condition préalable de titre ou de diplôme aux épreuves qui y conduisent¹⁰» (ibid).

Article 4 states that « le protocole des examens des niveaux A1, A2, B1 et B2 du DELF peut recevoir, exceptionnellement, des modifications relatives à la durée des épreuves ou aux supports pédagogiques utilisés ou aux deux, pour faciliter l'adaptation de ceux-ci à un public plus jeune et, notamment, aux contextes scolaires dans lesquels ils sont susceptibles d'être intégrés » (ibid).

Article 9 explains that « les candidats qui ont obtenu une moyenne égale ou supérieure à 50 sur 100 à l'ensemble des épreuves constitutives de chaque degré sont déclarés admis à ce degré, sous réserve qu'ils n'aient pas obtenu de note inférieure à 5 sur 25, ou 10/50 dans le cas du niveau C2 du diplôme approfondi de langue française, à l'une d'entre elles¹¹ » (ibid).

The rest of the articles (the decree contains up to twelve) refer to the bureaucratic organisation of the DELF-DALF and to the personal composition of its management body and the national juries.

4.2.1.1. The Common European Framework of Reference for Languages

The original DELF-DALF diplomas have undergone profound changes since their inception, mostly due to the creation and implementation of the Common European Framework of Reference for Languages.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of

¹⁰ Candidates for each of these certifications may enroll without prior qualification or diploma in the tests leading to them (ibid).

¹¹ Candidates who have obtained an average of 50 per cent or more in all the constituent tests of each diploma are declared admitted to that degree, provided that they have not scored less than 5 out of 25, or 10/50 in the case of DALF C2, to one of them (ibid).

proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (CEFRL, 1)

The CEFRL, published in 2001 but under active construction since 1991, is a document created by the European Council for Languages which has revolutionised language teaching and evaluation.

Nowadays, all the language certificates and diplomas in Europe follow its recommendations and have been adapted to the six proposed levels, which are sometimes used even outside the borders of the continent.

The CEFRL defines the characteristics of all forms of use and learning of a language. This has been the basis for the creation of materials and tools for learning, evaluating and assessing linguistic achievements.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and, in particular, communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. CEFRL, 9

Similarly, it is important to note that the CEFRL presents different components of communicative competence. This is very relevant because the DELF-DALF diplomas are not based on grammar or vocabulary knowledge. They are certificates designed to analyse comprehensively the communicative competence of the candidates, including paradigmatic proficiency and sociolinguistic features.

Specifically, the CEFRL distinguishes three components (CEFRL, 17-18): the linguistic component, related to syntax, morphology, lexicon and phonetics; the sociolinguistic component, associated with the sociocultural and non-linguistic parameters of a language (politeness, different relations between generations, status...); the pragmatic component, related to the functional use of linguistic resources (discourse, cohesion and coherence, textual types, irony, parody...).

The CEFRL has established 3 general levels: A (basic user), B (independent user) and C (proficient user) which are developed in two sub-levels (CEFRL, p. 23).

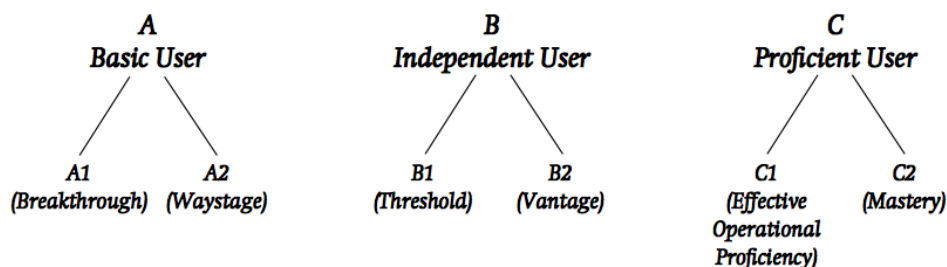


Table 1; Common European Framework of Reference for Languages, p. 23

The A1-C2 levels are graduated progressively from the introductory level, A1, to the mastery level, C2. A CEFRL table with the global scale of levels is included in [Annex II](#).

The CEFRL provides very detailed descriptors for the specific competences of candidates. These descriptors have been the basis to create the evaluation grids and rubrics that we analyse in section 5 of this work.

As it has been pointed out, the DELF-DALF diplomas, created in 1985 (before the publication of the CEFRL), have been adapted and have undergone an unprecedented reorganisation that has given them a revitalising impulse and has facilitated the internationalisation of these certificates.

À partir de septembre 2005, ces examens évoluent pour acquérir une nouvelle dimension européenne. En s’harmonisant sur le Cadre européen commun de référence pour les langues (CEFRL), ils seront à la fois plus simples à passer (et à organiser!), et plus internationaux. Mais ils préserveront aussi les qualités qui ont fait leur succès : approche communicative (on parlera désormais d’approche actionnelle), gestion délocalisée (donc adaptée aux contingences économiques de chaque pays), pertinence et validité¹² (Le français dans le monde, 336, p. 29).

¹² From September 2005, these examinations evolved to acquire a new European dimension. By harmonizing with the Common European Framework of Reference for Languages (CEFRL), they will be both simpler to pass (and organise!) and more international. But they will also preserve the qualities that have made them successful: a communicative approach (we will now speak of an action-based approach), delocalised management (thus adapted to the economic contingencies of each country), relevance and validity (Le français dans le monde, 336, p. 29).

In fact, it is necessary to point out that the original DELF-DALF exams started from a communicative approach that is now renewed in the actional approach.

L'harmonisation des diplômes du DELF et du DALF sur les niveaux du CEFRL a été élaborée dans le souci de conserver le plus possible de types d'épreuves déjà existantes par souci de cohérence et de lisibilité mais aussi et surtout, parce que leur approche communicative reste en accord avec la perspective actionnelle proposée par le CEFRL¹³ (Le français dans le monde, 336, p. 33).

Furthermore, the four competences (oral comprehension, written comprehension, oral expression and written expression) continue being present, even if the individual units composing the previous diplomas were lost in 2005.

Cette formule apporte aussi un regain de nouveauté avec une attention toute particulière portée aux exercices relevant de l'interaction et de la médiation. Désormais l'équivalence stricte niveau CEFRL/examen/diplôme, l'autonomie complète de chacun des niveaux (absence de condition préalable d'inscription, disparition des tests d'accès direct...), la diminution globale du nombre d'examens à organiser devraient faciliter grandement la tâche des centres¹⁴ (Le français dans le monde, 336, p. 33).

4.2.1.2. Certificates adapted to different realities

The DELF and the DALF are adapted to different realities and it is necessary to contextualise the different examination models so as to understand their common nature and extract the distinctive characteristics that differentiate them.

First, it is important to clarify the distinction between DELF and DALF. In this piece of research we choose to speak of the common entity « DELF-DALF » because we

¹³ The harmonization of the DELF-DALF diplomas with the CEFRL levels has been elaborated in order to preserve as much as possible the already existing tests for the sake of consistency and readability but also and above all because their communicative approach remains in line with the operational perspective proposed by the CEFRL (Le français dans le monde, 336, p. 33).

¹⁴ This formula also brings a renewal of novelty with a particular attention paid to the exercises of interaction and mediation. From now on, the strict equivalence level/examination/diploma, the complete autonomy of each level (absence of pre-requisites, disappearance of direct access tests ...), the overall decrease in the number of exams should greatly facilitate the work of the centres (Le français dans le monde, 336, p. 33).

assume that the DALF diplomas are the natural continuation of the DELF diplomas. The CEFRL identifies 6 different levels (to which the DELF-DALF adds DELF A1.1 as an introductory level for non-francophone schoolchildren) that are divided into DELF (A1-B2) and DALF (C1-C2).

However, this has not always been the case. Prior to the homogenisation due to the CEFRL incursion into language assessment in 2001 (and into the DELF-DALF in 2005), the DELF-DALF device was divided into three diplomas: DELF 1st and 2nd degree and DALF. These examinations had 10 different independent « units » which were distributed as follows:

DIPLOMAS UNTIL 31/08/2005	UNITÉS
DELF 1er degré (1st degree)	A1, A2, A3, A4
DELF 2ème degré (2nd degree)	A5, A6
DALF	B1, B2, B3, B4

Table 2; Equivalences between the old and the new DELF-DALF Diplomas

<http://www.ciep.fr/delf-dalf/equivalences-ancien-nouveau-delf-dalf>

Rappelons que le DELF et le DALF comportaient jusqu'ici [2005] dix unités capitalisables dont le cumul donnait droit à trois diplômes (DELF 1er degré, DELF 2nd degré, DALF)¹⁵ (Le français dans le monde, 336, p. 32).

The equivalences between these diplomas and the present ones are not easy to establish and according to the CIEP the DELF 1st degree is equivalent grosso modo to the level B1, the second degree DELF is equivalent to the level B2 and the DALF is equivalent to the levels C1-C2. The diplomas obtained before 31 August 2005 are valid permanently in the same way as the current ones.

Moreover, test formats adapted to students and schoolchildren have been created so that the resources and the different topics of examinations are adapted to the age and interests of young people.

¹⁵ It should be noted that the DELF and the DALF had up to now [2005] ten units that could be credited with three diplomas (DELF 1st degree, DELF 2nd degree, DALF) (Le français dans le monde, 336, 32).

Le DELF existe également dans une version adaptée à des publics jeunes en âge de scolarisation: le DELF junior s'adresse aux jeunes qui se présentent aux sessions organisées par les centres d'examens officiels DELF/DALF, alors que le DELF scolaire est réservé aux jeunes qui passent les examens dans des établissements scolaires, publics ou privés, dans le cadre d'une convention signée entre les autorités éducatives locales et le poste diplomatique. Dans tous les cas, la mention « junior » ou « scolaire » n'apparaît pas sur le diplôme et la structure des épreuves est la même que celle du DELF dans sa version pour adultes: seuls les supports et les thématiques sont adaptés à l'âge et aux intérêts des préadolescents ou adolescents¹⁶ (Cuq & Gruca, 2005, p. 238).

There is also what is known as DELF Prim (DELF Primaire, Primary DELF), « qui constitue le premier échelon de la série des DELF-DALF¹⁷ ». It is addressed to schoolchildren studying FFL at A1.1, A1 and A2 levels. « Les épreuves sont élaborées sur la même maquette que la version pour adultes du DELF, mais les thématiques sont adaptées aux jeunes apprenants débutants de FLE, quelle que soit leur situation de scolarisation¹⁸ ». <http://www.ciep.fr/delf-prim/presentation>

As it has been pointed out in the analysis of the Ministerial Order 22 May 1985, there is likewise a professional option called DELF Pro ou DELF Professionnel, addressed « à des publics ayant pour objectif une promotion ou une insertion professionnelle en milieu francophone. Tout candidat, qu'il soit en formation initiale ou en formation continue, peut s'y présenter¹⁹ ». <http://www.ciep.fr/delf-pro/presentation>

¹⁶ The DELF also exists in a version adapted to young people in schooling age: the DELF junior is aimed at young people who attend the sessions organised by the DELF / DALF official examination centres, while the « DELF scolaire » is reserved for young people who pass examinations in public or private schools under an agreement signed between the local educational authorities and the diplomatic post. In all cases, the mention « junior » or « scolaire » does not appear on the diploma and the structure of the tests is the same as that of the DELF in its version for adults: only the supports and subjects are adapted to the age and interests of pre-adolescents or adolescents (Cuq & Gruca, 2005, p. 238).

¹⁷ (...) which constitutes the first step of the DELF-DALF series. <http://www.ciep.fr/delf-prim/presentation>

¹⁸ The tests are developed on the same model as the version for adults of the DELF, but the themes are adapted to young learners of FFL, regardless of their situation of schooling. <http://www.ciep.fr/delf-prim/presentation>

¹⁹ To people whose goal is to promote or integrate into the workplace in a francophone environment. Any candidate, whether in initial or in-service training, may sit these exams. <http://www.ciep.fr/delf-pro/presentation>

In the case of the DELF Pro exams, the subjects of examination are adapted to professional situations. This is the only variation of the original certificates which generates a certificate in which it is stated that the certificate is the Pro version.

Finally, we can point out the existence of the DILF (Diplôme Initial de Langue Française), corresponding to level A1.1 of the CEFRL and proposed only in France. <http://www.ciep.fr/dilf/presentation-generale>

Le DILF peut ainsi constituer une première étape vers le DELF et le DALF. Le DILF s'appuie sur un *Référentiel pour les premiers acquis en français*²⁰ qui tient compte des publics peu ou non scolarisés. (...). Le DILF certifie des compétences décrites par le niveau A1.1 du référentiel, situé à un niveau inférieur au niveau A1. (...). Ce nouveau diplôme de l'Éducation Nationale est proposé depuis le début de l'année 2006: il peut être préparé et présenté dans tous les organismes de formation agréés par le Fonds d'action et de soutien pour l'intégration et la lutte contre les discriminations²¹ (FASILD). (Cuq & Gruca, 2005, p. 230)

4.2.2. Description of the exams

The DELF-DALF diplomas are structured around four different parts in which different linguistic competences are evaluated (oral comprehension, written comprehension, oral and written production and interaction).

These tests do not only evaluate linguistic knowledge in an integrated and actional way (grammar, vocabulary, phonetics...) but also focus on discursive, sociolinguistic and pragmatic competences. To do so, they contain a fixed number of exercises in four different parts associated to the four classic linguistic competences (OC, WC, WP and OP).

The tests take place in two sessions, one for the written exam (oral comprehension, written comprehension, written production and interaction) and one for the oral exam (oral production and interaction), which is individual. This is common to all the certificates except for the C2, in which the four parts have been combined and

²⁰ Ministère de la Culture et de la Communication - Délégation générale à la langue française et aux langues de France (2005). *Référentiel pour les premiers acquis en français*, document de travail.

²¹ The DILF can thus constitute a first step towards the DELF and the DALF. The DILF relies on a reference framework for the first acquisitions in French that takes into account the public with little or no schooling. (...). The DILF certifies competencies described by the A1.1 level of the repository, located at a level below level A1. (...). This new diploma in National Education has been available since the beginning of 2006: it can be prepared and presented in all training organisations approved by the Action and Support Fund for Integration and Discriminations (FASILD) (Cuq & Gruca, 2005, p.230).

there is one test for oral comprehension and production and another one for written comprehension and production.

The duration of the different parts of the test is showed in the following grid. As for the Oral Production (OP), the first figure refers to the preparation time and the second one to the examination time. All the candidates have at their disposal a time devoted to preparing the oral exam (10 minutes for the A1, A2 and B1 levels, 30 minutes for the B2 level and 1 hour for the C1 and C2 levels). This time is important as some of the pragmatic and discursive strategies that they have to put in practice require a prior preparation.

Duration of DELF-DALF exams

	OC	WC	WP	OP	Total time (written test)
DELF A1	20 min	30 min	30 min	10 + 5-7 min	1:20h
DELF A2	25 min	30 min	45 min	10 + 6-8 min	1:40h
DELF B1	25 min	35 min	45 min	10 + 15 min	1:45h
DELF B2	30 min	1h	1h	30 + 20 min	2:30h
DALF C1	40 min	50 min	2:30h	1h + 30 min	4h
DALF C2	OC + OP: 1h + 30 min		WC + WP: 3:30h		3:30h

Table 3; Duration of the DELF-DALF exams

The written production exercises are structured and presented in a semi-contextualised way, with drawings or images for the lower levels and a real-like structure (piece of news, for instance) for higher level documents.

Only for the C1 and C2 exams, the candidate can choose between two domains: Humanities and social studies or Sciences.

For the written and oral comprehension exercises, there are different types of exercises which can be proposed alternatively: open questions, multiple-choice, True or False, fill in the gaps, drawing the way on a map...

Each of the different parts of the exams is graded up to 25 points and the candidates pass the different examinations if the total mark is equal or superior to 50/100. However, the minimum mark for each of the parts is 5/25, as otherwise the candidate is eliminated even if the total mark is superior to 50. For the C2 exam, the minimum mark is 10/50 since there are only two combined parts. Three examples are drawn so as to clarify the marking of the exams:

	STUDENT 1	STUDENT 2	STUDENT 3 (C2)
OC	20/25	12,5/25	-
WC	15/25	6/25	-
WP	15/25	12,5/25	15/50
OP	4/25	19/25	36/50
Total	54/100 (Failed)	50/100 (Pass)	51/100 (Pass)

Table 4; Examples to clarify the marking of DELF-DALF exams

The price of the exam is set by the local education offices and if it takes place outside France, the Department for cooperation and cultural affairs (SCAC) of the French embassy and the National Commission. In Spain, the prices for 2017 are the following:

Exam and level	Registration fees
DELF A1	76 €
DELF A2	98 €
DELF B1	126 €
DELF B2	146 €
DALF C1	200 €
DALF C2	216 €

Table 5; Prices for 2017 in Spain

We now present a detailed description of the different exercises and parts of the exam according to the four competences which are evaluated. This description is obtained from the official CIEP site: <http://www.ciep.fr/en/delf-tout-public/detailed-information-the-examinations>

Type of tests: A1	Duration	Mark out of
Listening Comprehension questionnaires dealing with three or four very short recordings on everyday life (played twice). <i>Maximum duration of recordings: 3 mins</i>	Approximately 20 minutes	/ 25
Reading Comprehension questionnaires dealing with four or five written documents on everyday life.	0 h 30	/ 25
Writing Two part test: - filling in a record, a form - writing simple phrases (postcards, messages, stories etc) on everyday topics.	> 0 h 30	/ 25
Speaking Three part test: - guided conversation - exchanging information - role-play.	5 à 7 mins <i>preparation:</i> <i>10 mins</i>	/ 25

Total duration of all tests: 1 hour 20
*** Total mark out of 100**
*** Overall pass mark: 50/100**
*** Pass mark per test: 5/25**

Table 6; Description of the DELF A1

Type of tests: A2	Duration	Mark out of
Listening Comprehension questionnaires dealing with three or four short recordings on everyday life (played twice). <i>Maximum duration of recordings: 5 mins</i>	Approximately 25 minutes	/ 25
Reading Comprehension questionnaires dealing with three or four short recordings on everyday life.	0 h 30	/ 25
Writing Two short pieces of writing (letter to a friend or message) - describe an event or personal experiences - invite, thank, say sorry, ask for something, give information, congratulate in writing...	0 h 45	/ 25
Speaking Three part test: - guided conversation - exchanging information - role-play.	6 to 8 mins <i>preparation :</i> <i>10 mins</i>	/ 25

Total duration of all tests: 1 hour 40
*** Total mark out of 100**
*** Overall pass mark: 50/100**
*** Pass mark per test: 5/25**

Table 7; Description of the DELF A2

Type of tests: B1	Duration	Mark out of
Listening Comprehension questionnaires dealing with three recordings (played twice). <i>Maximum duration of recordings: 6 mins</i>	Approximately 25 minutes	/ 25
Reading Comprehension questionnaires dealing with two written documents: - extract useful information concerning a particular task - analyse the contents of a document of general interest.	0 h 35	/ 25
Writing Express personal opinions on a general topic (essay, letter, article etc).	0 h 45	/ 25
Speaking Test in three parts: - guided conversation - interactive exercise - expressing an opinion on a document designed to elicit a reaction.	Approximately 15 minutes <i>preparation:</i> <i>0 h 10</i> <i>(Only for the</i> <i>3rd part of the</i> <i>test)</i>	/ 25

Total duration of all tests: 1 hour 45

*** Total mark out of 100.**

*** Overall pass mark: 50/100**

*** Pass mark per test: 5/25**

Table 8; Description of the DELF B1

Type of tests: B2	Duration	Mark out of
Listening Comprehension questionnaires dealing with three recordings: - interview, news bulletin etc (played once) - presentation, lecture, speech, documentary, radio or television programme (played twice). <i>Maximum duration of recordings: 8 mins</i>	Approximately 30 minutes	/ 25
Reading Comprehension questionnaires dealing with two written documents: - text of an informational nature regarding France or the French-speaking world - text of an argumentative nature	1 h	/ 25
Writing Taking a personal stand (contributing to a debate, formal letter, review of a film/book)	1 h	/ 25
Speaking Stating and defending an opinion based on a short document designed to elicit a reaction.	Approximately 20 minutes <i>preparation:</i> <i>0 h 30</i>	/ 25

Total duration of all tests: 2 h 30

*** Total mark out of 100.**

*** Overall pass mark: 50/100**

*** Pass mark per test: 5/25**

Table 9; Description of the DELF B2

Type of tests: C1	Duration	Mark out of
Listening Comprehension questionnaires dealing with recordings: - a long recording (interview, lesson, conference...) approximately eight minutes long (played twice) - several short radio broadcasts (newsflashes, surveys, adverts etc) (played once). <i>Maximum duration of recordings: 10 mins</i>	Approximately 40 minutes	/ 25
Reading Comprehension questionnaires dealing with a text of ideas (literary or journalistic), 1,500 to 2,000 words long.	0 h 50	/ 25
Writing Two part test: - Summarise several written documents totalling approximately 1,000 words - write an essay with supporting arguments on the contents of the documents <i>Candidate can choose between two fields: humanities and social studies, science</i>	2 h 30	/ 25
Speaking A presentation based on a series of written documents, followed by a discussion with the examiners. <i>Candidates can choose between two fields: humanities and social studies, science</i>	0 h 30 <i>preparation:</i> 1 h	/ 25

Total duration of all tests: 4 h
*** Total mark out of 100.**
*** Overall pass mark: 50/100**
*** Pass mark per test: 5/25**

Table 10; Description of the DALF C1

Type of tests: C2	Duration	Mark out of
Listening and Speakings Three part test: - write-up the contents of a recording (played twice) - personal development based on the problem given in the recording - debate with the examiners. <i>Candidates can choose between two fields: humanities and social studies, science</i>	passation: 0 h 30 preparation: 1 h	/ 50
Compréhension et Writings Writing a structured text (article, editorial, report, speech etc) based on several documents totalling approximately 2,000 words. <i>Candidates can choose between two fields: humanities and social studies, science</i>	3 h 30	/ 50

Total duration of all tests: 3 h 30

Table 11; Description of the DALF C2

5. Discussion

This MD focuses on external evaluation of French as a foreign language from the twofold perspective of bilingualism and the DELF-DALF diplomas. On the previous section we have gathered information from different sources in order to understand how the process of external evaluation works in this particular context.

This section goes a step further as the author develops personally the following items:

- Formal analysis of the DELF-DALF diplomas: the examination format as for test development, marking, grading, reporting results, analysing data and decision-making
- Analysis of the DELF-DALF evaluation rubrics according to level descriptors and bilingual speech features

It is important to emphasise the fact that this analysis is the author's and does not necessarily represent the views of the CIEP. All the related materials used for the MD are of public domain and can be accessed freely (see [Bibliography and references](#))

5.1. Formal analysis of the DELF-DALF diplomas

This formal analysis seeks to provide more information about the structure and the formal features of the DELF-DALF diplomas. The author analyses the examination through standardised criteria from the Manual « Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) » (Council of Europe, 2009). Particularly, the Section A2 (Forms for Describing the Examination) shows a series of grids that have been used to examine the DELF-DALF diplomas.

It is important to note that the grids have been adapted so as to present the most important points to which we want to draw attention.

GENERAL EXAMINATION ANALYSIS

Name of examination	DELF A1, DELF A2, DELF B1, DELF B2, DALF C1, DALF C2
Language tested	French for nonnative speakers
Examining institution	CIEP (French Ministry of Education)
Type of examination	International
Purpose	Certifying linguistic proficiency at CEFRL levels
Target population	Schooling students, university students, adults
Principal domain(s)	Public, personal
Which communicative activities are tested?	Listening comprehension, reading comprehension, spoken interaction, written interaction, spoken production, written production, spoken mediation of text, written mediation of text
What is the weight of the different subtests in the global result?	DELF A1 - DALF C1: OC, WC, WP, OP (25% + 25% + 25% + 25%) DALF C2: OC + OP (50%) + WC + WP (50%)
What type of responses are required within the examination?	Multiple choice, True or False (with justification), gap fill sentence, sentence completion, gapped text, short answer to open question(s), drawing the way on a map, extended answer, interaction with examiner
What information is published for candidates and teachers?	Overall aim (CEFRL levels), principal domain(s), test subtests, test tasks, sample test papers, video of format of oral
Where is this accessible?	On the CIEP website and ad-hoc manuals
What is reported?	Global grade and grade per subtest (competence)

TEST DEVELOPMENT

What organisation decided that the examination was required?	Own organisation (CIEP, French Ministry of Education)
Is any external organisation involved?	The Council of Europe and the ALTE (Association of Language Testers in Europe) are indirectly involved as they have created the scale of levels, descriptors and competences that are used and analysed through the exams.
What influence do they have on design and development?	Design and development are exclusive to the CIEP and the DELF-DALF device.
What factors determine the design and development of examination?	Profile of candidates (different versions with adapted subjects for different public and ages)

In producing test tasks, are there specific features of candidates taken into account?	Linguistic background (as for interferences) and age (as for paradigmatic competences)
Who writes the items or develops the test tasks?	The CIEP through the DELF-DALF device, formed by FFL teachers and experts on the field of language certification and evaluation
Have the test writers guidance to ensure quality?	Yes, the DELF-DALF exams are conceived by an expert group
Is training for test writers provided?	Yes
Are test tasks discussed before use?	Yes, they have to go through a series of tests by experts and mock pretests so as to certify the reliability of the exams. Every aspect (drawings, questions, format of the exam, pagination...) is thoroughly analysed.

MARKING

How are the test tasks marked?	For receptive tasks: clerical marking For productive or integrated test tasks: trained examiners
Where are the test tasks marked?	Locally, by local teams and examiners
What criteria are used to select markers?	Training (related university degree, master in education with a module on evaluation and assessment), language proficiency (minimum C1) and experience as FFL teacher (over 3 years)
How is accuracy of marking promoted?	Regular checks by co-ordinator, training of markers and raters, moderating sessions to standardise judgments, double correction
Specifications of the rating criteria of productive and/or integrative test tasks	Marks for different aspects for each task, rating grid for aspects of test performance, rating scale for each task, rating grid for aspects of each task
Are productive or integrative test tasks single or double rated?	Double marking in a selection of copies, supervision by the co-ordinator and the National Jury.
What procedures are used when differences between raters occur?	Agreement among examiners or the average of the two marks
Are there procedures to ensure the anonymity of tests for correction?	Yes, except for the oral production, the exams are corrected maintaining the anonymity of candidates

GRADING

Are pass marks and/or grades given?	The candidate receives the global grade (Admis/NonAdmis) with the numerical grade (x/100) and the mark per competence (x/25 or x/50)
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REPORTING RESULTS

What results are reported to candidate?	Global grade, pass/fail, grade per subtest (competence)
In what form are results reported?	Raw scores
On what document are results reported?	Email and report card until the official certificate or diploma is issued
Is information provided to help candidates to interpret results?	No, it is not necessary
Do candidates have the right to see the corrected and scored examination papers?	Yes, only if they have failed the exam
Do candidates have the right to ask for remarking?	No, the decisions of the jury are not open to appeal

DATA ANALYSIS

Is feedback gathered on the examinations?	Yes, all the results are thoroughly analysed
By whom?	The co-ordinator of the examination centre, the National Jury for each country and the CIEP
Is the feedback incorporated in revised versions of the examinations?	Yes
Is data collected to do analysis on the tests?	Yes
Are performances of candidates from different groups analysed?	Yes
Are there procedures to protect the confidentiality of candidates?	Yes

RATIONALE FOR DECISION MAKING

Is there a review cycle for the examination?	Yes, the DELF-DALF exams are analysed on a continuous basis and are subject to changes
Who by?	National Juries and the CIEP

5.2. Analysis of the DELF-DALF evaluation rubrics for productive tasks

The aim of this section is to examine the DELF-DALF evaluation rubrics for oral and written production and interaction. As we have explained, these exams are addressed to non-native French speakers. Therefore, examiners and correctors are likely to find some specific features related to contact among languages (see [Evaluating bilingual speakers](#)).

The grids analyse not only linguistic features but also paradigmatic and discursive competences. Bilingual speakers can present issues regarding linguistic proficiency but it is less common to find problems related to sociolinguistic, paradigmatic or discursive competences. In this case, this can be due to the fact that the examinee has not understood the task (question, text, context) or that they do not even master that non-linguistic competence in their L1 (age, maturity, anxiety...).

The rubrics in French can be accessed in [Annex III](#) and [Annex IV](#).

The items that we are going to present correspond to the criteria that is evaluated throughout the different grids. Some of them are common to all levels and some only appear in specific levels.

5.2.1. Written production

For each item, we point out the specific CEFRL levels in which these criteria appear and if they can be related to possible bilingual interferences. It is important to note that this analysis is the author's.

Item	Levels	Possible bilingual interferences
Respect to instructions	A1, A2, B1, B2, C1, C2	No
Sociolinguistic correction / Taking the addressee into account	A1, A2, B2, C1, C2	Yes, register, sociolinguistic correction (tu-vous...)
Ability to inform and describe / Ability to present facts	A1, A2, B1, B2, C1, C2	No

Lexicon and lexical orthography / Vocabulary extension / Vocabulary mastery / Mastery of lexical orthography	A1, A2, B1, B2, C1, C2	Yes
Morphosyntax and grammatical orthography / Degree of sentence elaboration / High degree of correction / Text fluidity / Tenses and modes choice / Form choice	A1, A2, B1, B2, C1, C2	Yes
Coherence and cohesion	A1, A2, B1, B2, C1, C2	Yes (punctuation and text organisation)
Ability to give their impressions / Ability to express thought / Ability to argue and take position / Ability to produce a text about a complex subject / Ability to interact	A2, B1, B2, C1, C2	No, even if we can find intercultural misunderstandings when interacting
Respect to the content of documents	C1	No
Ability to process texts / Ability to produce a text about a complex subject	C1, C2	No

5.2.2. Oral production

As for the written production rubrics, we point out the specific levels in which these criteria appear and if they can be related to possible bilingual interferences. This analysis is the author's.

Item	Levels	Possible bilingual interferences
Ability to give personal information	A1, A2, B1	No
Ability to ask for personal information	A1, A2	No
Ability to react to simple questions	A1, A2, B1,	No
To ask for and to give something to somebody	A1, A2, B1	No
To establish social contact	A1, A2, B1,	Yes, sociolinguistic issues

Vocabulary extension and vocabulary correction	A1, A2, B1, B2, C1, C2	Yes
Morphosyntax and grammatical correction	A1, A2, B1, B2, C1, C2	Yes
Phonological correction	A1, A2, B1, B2, C1, C2	Yes
Ability to present an event, an activity, a project, a place...	A2, B1	No
Ability to link information / Ability to link elements in a clear discourse	A2, B1, B2, C1, C2	No
Ability to tackle an exchange without preparation	B1, B2, C1, C2	No
Ability to adapt the speech to the situation	A1, A2, B1, B2, C1, C2	No
Ability to react to the interlocutor	A1, A2, B1, B2, C1, C2	No
Ability to present in a direct and simple way the subject	A2, B1	No
Ability to present and explain with precision the main points of a personal reflection	B2, C1, C2	No
Ability to bring out the subject of reflection	A2, B1, B2, C1, C2	No
Ability to present a personal reflection with emphasis on significant elements	B1, B2, C1, C2	No
Ability to clearly establish the relations among ideas	A2, B1, B2, C1, C2	No
Ability to confirm and modify opinions	B1, B2, C1, C2	No
Ability to react to arguments and declarations of the interlocutor	B1, B2, C1, C2	No
Ability to analyse critically text sources to extract and use important information	B2, C1, C2	No
Ability to extract the subject of reflection and introduce the debate	B2, C1, C2	No
Ability to elaborate a personal reflection in relation to the subject, integrating arguments and personal information	B1, B2, C1, C2	No
Ability to present his intervention with fluidity, spontaneity and with an appropriate conclusion	B1, B2, C1, C2	No

Ability to precise and defend their position	B1, B2, C1, C2	No
Ability to centring or widening the debate	C1, C2	No
Ability to choose a suitable expression to drawing or maintaining the interlocutors' attention	C1, C2	No
Ability to restore the main points of a series of documents and, if necessary, to respond to the demands of precision and clarification of the interlocutors	C1, C2	No
Ability to organise the discourse following a logical structure which facilitates comprehension	B1, B2, C1, C2	No
The production is accurate with the subject	A1, A2, B1, B2, C1, C2	No

5.2.3. Discussion

These grids show the personal analysis of the author about the evaluated competences. As it has been explained, the DELF-DALF diplomas do not only rely on linguistic competences but also in paradigmatic, sociolinguistic and in general, trans-lingual competences. This explains why the criteria which can present issues due to bilingualism is only related to linguistic or cultural features.

We have grouped these features in five different areas: sociolinguistic correction, lexicon, morphosyntax and grammar, coherence and cohesion (punctuation) and phonological correction.

It is important to explain that the exams are evaluated following the rule of « criterial evaluation ». This implies that it is not possible to penalise twice the same error. For example, if a candidate says: « I went to the cinema and I regressed home », we would only penalise the lexicon mistake « regress » and not the « Ability to inform and describe... », provided we can understand the message. This is essential to understand why only these five areas can be influenced by bilingual speech features.

However, as in this example, other areas can be affected by the linguistic performance of the candidates. If the student has not understood a key word within

a text, he may not be able to correctly « restore the main points of a series of documents ».

Thus, correctors and examiners are trained so as not to be biased by interferences affecting these areas. As we have pointed out, a balance between native and nonnative examiners can help to reduce confusions and misunderstandings. Apart from linguistic issues, which can be analysed objectively within the tests, knowing students' background languages is useful to understand what they want to say in spite of the form.

The reliability of the evaluation rubrics is very high because they are designed to analyse these features objectively, accepting errors and mistakes if communication can be established (criterial evaluation). Moreover, they help us deduce if the mistake is due to a lack of linguistic competence or a misunderstanding caused by not mastering other trans-lingual competences. In conclusion, everything is taken into account so as to ensure reliability and rigour.

6. Conclusions

Languages have become one of the cornerstones of educational systems around the world. The field of external evaluation of foreign languages has known a great expansion and many institutions offer examinations and diplomas to certify different levels of linguistic proficiency.

This work has been structured around three fundamental points: the concept of external evaluation and certification, the characteristics of the speech of bilingual people and the features of the DELF-DALF exams. Our ultimate goal has been to analyse how these diplomas deal with the particular linguistic features of bilingual speakers within multilingual environments.

First, we have analysed the concept of external evaluation. We have compared the terms of evaluation and assessment and we have introduced the notion of certificative evaluation. This is essential because our analysis of the DELF-DALF diplomas has been carried out from the perspective of certification. As we have pointed out, evaluation and assessment are not synonymous terms within this subject, an important difference distinguishes them. Assessment is used to analyse a continuous path in which importance is given to the process, the means we use and the overall progress. Nevertheless, evaluation issues a final judgment in which only the achieved results are taken into account.

Second, we have analysed the most common characteristics of bilingual speakers which are likely to be present in the performance of candidates. We have studied the concepts of interference, borrowing, individual creation, code mixing and code switching, distinguishing their nuances and pointing out real examples. The interest of this study has been to get to know the discursive characteristics of multilingual speakers to analyse how the linguistic competence of candidates can be evaluated with rigour and objectivity through the exams.

Third, we have studied the DELF-DALF exams, their historical development, their adaptation to the CEFRL and their organisational and formal characteristics. We have introduced the concept of criterial evaluation and have thoroughly analysed the rubrics that are used to evaluate the productive competences of these tests, underlining those points in which linguistic interferences could appear.

In conclusion, this MD has analysed from a theoretical perspective the concept of external evaluation and certification as for the DELF-DALF diplomas within multilingual contexts.

7. Limitations and further research

To start, it is important to point out that this work has been written in English because this is a requirement of the Master's degree. The Master in bilingual education of the International University of La Rioja is specially focused on the study of Content and Language Integrated Learning applied to English. Undoubtedly, English has a preponderant role that cannot be compared to any other modern language, but in a master's program on bilingual education the author misses the presence of other languages which, like French, also occupy an important place in the Spanish educational panorama.

It should be noted, however, that the freedom to develop this theme has been total and at all times I have had the support of my tutor. On a personal basis, the use of quotations in French and the choice of this topic responds to my great personal and professional interest in the field but also to an active claim to produce studies and knowledge about FFL.

As for the results, it is relevant to state that they are the author's and that the CIEP has not participated in the study. We suggest that they can be applied to other languages and examinations, but it is essential to acknowledge that the context of each evaluation process is different as well as complex.

Another limitation of the work has been the exclusive use of public-domain documents from the CIEP and the DELF-DALF diplomas. Of course, there is a great compromise of confidentiality that correctors and examiners acquire in relation to the CIEP. Thus, I have only been able to use freely accessible documents without being able to analyse or examine other documents that can not be published because they belong to the CIEP and are of restricted use. All the assessment rubrics are public and at no time has confidential material been used. This, in turn, would have been useful to better contextualise the processes of preparation, correction and evaluation.

The subject of this MD is amazing. In particular, certificative evaluation is a field in which much remains to be discovered and studied. There are few scientific rigor studies focusing on the field and most of them are dedicated exclusively to English exams and certificates. The analysis of the evaluation model of the DELF-DALF diplomas could give much more and I am confident that, in the future, different authors will continue studying this important field of knowledge. As for the author, this is a rich and interesting discipline in which a large number of vocational professionals work to share their passion for language learning, culture and global understanding.

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Annexes

« Educación sólo reconoce los títulos de idiomas de la Escuela Oficial »

<http://www.elmundo.es/baleares/2016/08/22/57ba96c4e2704e5e158b456f.html>

PALMA; 22/08/2016 08:08



IMAGEN DE LA SEDE PRINCIPAL DE LA ESCUELA OFICIAL DE IDIOMAS DE PALMA.
ALBERTO VERA

Dos profesores interinos compiten por una plaza en Baleares. Uno de ellos tiene el Proficiency de la Universidad de Cambridge, es decir, el más alto en conocimiento de idiomas. Y el otro, estudió hace años tres cursos en la Escuela Oficial de Idiomas y cuenta con un B1. ¿Cuál de los dos tendrá más puntos por méritos idiomas? Sorprendentemente, el segundo, porque el primer profesor no tendrá ninguno. **Y es que la Conselleria de Educación no acepta en su convocatoria de interinos ningún título de idiomas, salvo los conseguidos en las Escuelas Oficiales.**

De este modo, el Govern balear va contra el criterio del Tribunal Supremo, que en febrero de este año aceptó los títulos de la Universidad de Cambridge para puntuar ante la Administración. Y, además, la Conselleria incurre en una grave contradicción, ya que según el Real Decreto 276/2007 tendrá que aceptar otros títulos en la próxima convocatoria de oposiciones, prevista para el próximo año.

El veto a otras instituciones afecta a otros títulos tan relevantes como los emitidos por instituciones de reconocido prestigio internacional como el Trinity College (Inglés), el Instituto Goethe (alemán) o la Alianza Francesa (francés), por poner algunos ejemplos destacados.

Así se refleja en la convocatoria de aspirantes a funcionarios interinos docentes publicada en el BOIB el pasado 12 de abril. En su anexo 3, de baremo de valoración de los méritos, la única referencia a los idiomas aparece en el punto 2.4, donde se recogen las diversas titulaciones de enseñanzas de régimen especial, es decir, en el caso de las lenguas las obtenidas en las Escuelas Oficiales de Idiomas (EOI).

Concretamente, en el punto 2.4.2 se otorga un punto a quien presenta una titulación de ciclo elemental [denominación que tenían anteriormente los títulos de las EOI] o nivel intermedio de las EOI. Después, el punto 2.4.3, da 2,500 puntos a quienes acrediten una titulación de ciclo superior o el nivel avanzado de las EOI. Los docentes que presenten un C1 de la Escuela Oficial tendrán 3,500 puntos, según detalla el punto 2.4.4, mientras que los que acrediten el nivel máximo de la EOI, el C2, tendrán 5,000 puntos.

Sin embargo, **no se contempla la posibilidad de que, entre los méritos, se acepten otras titulaciones reconocidas mundialmente como válidas. Así lo denuncian desde la Unión de Filólogos y Traductores de Baleares (UFYT)**, que critica la incongruencia de la Conselleria. «Lo aceptarán en la convocatoria de oposiciones, pero no lo bareman en la bolsa de interinos. ¿Y qué pasará con los profesores de otras materias que quieren dar clases de inglés? ¿O los que quieren dar su asignatura en inglés?», subrayó el representante de la UFYT, Sergio Picarzo, que insistió en que el Govern «debe aceptar estos títulos en todos los casos, como hacen en todo el mundo».

La Conselleria de Educación, a través de su departamento de prensa, aseguró que «no se ha modificado absolutamente nada respecto a convocatorias anteriores». De esta manera, los títulos que se puntúan «son las titulaciones de régimen especial, es decir, las otorgadas por las Escuelas Oficiales de Idiomas y los Conservatorios de Música, **«al igual que se hace con los funcionarios de carrera que quieren participar en el concurso de traslados».**

De este modo, la Conselleria incurre en una contradicción, porque sí aceptará títulos como los de Cambridge o la Alianza Francesa en la convocatoria de oposiciones prevista para el próximo año. Tal y como contempla el anexo 1 del Real Decreto 276/2007 en el apartado b) del punto 2.4, se valorará con 0,500 puntos «cada Certificado de nivel avanzado o equivalente de Escuelas Oficiales de Idiomas». Así, el término «equivalente» permite computar certificados de otras instituciones diferentes a las EOI.

La contradicción puede ser aún mayor cuando la Conselleria complete el decreto de lenguas tal y como plantea en el punto 1 del artículo 6, donde se anuncia que «una orden del consejero de Educación y Universidad determinará los certificados acreditativos de conocimientos de lenguas extranjeras que se consideren

equivalentes a los diferentes niveles del MCER [Marco común europeo de referencia]».

El Supremo aceptó el 'first' en febrero

La convocatoria de interinos del Govern del Pacte choca de frente con una reciente sentencia del Tribunal Supremo (TS), que da validez al certificado de la Universidad de Cambridge 'First Certificate in English' para que puntúe como conocimiento de inglés ante convocatorias de acceso a la administración pública. En una sentencia del pasado día 22 de febrero, el TS estimó el recurso de una mujer contra la dictada por el Tribunal Superior de Justicia de Valencia y anuló una resolución de la Conselleria de Justicia y Administraciones Públicas de la Generalitat Valenciana. La Conselleria desestimó el recurso de la mujer contra el acuerdo del tribunal del proceso selectivo convocado por este departamento en la oferta de empleo público de 2008 para el personal de la Administración de la Generalitat, que no puntuó el 'First' que aportó. De hecho, la convocatoria se limitaba, como la que ahora plantea el Govern balear, a aceptar las titulaciones de las Escuelas Oficiales de Idiomas (EOI). Sin embargo, el TS considera válido el First, y por ende, otros títulos de la Universidad de Cambridge y otras instituciones de prestigio. «Es lo lógico, porque es lo que sucede en todo el mundo», señala Sergio Picarzo, de la Unión de Filólogos y Traductores, que subrayó la «surrealista» situación que vive un profesor con un título de Cambridge. «Un docente con el Proficiency, es decir, que es bilingüe, tendría que ir a examinarse a la EOI para obtener los puntos», señaló Picarzo, que añadió otro problema más: «Por ejemplo en Ibiza, no hay clases de C1 y C2 en la EOI, la gente sólo puede presentarse a los exámenes». Picarzo destacó el «círculo vicioso» en el que vuelve a meterse la Conselleria de Educación. «Los profesores ya no van a las escuelas de idiomas porque ya es opcional y se reducen 17 grupos de inglés en Ibiza y 20 en Palma, pero si sólo bareman los títulos de la EOI, ¿quiénes y cómo van a acreditar el nivel de idiomas?».

A1-C2 GLOBAL SCALE

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.

Common European Framework of Reference for Languages, 23

Grille d'évaluation de la production écrite C1

ÉPREUVE N°1 : Synthèse de documents

13 points

Respect de la consigne de longueur⁽¹⁾	0	0,5	1	1,5				
Respect du contenu des documents Peut respecter la règle d'objectivité (absence d'éléments étrangers aux textes).	0	0,5	1	1,5	2	2,5	3	
Capacité à traiter les textes Peut dégager la problématique commune, sélectionner et restituer les informations les plus pertinentes.	0	0,5	1	1,5	2	2,5	3	
Cohérence et cohésion Peut organiser les informations sélectionnées sous forme d'un texte fluide et bien structuré. La mise en page et la ponctuation sont fonctionnelles.	0	0,5	1	1,5	2	2,5	3	
COMPÉTENCE LEXICALE / ORTHOGRAPHE LEXICALE								
Étendue et maîtrise du vocabulaire Dispose d'un vaste répertoire lexical lui permettant de reformuler sans effort apparent. ⁽²⁾	0	0,5	1	1,5	2	2,5		
Maîtrise de l'orthographe lexicale L'orthographe est exacte à l'exception de lapsus occasionnels.	0	0,5	1	1,5	2	2,5		
COMPÉTENCE GRAMMATICALE / ORTHOGRAPHE GRAMMATICALE								
Maintient constamment un haut degré de correction. Les erreurs sont rares et difficiles à repérer.	0	0,5	1	1,5	2	2,5	3	
Élaboration des phrases / Souplesse Dispose d'une variété de structures lui permettant de varier la formulation. ⁽²⁾	0	0,5	1	1,5	2	2,5	3	

(1) Le respect de la consigne de longueur fait partie intégrante de l'exercice (fourchette acceptable donnée par la consigne).
Dans le cas où la fourchette ne serait pas respectée, on appliquera exceptionnellement une correction négative : - 1 point par tranche de 10 % en plus et en moins.

(2) Dans le cas où un candidat reprendrait, sans les remanier, des passages entiers des documents (plus des 3/4 du texte final), les notes à attribuer pour les critères « compétence lexicale » et « compétence grammaticale » seraient mises à 0.

CODE CANDIDAT : [] - []

Après évaluation du candidat, cette grille doit être rattachée à la copie DALF C1.



DALF C1

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ÉPREUVE N° 2 : Essai argumenté

12 points

Respect de la consigne Respecte la situation et le type de production demandée. Respecte la longueur minimale indiquée.	0	0,5	1					
Capacité à argumenter Peut présenter et défendre un point de vue à l'aide d'arguments, de justifications et/ou d'exemples pertinents. Peut adapter ce qu'il dit en tenant compte de l'effet à produire sur le destinataire.	0	0,5	1	1,5	2	2,5	3	
Cohérence et cohésion Peut produire un texte clair, fluide et bien structuré, démontrant un usage correct des outils d'organisation, d'articulation et de cohésion du discours. Mise en page, paragraphes et ponctuation sont logiques et facilitants.	0	0,5	1	1,5	2	2,5	3	
COMPÉTENCE LEXICALE / ORTHOGRAPHE LEXICALE								
Étendue et maîtrise du vocabulaire Dispose d'un vaste répertoire lexical qui lui permet de surmonter sans recherche apparente ses lacunes. De petites bévues occasionnelles.	0	0,5	1	1,5	2	2,5		
Maîtrise de l'orthographe L'orthographe est exacte à l'exception de quelques lapsus.	0	0,5	1	1,5	2	2,5		
COMPÉTENCE GRAMMATICALE / ORTHOGRAPHE GRAMMATICALE								
Compétence grammaticale/orthographe grammaticale Maintient constamment un haut degré de correction. Les erreurs sont rares et difficiles à repérer.	0	0,5	1	1,5	2	2,5		
Élaboration des phrases / Souplesse Dispose d'une variété de structures lui permettant de varier la formulation.	0	0,5	1	1,5	2	2,5		

NOM DU CORRECTEUR : []

CODE CANDIDAT : [] - []

NOTE : /25



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Grille d'évaluation de la production écrite C2

Respect de la consigne Respecte la situation proposée. Respecte la consigne de longueur minimale indiquée.	0	0,5	1	1,5				
Prise en compte du destinataire Peut tenir compte de l'effet à produire sur le destinataire et adapter le style (ton, registre...)	0	0,5	1	1,5	2	2,5	3	
Capacité à produire un texte sur un sujet complexe Peut formuler une problématique et la mettre en perspective, la développer à l'aide d'arguments principaux et secondaires et l'illustrer à l'aide d'exemples pertinents, à partir du dossier proposé et d'apports personnels.	0	0,5	1	1,5	2	2,5	3	3,5
Cohérence et cohésion Peut produire un texte élaboré, fluide et bien structuré, manifestant une grande maîtrise des outils d'organisation, d'articulation et de cohésion du discours. Mise en page, paragraphes et ponctuation sont logiques et facilitants.	0	0,5	1	1,5	2	2,5	3	3,5
Compétence lexicale Dispose d'un vaste répertoire d'expressions idiomatiques et courantes. Utilise de façon constamment appropriée le vocabulaire.	0	0,5	1	1,5	2	2,5	3	3,5
Compétence morpho-syntaxique Maintient constamment un haut degré de correction. Les erreurs sont rares.	0	0,5	1	1,5	2	2,5	3	3,5
Alaisance Montre une grande souplesse dans la reformulation d'idées en les présentant sous des formes linguistiques variées. Peut exprimer avec précision des nuances de sens.	0	0,5	1	1,5	2	2,5	3	3,5

NOM DU CORRECTEUR : []

CODE CANDIDAT : [] - []

NOTE : /25



DALF C2

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Grille d'évaluation de la production orale C1

1 MONOLOGUE SUIVI : EXPOSÉ

Peut analyser avec un regard critique les textes sources, extraire et utiliser des informations importantes.	0	0,5	1	1,5				
Peut dégager le thème de réflexion et introduire l'exposé.	0	0,5	1	1,5				
Peut élaborer une réflexion en relation avec le thème retenu, intégrant arguments et informations personnels et tirés du dossier.	0	0,5	1	1,5	2	2,5		
Peut faire une présentation claire et organisée avec aisance, spontanéité et pertinence pour parvenir à une conclusion appropriée.	0	0,5	1	1,5	2	2,5		

2 EXERCICE EN INTERACTION : ENTRETEN

Peut facilement préciser et défendre sa position en répondant aux questions, commentaires et contre-arguments.	0	0,5	1	1,5	2			
Peut faciliter le développement de la discussion en recentrant et / ou élargissant le débat.	0	0,5	1	1,5	2			
Peut choisir une expression convenable pour attirer l'attention, gagner du temps ou garder l'attention de l'auditeur.	0	0,5	1					

POUR L'ENSEMBLE DE L'ÉPREUVE

Lexique (étendue et maîtrise) Possède un vaste répertoire lexical et ne commet pas d'erreurs significatives.	0	0,5	1	1,5	2	2,5	3	3,5	4		
Morphosyntaxe Maintient un haut degré de correction grammaticale.	0	0,5	1	1,5	2	2,5	3	3,5	4	4,5	5
Maîtrise du système phonologique A acquis une intonation et une prononciation claires et naturelles. Peut varier l'intonation et placer l'accent phrasique pour exprimer de fines nuances de sens.	0	0,5	1	1,5	2	2,5	3				

NOM DE L'EXAMINATEUR :

NOM DU CANDIDAT :

CODE CANDIDAT : [] - []

NOTE : /25

Après évaluation du candidat, cette grille doit être rattachée à la copie DALF C1.



DALF C1

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Grille d'évaluation de la production orale C2

1 Monologue suivi : PRÉSENTATION DU DOCUMENT

Peut restituer l'ensemble des informations importantes et des points de vue exprimés sans les altérer (règle d'objectivité, fidélité et précision) et si nécessaire répondre à des demandes de précision ou d'explicitation.	0	0,5	1	1,5	2	2,5	3	
Peut organiser son discours selon une structure logique et efficace qui facilite l'écoute pour le destinataire.	0	0,5	1	1,5				

2 Monologue suivi : PRÉSENTATION D'UN POINT DE VUE ARGUMENTÉ

La production est en adéquation avec le sujet et la situation proposés	0	0,5	1					
Peut élaborer une réflexion personnelle en s'appuyant sur des arguments principaux et secondaires et sur des exemples pertinents.	0	0,5	1	1,5	2	2,5		
Peut produire un discours élaboré, simple, et fluide avec une structure logique efficace qui aide le destinataire à remarquer les points importants.	0	0,5	1	1,5				

3 Exercice en interaction : DÉBAT

Peut facilement préciser et nuancer sa position en répondant aux questions, commentaires et contre-arguments.	0	0,5	1	1,5				
Peut faciliter le développement de la discussion en recentrant ou élargissant le débat, en rebondissant sur les propos de l'interlocuteur.	0	0,5	1	1,5				

POUR L'ENSEMBLE DE L'ÉPREUVE

Lexique Possède un vaste répertoire lexical autorisant une grande souplesse pour reformuler ou nuancer les idées. Utilisation constamment appropriée du vocabulaire.	0	0,5	1	1,5	2	2,5	3	3,5	4	4,5	
Morphosyntaxe Maintient un haut degré de correction grammaticale. Fait preuve d'une grande souplesse dans les constructions utilisées et peut nuancer, préciser, modaliser.	0	0,5	1	1,5	2	2,5	3	3,5	4	4,5	5
Maîtrise du système phonologique A acquis une intonation et une prononciation claires et naturelles (l'accent essentiel ne gêne en rien l'échange). Peut varier l'intonation et mettre en relief certains mots pour exprimer de fines nuances de sens et / ou mobiliser l'attention de l'interlocuteur.	0	0,5	1	1,5	2	2,5	3				

NOM DE L'EXAMINATEUR :

NOM DU CANDIDAT :

CODE CANDIDAT : [] - []

NOTE : /25

Après évaluation du candidat, cette grille doit être rattachée à la copie DALF C2.



DALF C2

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