



English Language Proficiency Test

Prueba de Competencia Lingüística en Inglés - PCLI

Statement of Results

Candidate name

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Session

APRIL 2021

Place of entry

INSTITUTO DE LENGUAS

CEFR Level

C2

Written test

CEFR Level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses less simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Examiner comments

Does not directly address the task but the writing is effective, with accurate use of a wide range of structures and vocabulary and consistently appropriate discourse markers.

- "we also held informal journal club sessions once weekly where med students, graduate students, researchers and professors shared relevant stories that had been recently published."
- "Many of my students, in fact, stay in contact years after, some telling me how this way of learning science changed their concept of updating their knowledge."

Very infrequent minor errors which in no way impede communication eg"

- "share a scientific paper of choice with the rest of classmates."
- "Format-wise old and new scientific manuscripts quite differ as well"



Oral test

CEFR Level	Linguistic Competence			Pragmatic & Sociolinguistic competences	
	Grammatical Resource	Lexical Resource	Pronunciation	Discourse Management	Interactive Communication
	Maintains control of a wide range of grammatical forms and uses them with flexibility	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Interacts with a high degree of fluency and spontaneity that makes regular interaction possible; can take an active part in discussion in familiar, academic and professional contexts, accounting for and sustaining his/her point of view, confirming comprehension, inviting others in, etc.
C2	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Expresses ideas with clarity and precision, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage. Anticipates and deals effectively with possible misunderstandings, communication issues and emotional reactions. Easily and quickly adapts register and style to suit different communication purposes and speech acts.
C1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Engages in exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions. Participates effectively in professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary. Adapts register according to the context. Evaluates, restates and challenges arguments in professional or academic discussion.
Grammar and Vocabulary					
B2	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Engages in exchanges, linking contributions to previous ones, understanding cultural implications and reacting appropriately. Participates in discussions, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. Recognises misunderstandings and disagreements that arise in an interaction and deals with them, provided the interlocutor(s) are willing to co-operate.
B1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.		Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Engages in exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. Contributes in a discussion on a familiar topic of interest, though lexical limitations sometimes cause repetition and inappropriate formulation.
A2	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.		Is mostly intelligible, despite limited control of phonological features.		Manages simple exchanges, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time. Comments on other people's opinions about everyday matters and social activities provided they are formulated in simple language, by expressing feelings of surprise, interest and indifference in a simple way.
A1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.		Has very limited control of phonological features and is often unintelligible.		Engages in basic interactions formulating very simple messages using short sentences about hobbies, likes/dislikes, etc. Responds to further comments with standard expressions of thanks and apology.

Examiner comments

Fluent, natural speaker with a perfectly comprehensible accent.

Maintains control of a wide range of grammatical forms and uses them with flexibility.

- "One is based on probe hybridization."
- "It would take us a hundred years to cover the whole genome once."

Interaction with students is fairly limited.

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