



Centre for Language Studies  
Faculty of Arts and Social Sciences

*This Certificate of Proficiency*

*in the \_\_\_\_\_ language*

*at the Elementary Level\**

*is hereby granted to*

\_\_\_\_\_ ***Name*** \_\_\_\_\_

*upon successful completion of the \_\_\_\_\_ module.*

\_\_\_\_\_  
*Assoc. Prof. Suthiwan Titima*  
*Director*

\_\_\_\_\_  
*Date*

[CLS STAMP]

\* For a description of the proficiency levels, see overleaf.

### **Elementary Level:**

**Listening:** Can comprehend short messages and conversations of clear articulation in standard language pertaining to familiar topics from the context of daily life.

**Speaking:** Can handle basic, structured conversations. Can make short statements and ask questions pertaining to the context of daily life and personal information.

**Reading:** Can comprehend short texts with familiar structures and highly frequent vocabulary in standard language.

**Writing:** Can write short messages and short, standardized texts pertaining to familiar topics.

### **Intermediate Level:**

**Listening:** Can comprehend clearly audible announcements and messages at a normal speech rate. Can follow longer sequences of text pertaining to familiar topics of general or personal interest articulated at a moderate rate in standard language.

**Speaking:** Can perform longer, fairly complex formal or informal conversations pertaining to topics of general or personal interest and give short presentations on familiar topics.

**Reading:** Can comprehend fairly complex authentic texts of a wider topic range. Can extract relevant information and identify main points from longer texts of a more complex nature.

**Writing:** Can write longer comprehensive texts with fairly complex structures about a wider variety of topics of general as well as personal interest.

### **Advanced Level:**

**Listening:** Can comprehend formal as well as informal standard language at a normal speech rate ranging from familiar to largely unfamiliar topics presented with sufficient context in direct as well as broadcast situations with high fluency.

**Speaking:** Can maintain prolonged formal or informal conversations and participate actively in discussions on a wide topic range. Can deliver extended oral presentations of a general as well as specialized nature. Can express him-/herself with high fluency.

**Reading:** Can comprehend complex, authentic texts, including texts of a more theoretical, academic or literary nature. Can extract detailed information as well as summarize the global statement of any text of a reasonably familiar topic.

**Writing:** Can write, structure and edit texts for a large variety of formal or informal purposes in an occupational, educational as well as private context.

### **Higher Advanced:**

**Listening:** Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Can understand and identify the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, using academic listening & note taking strategies. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

**Speaking:** Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and

relevant examples. Can orally summarise, paraphrase, elaborate, and clarify information and meaning from a variety of academic sources. Can incorporate source material into presentations using clear, convincing, unified, plagiarism-free speech. Can participate actively in discussion using strategies like asking for clarification and interrupting.

**Reading:** Can critically read, take notes, make inferences and analyse to determine meaning and make connections between text and background knowledge. Can analyse and evaluate an author's position, purpose, audience and tone using evidence from the text. Can read a popular novel intended for native speakers. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

**Writing:** Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. Can produce a simple essay with an introduction, conclusion, coherent idea development or argument, and reference sources. Can write an essay which presents a convincing position supported by source materials. Can use varied vocabulary, but makes some word choice and word form errors. Can use a wide variety of grammatical and sentence structures to express themselves in writing.