

CIRCULAR
ON PROMULGATING THE SIX-LEVEL FOREIGN LANGUAGE
PROFICIENCY FRAMEWORK FOR VIETNAM

Pursuant to the Law on Education dated June 14, 2005 and the Law on amending and supplementing a number of articles of the Law on Education dated November 25, 2009;

Pursuant to the Law on Higher Education dated June 18, 2012;

Pursuant to the Government's Decree No. 36/2012/ND-CP dated April 18, 2012 on defining the functions, tasks and organizational structures of ministries and ministerial-level agencies;

Pursuant to the Government's Decree No. 32/2008/ND-CP dated March 19, 2008 on defining the functions, tasks, powers and organizational structures of the Ministry of Education and Training;

Pursuant to the Government's Decree No. 75/2006/ND-CP dated August 02, 2006 on detailing and guiding the implementation of a number of articles of the Education Law; the Government's Decree No. 31/2011/ND-CP dated May 11, 2011 on amending and supplementing a number of articles of the Government's Decree No. 75/2006/ND-CP dated August 02, 2006 on detailing and guiding the implementation of a number of articles of the Education Law; the Government's Decree No. 07/2013/ND-CP dated January 09, 2013 on amending Point b, Clause 13, Article 1 of the Government's Decree No. 31/2011/ND-CP dated May 11, 2011 on amending and supplementing a number of articles of the Government's Decree No. 75/2006/ND-CP dated August 02, 2006 on detailing and guiding the implementation of a number of Articles of the Education Law;

Pursuant to the Prime Minister's Decision No. 1400/QĐ-TTg dated September 30, 2008 on approving the Scheme on "foreign language teaching and learning in the national education system in the 2008 - 2020 period";

At the proposal of the Director of the Vocational Education and Training Assurance and Accreditation Agency;

The Minister of Education and Training hereby promulgates the Circular on the six-level Foreign Language Proficiency Framework for Vietnam.

Article 1. To promulgate together with this Circular the six-level Foreign Language Proficiency Framework for Vietnam.

Article 2. This Circular takes effect on March 16, 2014. All previous regulations on foreign language framework contrary to this Circular are repealed.

Article 3. Chief of Office, Director of the Vocational Education and Training Assurance and Accreditation Agency, Heads of relevant units affiliated to the Ministry of Education and Training; Chairpersons of People's Committees of provinces and centrally run cities; Directors of Education and Training Departments; Directors of National and regional universities; Directors of Academies; Principals of universities, colleges and professional secondary schools; Heads of foreign language training institutions in the national education system shall be responsibility for the implementation of this Circular./.

**FOR THE MINISTER
THE DEPUTY MINISTER**

(Signed)

Nguyen Vinh Hien

THE SIX-LEVEL FOREIGN LANGUAGE PROFICIENCY FRAMEWORK FOR VIETNAM

*(Attached to the Circular No. 01/2014/TT-BGDDT dated January 24, 2014 of the
Minister of Education and Training)*

I. Objectives

1. To be used as a unified basis of proficiency requirements for all foreign languages taught in the national education system.
2. To be used as a basis for the program development, compilation or selection of textbooks, manual, teaching plans, other foreign language teaching materials and building of the criteria in testing, examining and evaluating at each school level, training level, ensuring the connection in foreign language training between school levels and training levels.
3. To be used as a basis for lecturers, teachers to select and deploy contents and methods of teaching, testing and evaluating so that the learners can meet the training program's requirements.
4. To help the learners to understand the content and requirement for each foreign language proficiency level and self-evaluate their proficiencies.
5. To create a favorable conditions for the coordination, exchange of education, recognition of diplomas and certificates with countries applied the Common European Framework of Reference (CEFR).

II. Subjects of application

The six-level Foreign Language Proficiency Framework for Vietnam (hereinafter referred to as the Foreign Language Proficiency Framework for Vietnam) applicable to foreign language training programs, the foreign language training institutions and foreign language learners in the national education system.

III. The compatibility between the Foreign Language Proficiency Framework for Vietnam and the Common European Framework of Reference

The Foreign Language Proficiency Framework for Vietnam is developed on the basis of reference and application of CEFR and some frameworks of English proficiency of other countries, combined with the actual situation and conditions of teaching, learning and using foreign languages in Vietnam. The Foreign Language Proficiency Framework for Vietnam is divided into 3 broad levels (Elementary, Intermediate and Advanced) and 6 levels (from Level 1 to Level 6 and equivalent to levels from A1 to C2 in CEFR). To be specific:

The Foreign Language Proficiency Framework for Vietnam		CEFR
Elementary	Level 1	A1

	Level 2	A2
Intermediate	Level 3	B1
	Level 4	B2
Advanced	Level 5	C1
	Level 6	C2

IV. Contents of the Foreign Language Proficiency Framework for Vietnam

1. General description

	Levels	General description
Elementary	Level 1	Be able to understand and use familiar structures; basic words that satisfy specific communication needs. Be able to introduce about the learner and others; be able to answer the learner's information such as place of residence, relatives/friends, etc. Be able to communicate simply if the partners speak slowly, clearly and are ready to coordinate and help.
	Level 2	Be able to understand sentences and structures regularly used which are related to the basic communication needs (such as information on family, the learner, shopping, asking for direction and career). Be able to exchange information about simple and familiar topics. Be able to describe simply about the learner, surrounding environment and matters of essential needs.
Intermediate	Level 3	Be able to get the gist of a paragraph or standard speech, be able to get a clear understanding of conversations on familiar topics of work, school, entertainment, etc. Be able to handle most situations taking place where such language is used. Be able to write simple paragraphs related to familiar topics or topics of personal interest. Be able to describe experiences, events, dreams, hopes, ambitions and briefly explain the reasons, as well as the learner's opinions and plans.
	Level 4	Be able to get the gist of a complex paragraph on specific and abstract topics, including technical discussions within the learner's areas of expertise. Be able to communicate fluently and naturally with native speakers. Be able to write clear and detailed texts on many different topics and can explain the learner's point of view on an issue, outlining the advantages and disadvantages of different options.
Advanced	Level 5	Be able to understand and recognize implications of long text with a wide range. Be able to express fluently, immediately without any difficulty in finding words to express. Be able to flexibly and

		efficiently use the language for social, academic and professional purposes. Be able to write clearly, coherently and in detail on complex topics, demonstrating ability to organize text, making good use of linking words and linking tools.
	Level 6	Be able to easily understand most of oral and written literature. Be able to summarize spoken or written information sources, re-arrange information and re-present in a logical manner Be able to express instantly, very fluently and accurately, be able to distinguish different subtle meanings in complex situations.

2. Description of skills

2.1. Description of listening skill

2.1.1 General specification of listening skill

Level	Specification
Level 1	- Be able to track and understand speech when such speech is expressed slowly, clearly, with a pause to receive and process information.
Level 2	- Be able to understand phrases and expression related to daily essential needs (about family, the learner, shopping, place of residence, learning and working, etc.) when they are expressed slowly and clearly. - Be able to get the gist of daily and familiar transactions expressed slowly and clearly.
Level 3	- Be able to understand simple practical information which is expressed clearly in a standard accent on topics related to daily life and work. - Be able to identify main ideas in speech which is presented clearly about common topics in life, work or school, including stories expressed clearly in common standard dialect.
Level 4	- Be able to listen and understand direct or recorded speech on familiar and unfamiliar topics in personal life, society, learning or career when it is expressed clearly in standard accent. - Be able to understand main ideas of speech with complex contents and languages, expressed by standard accent on specific or abstract topics (including technical discussion) in the learner's areas of expertise. - Be able to track long speech as well as complex arguments on familiar topics when such speech has a clear structure.
Level 5	- Be able to follow and understand long speech on complex and abstract topics even when such speech's structure and the relationship between ideas is not clear. - Be able to follow and understand lively conversation between native speakers. - Be able to follow and understand abstract arguments or discussion.

	- Be able to understand necessary information when listening notices via mass media.
Level 6	<ul style="list-style-type: none"> - Be able to follow and understand specialized lectures or presentations that use many colloquial expressions, contain cultural elements or unfamiliar terms. - Be able to understand delicate, complex or controversial issues such as law, finance, may even reach an expert's level of knowledge. - Be able to easily listen and understand everything with the native speakers' speed.

2.1.2. Listening to conversations between native speakers or people who are not directly talking

Level	Specification
Level 1	- Be able to understand very short, slow and clear conversations with very simple structures, on basic personal topic and topics on school, class and essential needs.
Level 2	- Be able to identify topics of conversations that are delivered slowly and clearly.
Level 3	- Be able to understand main ideas of expanded conversations if they are expressed clearly in a standard language.
Level 4	<ul style="list-style-type: none"> - Be able to understand most of contents of conversations or monologues although it can be difficult to understand the full details of some conversations or monologues if the speaker does not adjust the language accordingly. - Be able to follow and understand lively conversations or monologues of native speakers.
Level 5	- Be able to follow and understand complex conversations between native speakers on abstract, complex and unfamiliar topics.

Level 6	- Be able to follow and easily understand complex conversations and discussion between native speakers in arguments, group discussion, even on abstract, complex, unfamiliar topics and using many idioms.
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2.1.3. Listening to presentations and conversations

Level	Specification
Level 1	- There is no corresponding specification.
Level 2	- There is no corresponding specification.
Level 3	- Be able to follow and understand the outline of short, simple talks on familiar topics if expressed in a clear and standard accent. - Be able to follow and understand lectures or conversations on familiar topics or within the scope of expertise if they are expressed in a simple manner with clear structures.
Level 4	- Be able to follow and understand main ideas in lectures, speeches, narratives and other academic or occupational presentation with complex languages and ideas.
Level 5	- Be able to follow and understand fairly easily most lectures as well as discussions and debates.
Level 6	- Be able to follow and understand specialized lectures and presentations with many idioms and dialects.

2.1.4. Listening to a notice, guidance or instruction

Level	Specification
Level 1	- Be able to understand and follow short and simple instructions that are delivered slowly and carefully.
Level 2	- Be able to understand main ideas in short, clear and simple notices or voice messages. - Be able to understand directions, using simple public transport vehicles.
Level 3	- Be able to understand and follow simple technical information such as instruction for operating common equipment. - Be able to understand detailed directions (such as transport directions).
Level 4	- Be able to understand notices and messages on a specific or abstract topic which is expressed by standard dialect and a normal speed.
Level 5	- Be able to understand specific information from public announcements with noisy sound such as in stations and airports, etc. - Be able to understand complex technical information such as operation instruction, detailed technology, familiar products and services.
Level 6	- Be able to understand all announcements and instructions whether listening directly or through the media without any difficulty even when the surroundings are quite noisy.

2.1.5. Listening to radio and watching television

Level	Specification
Level 1	- There is no corresponding specification.

Level 2	- Be able to identify the main information of news on the radio and television about events and accidents, etc.
Level 3	<p>- Be able to understand main ideas of news programs on radio and interviews, reportages, newsreel with illustrating images for story plot contents which are expressed clearly in a simple language.</p> <p>- Be able to get the gist of radio and television programs on familiar topics which are expressed relatively slowly and clearly.</p> <p>- Be able to understand a relative part of the content of radio and television programs on the learner's interested main topics such as short interviews, lectures and news expressed fairly slowly and clearly.</p>
Level 4	<p>- Be able to understand most of documentary programs on radio and television.</p> <p>- Be able to recognize the speaker's mood and tone of voice.</p> <p>- Be able to understand audio and television documents using standard languages commonly found in social, occupational or academic life. Be able to identify the speaker's point of view and attitudes as well as the spoken information content.</p>
Level 5	- Be able to understand many type of audio and television documents using non-standard languages; be able to identify subtle details, including attitudes and the implicit relationship between communicators.
Level 6	- Be able to listen or watch all radio or television programs without any effort.

2.2. Description of speaking skill

2.2.1. General specification of monologue

Level	Specification
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Level 1	- Be able to make and respond simple statements related to very familiar topics such as the self, family, school, or minimal daily communication needs.
Level 2	- Be able to communicate simply and directly about familiar, everyday topics related to career and free time. - Be able to express the learner's view of point and opinions in simple and brief social situations, but cannot maintain conversations.
Level 3	- Be able to communicate with relative confidence on familiar issues related to the partner's interests, studies and employment. - Be able to exchange, check and confirm information, explain an arising issue. Be able to express opinions on cultural topics such as film, newspaper and music, etc. - Be able to participate in conversations on familiar topics without preparation, to express opinions and exchange information on familiar topics related to hobbies, studying, working or daily life.
Level 4	- Be able to independently communicate about many topics with cohesive argument and structure, linking ideas, using words fluently and accurately. - Be able to present ideas of an event or experience, explain and protect opinions by coherent and suitable reasons.
Level 5	- Be able to fluently and immediately express ideas, without any troubles. Be able to make good use of a large vocabulary, be able to handle the lack of words with round speech.
Level 6	- Be able to accurately convey the subtle nuances of meaning by using various types of modifiers with high accuracy. - To proficiently use idiomatic or colloquial expressions with a clear understanding of layers of meaning. Be able to change the expression to avoid difficulty in communicating and express it so fluently that it is difficult for the other person to notice.

2.2.2. Monologue: Description of experiences

Level	Specification
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Level 1	- Be able to describe about one person, place of residence of such person and his/her job.
Level 2	<ul style="list-style-type: none"> - Be able to describe about the family, living conditions, educational background, current job and the latest job. - Be able to describe daily activities such as describing a person, place, job and learning experiences. - Be able to describe plans and daily habits, activities in the past and personal experiences. - Be able to simply express about likes and dislikes.
Level 3	<ul style="list-style-type: none"> - Be able to simply describe about familiar topics within the area of interests. - Be able to present, describe by simple discourse about a short story with close content on familiar topics. - Be able to talk in details about personal experiences, story plot of a good book or movie and the feeling. - Be able to talk about dreams, hopes and wishes, real or fictional events.
Level 4	- Be able to clearly describe in details about relevant topics or topics within the area of interests.
Level 5	<ul style="list-style-type: none"> - Be able to clearly describe in details about complex topics. - Be able to describe, report meticulously, integrated small topics, developing specific ideas into appropriate conclusions.
Level 6	- Be able to clearly, smoothly and fluently describe in details so that the listener can easily to understand and remember.

2.2.3. Monologue: Argument

Level	Specification
Level 1	- There is no corresponding specification.

Level 2	- There is no corresponding specification.
Level 3	<ul style="list-style-type: none"> - Be able to argue clearly, reinforcing the point of view with appropriate arguments and examples. - Be able to create a series of reasonable arguments. - Be able to argue for a specific point of view by giving arguments about advantages and disadvantages of each option.
Level 4	- Be able to argue systematically, stress on important points by relevant examples.
Level 5	- There is no corresponding specification.
Level 6	- There is no corresponding specification.

2.2.4. Monologue: Presenting before the listener

Level	Specification
Level 1	- Be able to speak short paragraphs that are prepared previously, for example: Introducing a speaker, suggesting a toast.
Level 2	<ul style="list-style-type: none"> - Be able to briefly present information that is prepared previously on a familiar and every day topic, be able to give reason and explain briefly on points of view, plans and actions. - Be able to answer direct questions, provided that the learner is allowed to re-ask and the listener assists him/her in expressing how to respond.
Level 3	- Be able to clearly present simple presentations that are prepared previously on a familiar topic or a topic within the area of interests so that the listener can easily track because the key points are explained with reasonable precision.

	- Be able to answer questions about the presentation, but sometime, the learner still have to re-ask when the question is given too fast.
Level 4	<ul style="list-style-type: none"> - Be able to present clearly prepared presentations, be able to give reasons for or against a particular point of view, give the advantages and disadvantages of various options. - Be able to answer questions after presenting fluently and naturally, without causing nervous for the speaker or the listener. - Be able to present complex presentations, stressing key points and giving examples.
Level 5	<ul style="list-style-type: none"> - Be able to clearly present a presentation that is organized scientifically on a complex, expanded topic and reinforce the point of view with relevant arguments and examples. - Be able to control the feeling when speaking, naturally expressing without any effort.
Level 6	- Be able to coherently present a complex topic with confidence for an unfamiliar person by using structures and flexibly adjusting the conversation according to the listener's needs.

2.2.5. General specification of interactive speaking skills

Level	Specification
Level 1	- Be able to communicate at a simple level, slow speed and often ask the speaker to repeat or re-present. Be able to ask and answer simple questions, start and answer simple statement within the area of interests and on familiar topics.
Level 2	<ul style="list-style-type: none"> - Be able to communicate about simple issues, exchange simple and direct information on familiar issues related to job and daily life, but cannot maintain the conversation in the learner's own way. - Be able to easily communicate by short conversations in specific communication situations without much effort.
Level 3	- Be able to use simple languages to settle most of situations arising when traveling.

	<ul style="list-style-type: none"> - Be able to start a conversation about familiar topics without preparing in advance, to present personal point of view and exchange information about familiar topics on daily life. - Be able to communicate with relative confidence on familiar and unfamiliar issues related to the areas of expertise or interests. Be able to exchange, check and confirm information, settle uncommon situations and solve problems. - Be able to express thoughts on abstract cultural topics such as movies and music.
Level 4	<ul style="list-style-type: none"> - Be able to communicate fairly fluently, naturally, to maintain relationship with the native speaker without causing any trouble for both parties. Be able to explain important ideas by personal experiences, clearly interpret and maintain opinions with relevant arguments and proofs. - Be able to fluently, accurately and effectively use the language on general topics and topics on entertainment, career and study, make a clear connection between ideas. - Be able to naturally communicate, make a good use of grammar structure without any difficulty in expressing appropriate to the circumstances.
Level 5	- Be able to fluently and naturally express the self without much effort. Be able to master vocabularies and easily respond in devious situations. No more searching for wording or trying to avoid the question.
Level 6	- Be able to use idioms, colloquialisms and sense of metaphors. Tints of meaning can be conveyed by using precise and sensible nuances of expression. Be able to change wording so fluently that the other person does not notice it.

2.2.6. Interactive talking: Conversation

Level	Specification
Level 1	<ul style="list-style-type: none"> - Be able to introduce, say greeting and goodbye in basic communication. - Be able to inquire about everyone's situation and respond to such news.
Level 2	- Be able to process short social conversations but cannot maintain the conversation according to the learner's own way.

	<ul style="list-style-type: none"> - Be able to use the polite and simple greeting. - Be able to invite, request, apologize, say thanks and respond to the invitation, request and apology. - Be able to talk about likes and dislikes. - Be able to participate in short conversations in familiar circumstances on interested topics.
Level 3	<ul style="list-style-type: none"> - Be able to participate in conversations on familiar topics without preparing in advance, but sometimes it is still difficult to express exactly what the learner wants to say. - Be able to understand face-to-face speech in daily conversations, although sometimes, it is still necessary to re-ask about specific words and phrases. - Be able to express emotions and deal with emotions such as surprise, happiness, sadness, concern and apathy.
Level 4	<ul style="list-style-type: none"> - Be able to participate in expanded conversations on most of topics even when there are many noisy sounds in the surrounding environment. - Be able to maintain the conversation with the native speaker through jokes, funny, and teasing. - Be able to express emotion levels and highlight the importance of personal experience.
Level 5	<ul style="list-style-type: none"> - Be able to flexibly and effectively use the language for social purposes, including emotion expressions, insinuations and jokes.
Level 6	<ul style="list-style-type: none"> - Be able to freely talk about personal and social life without being impeded by any language restriction.

2.2.7. Interactive talking: Goods and service transactions

Level	Specification
Level 1	<ul style="list-style-type: none"> - Be able to simply carry out goods and service transactions.

	- Be able to deal with number, volume, cost and time.
Level 2	<ul style="list-style-type: none"> - Be able to request and provide daily goods and services like ordering food in a restaurant. - Be able to get basic information on goods and services at stores, post offices or banks. - Be able to provide and understand information related to the quantity, number and price of goods and services. - Be able to handle daily situations while traveling such as accommodation, food and shopping.
Level 3	<ul style="list-style-type: none"> - Be able to handle most of situations arising when traveling, organize for a tour such as making reservations, making paperwork with competent authorities while traveling abroad. - Be able to handle abnormal situations at stores, post offices and banks, such as returning goods or making complaints on products. - Be able to explain a problem that has arisen and clarify the cause for the service provider or customer to give in.
Level 4	<ul style="list-style-type: none"> - Be able to use the language to negotiate a conflict resolution option such as travel tickets, poor service, financial liability for compensating loss or liability for improper goods and services as in the contract. - Be able to outline a compensation scenario, use convincing words to gain satisfaction, and clarify the limits to any prepared concessions.
Level 5	- Same as Level 4.
Level 6	- Same as Level 4

2.2.8. Interactive talking: Interviewing and answering

Level	Specification
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Level 1	- Be able to answer in an interview without idioms, answer simple, slow and clear face-to-face questions about personal information.
Level 2	- Be able to respond and affirm the point of view by simple discourses when having an interview. - Be able to make the interviewer understand and exchange opinions, information on familiar topics, sometimes need to repeat questions or find ways to express them more understandable.
Level 3	- Be able to give ideas during an interview (for example: mention a new topic), but depends on the interaction with the interviewer. - Be able to use the prepared questions and answers while having an interview but still have the ability to respond to some questions spontaneously during the interview. - Be able to provide specific information as required in the interview/consultation (such as job application) with a limited accuracy. - Be able to conduct an interview, check and confirm information, although the reiteration sometimes is required.
Level 4	- Be able to give ideas, expand and develop a topic during an interview if there is assistance or encouragement from the interviewer. - Be able to fluently and effectively conduct an interview, starting naturally from prepared questions and continuing by creative and exploratory responses.
Level 5	- Be able to take a good role of an interviewer and interviewee, to fluently expand and develop a discussed topic without any support and be able to well handle contents outside the topic.
Level 6	- Be able to maintain the point of view when having/giving an interview, to re-arrange exchanged contents in compliance with the native speaker's expression.

2.2.9. Pronunciation and fluency

Level	Specification
Level 1	<ul style="list-style-type: none"> - To clearly pronounce words, phrases and expression that have learned. - Be able to use very short and independent statements, mainly learned structures, but still hesitant to find expression.
Level 2	<ul style="list-style-type: none"> - To pronounce clearly and relatively accurately groups of words, expression and short sentences, although the partner sometimes has to ask for repeat. - Be able to make the partner to understand the meaning by adding small details, even though hesitating, truncating ideas and having difficulty in trying to re-express them.
Level 3	<ul style="list-style-type: none"> - The pronunciation is clear, easy to understand, although sometimes the voice is not natural and sometimes it is mispronounced. - Be able to make a long speech and the listener still may understand it, even though there is difficulty in re-expressing structures and vocabularies, especially when making a long and free speech.
Level 4	<ul style="list-style-type: none"> - The pronunciation and intonation is clear and natural. - Be able to communicate easily and relatively fluently, even with long and complex conversations.
Level 5	<ul style="list-style-type: none"> - Be able to change intonation and place the correct sentence stress to express subtle nuances of meaning. - Be able to fluently and naturally express ideas, without any troubles. Only some conceptually difficult topics can interfere with the flow of natural and fluid expression.
Level 6	<ul style="list-style-type: none"> - Be able to change intonation, rhythm and place the correct sentence stress to express subtle nuances of meaning. - Be able to easily express ideas in a long, spontaneous way and without hesitation. Only stop to choose the most expensive word to express the ideas or to find the right example or explanation.

2.2.10. Accuracy and appropriate in terms of social language

Level	Specification
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Level 1	<ul style="list-style-type: none"> - Be able to use several grammar structures and forms that have learned. - Be able to use groups of words, simplest polite expression in daily life, including: Greeting, introducing, saying hello, thank you, apology, etc.
Level 2	<ul style="list-style-type: none"> - Be able to use several appropriate expressions related to daily topics. - Be able to communicate in accordance with the role and simple communication situations in the family, class, and normal work.
Level 3	<ul style="list-style-type: none"> - Be able to make good use of basic vocabularies/grammar but there is difficulty in trying to express complicated thoughts or unfamiliar topics and situations. - Be able to communicate in many common circumstances, by using the appropriate language. - Be aware of courtesy and have appropriate behavior according to the role and daily communication situations at school and workplaces.
Level 4	<ul style="list-style-type: none"> - Be able to relatively accurately use words and grammar structures in communication, however, sometimes still need support on selecting appropriate words. - Be able to clearly and politely express ideas with confidence, by using formal and informal language, appropriate to the role, subjects and communication situations.
Level 5	<ul style="list-style-type: none"> - Be able to accurately, confidently and effectively use pronunciation, vocabulary and grammatical structures in communication, but sometimes it is necessary to stop sentences, change ideas and find other words to express. - Be able to recognize many idiomatic or colloquial expressions, changes in communication, but sometimes need to re-ask details, especially when hearing unfamiliar voices.

Level 6	<ul style="list-style-type: none"> - Be able to accurately, appropriately and effectively use pronunciation, vocabulary and grammatical structures in communication. - To proficiently use idiomatic or colloquial expressions with a clear understanding of layers of meaning. - Be able to fully perceive the socio-linguistic and socio-cultural implications of the language spoken by the native speaker and be able to respond appropriately. - Be able to act as an effective bridge between foreign language user and mother tongue speaker, awareness of socio-cultural and linguistic-cultural differences.
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2.2.11. Completion of exam tasks

Level	Specification
Level 1	- May be able to complete only a few of the simplest parts of the exam tasks (answer to simple suggestions) to a very limited extent; the majority of answers may be inconsistent, ambiguous or omitted (possibly due to lack of understanding of the text).
Level 2	- To complete only the simplest part of the exam tasks (answer to simple suggestions) to a very limited extent; the majority of answers may be inconsistent, ambiguous or omitted (possibly due to lack of understanding of the text).
Level 3	- To complete the majority of the exam tasks to a limited extent; several answers may be inconsistent, ambiguous or omitted (possibly due to lack of understanding of the text).
Level 4	- To complete just enough exam tasks; the majority of answers are appropriate, but a few may be inappropriate or ambiguous (possibly due to lack of understanding of the text).
Level 5	- To complete well the exam tasks; the answers are largely appropriate.
Level 6	-To effectively complete the exam tasks; the answers are often appropriate.

2.3. Description of reading skills

2.3.1. General specification of reading skills

Level	Specification
Level 1	- Be able to understand very short and simple paragraphs on learned topics such as the self, family, school, class and friends, etc.
Level 2	- Be able to understand short and simple paragraphs on familiar and specific topics, can use common words in working or daily life.
Level 3	- read and understand texts containing clear information on topics related to the popular and interested majors and fields.
Level 4	- Be able to read relatively independently, be able to adjust reading style and speed for each type of text and reading purpose, and selectively use suitable reference sources. Having a large amount of vocabulary actively serving the reading process but may still have difficulties with unusual idioms.
Level 5	- Be able to understand in details long and complicated texts, including those not in the area of expertise, provided that difficult paragraphs are re-read.
Level 6	- Be able to understand, select and use critically most types of texts, including abstract and structurally complex texts, or literary and non-literary works. - Be able to understand many types of long and complex texts, be able to perceive small differences between styles, between literal and figurative meanings.

2.3.2. Reading for information and argument

Level	Specification
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Level 1	- Be able to preliminarily understand the contents of simple and familiar texts or short descriptions, especially those with attached illustration.
Level 2	- Be able to identify specific information in simple documents such as letters, flyers and short articles describing an event.
Level 3	- Be able to identify main conclusions in argumentative texts with clear language signals. Be able to identify the argument flow of a texts being read, although it is not necessarily detailed.
Level 4	- Be able to understand articles and reports related to issues of news, containing specific point of view or stance of the writer.
Level 5	- Be able to thoroughly understand many types of long and complex texts that are usually used in social life, working environment or academic, be able to identify subtle details such as attitudes or implicit or explicit opinions.
Level 6	- Same as Level 5.

2.3.3. Reading for information

Level	Specification
Level 1	- Be able to identify personal names, familiar words, most basic phrases on simple and common notes in daily communication situations.

Level 2	<ul style="list-style-type: none"> - Be able to find out specific and easy-to-predict information in simple texts in daily life such as advertisement, menu, list of reference and schedule. - Be able to locate specific information in lists and find out wanted information (for example: Using contact list to find out the phone number of a certain service). - Be able to understand signboards and notices in daily situations in public (such as on streets, in restaurants, train stations, etc.) or at workplace, such as road signs, instruction signs, warning signs.
Level 3	- Be able to find out and understand relevant information in daily documents such as letters, flyers and short official dispatches.
Level 4	<ul style="list-style-type: none"> - Be able to skim long and complex texts to locate useful information. - Be able to quickly identify contents and the usefulness of articles and reports related to many types of professional topics to decide whether to read in details or not.
Level 5	- Same as Level 4.
Level 6	- Same as Level 4.

2.3.4. Reading transaction documents

Level	Specification
Level 1	<ul style="list-style-type: none"> - Be able to understand short and simple messages stated in a postcard. - Be able to follow short and simple instruction signs (for example: Going from X to Y).

Level 2	<ul style="list-style-type: none"> - Be able to understand basic letters and electronic documents (such inquiry, orders, confirmation letters, etc.) on familiar topics. - Be able to understand short and simple personal letters. - Be able to understand regulations, such as regulations on safety when such regulations are expressed by simple languages. - Be able to understand basic instructions for devices in daily life such as public telephone.
Level 3	<ul style="list-style-type: none"> - Be able to understand paragraphs describing an event, emotion and the greeting in personal letters enough to respond to the writer. - Be able to understand clear and cohesive instructions of a specific device.
Level 4	<ul style="list-style-type: none"> - Be able to read letters related to hobbies and easily to understand the core meaning. - Be able to understand long and complex instructions in the areas of expertise, including details about conditions and warning, provided that the learner is allowed to re-read difficult paragraphs.
Level 5	<ul style="list-style-type: none"> - Be able to understand all types of letters, but sometimes have to use the dictionary. - Be able to thoroughly understand long and complex instructions about one type of machine or new process, even it is not related to the areas of expertise, provided that the learner is allowed to re-read difficult paragraphs.
Level 6	- Same as Level 5

2.3.5. Reading and processing a text

Level	Specification
Level 1	- Be able to re-write single words and short texts presented in standard print format.

Level 2	<ul style="list-style-type: none"> - Be able to recognize and reproduce words and phrases or short sentences from a text. - Be able to copy short texts presented in print or hand-writing format.
Level 3	<ul style="list-style-type: none"> - Be able to compare short information from several sources and summarize such contents. - Be able to re-express short paragraphs in a simple way by using words and word structures of the original texts.
Level 4	<ul style="list-style-type: none"> - Be able to summarize many types of actual and fictional texts, be able to give a conclusion or discussion about opposing points of view and main topics. - Be able to summarize from an excerpt from newspaper, interviews or type of documents with recommendations, arguments and discussion.
Level 5	<ul style="list-style-type: none"> - Be able to summarize long and difficult texts.
Level 6	<ul style="list-style-type: none"> - Be able to summarize information from different sources, give arguments and evidence to re-present such issues in a coherent manner.

2.4. Description of writing skill

2.4.1. General specification for the skill of productive writing

Level	Specification
Level 1	- Be able to write about learners, their family, their school and their workplace.
Level 2	-Be able to write simple clauses, sentences connected by conjunctions such as: and, but, because.
Level 3	- Be able to write simple, cohesive texts on familiar topics or personal interests by connecting the simple elements into structured texts.

Level 4	- Be able to write detailed and accurate texts on different topics of interest, in which some information and arguments are given from several different sources.
Level 5	- Be able to write detailed, accurate, coherent texts on complicated topics, highlight important points, expand the arguments and opinions to support for texts with evidences, concrete examples, and summarize for appropriate conclusions.
Level 6	- Be able to write accurate, fluent, tightly arranged and detailed texts with appropriate style and logical structure, helping readers to see the important ideas in texts.

2.4.2. Productive writing: Creative writing

Level	Specification
Level 1	- Be able to write simple phrases, sentences about learners, and imaginary people, their places of residences and works.
Level 2	- Be able to write simple phrases or sentences about their family, living conditions, education process and current job. - Be able to write a brief fictitious biography.
Level 3	- Be able to describe in detail and straightforwardly familiar topics in the field of interest. - Be able to write about experiences, describe the feelings and reactions in a simple and cohesive text. - Be able to describe a recent event or trip (actual or imaginary). - Be able to write to tell a story.
Level 4	- Be able to describe accurately and in detail actual or imaginary events or experiences, show connections between ideas in a tightly cohesive text with writing style of the relevant genre. - Be able to describe accurately and in detail topics of personal interest. - Be able to write a review of a film, a book or a play.

Level 5	- Be able to write descriptive and creative texts that are clear and detailed, have cohesive structures, the confident, personality, natural style and are suitable for readers.
Level 6	- Be able to write texts describing experiences and telling stories clearly, coherently, with rich and attractive ideas, writing style, suitable for the chosen genre.

2.4.3. Productive writing: Writing reports and essays

Level	Specification
Level 1	- No corresponding specification.
Level 2	- No corresponding specification.
Level 3	<ul style="list-style-type: none"> - Be able to write simple, succinct essays on topics of personal interest. - Be able to summarize a report and present opinions about accumulated practical information of the writers related to familiar issues that can occur every day. - Be able to write very concise reports in standard format, provide practical information and give reasons for recommendations made in the reports.
Level 4	<ul style="list-style-type: none"> - Be able to write an essay or a report, develop arguments systematically, highlight main ideas, and give appropriate illustrations. - Be able to evaluate different opinions and solutions to a problem. - Be able to write an essay or a report, develop an argument, give reasons for agreeing or disagreeing a point of view, and explain the advantages and disadvantages of various solutions. - Be able to synthesize information and arguments from a variety of sources.
Level 5	- Be able to write clear, well-structured commentaries on complex topics, emphasize relevant outstanding important ideas.

	- Be able to write, develop ideas and defend learners' opinions with a certain length, with specific ideas, arguments and proofs.
Level 6	- Be able to write clearly, coherently complex reports, articles or essays with many ideas about a given issue or make sharp judgments about proposals, or give commentaries on works of literature. - Be able to give logical, suitable and effective structures to help readers see the important ideas.

2.4.4. Interactive writing: General specification for the skill of interactive writing

Level	Specification
Level 1	- Be able to request or provide personal information in writing.
Level 2	- Be able to write short notes, use forms on topics of interest.
Level 3	- Be able to communicate information, points of view on concrete and abstract topics, verify information, give questions and explain problems appropriately. - Be able to write personal letters, take notes to give questions or convey directly relevant and simple information, resolve the important points.
Level 4	- Be able to communicate news, present opinions effectively in writing and associate them with news and opinions of others.
Level 5	- Be able to express yourself clearly and accurately, connect with interlocutors in a flexible and effective way.
Level 6	- Same as Level 5.

2.4.5. Interactive writing: Correspondence

Level	Specification
Level 1	- Be able to write, respond to a postcard, fill out various simple tables and forms.
Level 2	- Be able to write simple personal letters to express thanks or apologies.
Level 3	- Be able to write personal letters detailing experiences, feelings, events. - Be able to write correspondence to provide personal information, present opinions on topics related to work, study, culture, music, movies.
Level 4	- Be able to write correspondence with levels of emotions and attitudes, express personal opinions, reply and comment on opinions and points of view of the recipients.
Level 5	- Learners can express themselves clearly and accurately in their personal correspondence, use language flexibly and effectively, including expressing levels of emotions, using allusions and jokes.
Level 6	- Same as Level 5.

2.4.6. Interactive writing: Taking notes, writing text messages, filling out forms

Level	Specification
Level 1	- Be able to write and enter numbers, dates, personal name, nationality, address, age, date of birth upon arrival in a country, for example: filling out a hotel registration form.
Level 2	- Be able to understand short and simple text messages. - Be able to write short and simple text messages related to issues in the field of interest.
Level 3	- Be able to write simple informational notes about contents related to friends, service staffs, teachers and common people in daily life, clarify important ideas in the message. - Be able to understand text messages requiring or explaining problems.

Level 4	- Same as Level 3.
Level 5	- Same as Level 3.
Level 6	- Same as Level 3.

2.4.7. Word processing

Level	Specification
Level 1	- Be able to transcribe separate words or short texts presented in the standard printed format.
Level 2	- Be able to select and reproduce important words, phrases, or short sentences in a short paragraph within the learner's limited ability and experience. Be able to transcribe short texts.
Level 3	- Be able to gather short information from several sources and summarize that information for other people. Be able to re-express paragraphs in the simple writing, use the same writing style and sequence as the one in the original text.
Level 4	- Be able to summarize actual or imaginary texts, comment on, discuss and compare different points of view and main topics. Be able to summarize excerpts from sources such as news, interviews, or materials that contain points of view, arguments or discussions. Be able to summarize the plot or the sequence of events of a movie or a play.
Level 5	- Be able to summarize long and difficult texts.
Level 6	- Be able to summarize information from a variety of sources, thereby demonstrating the ability to reproduce arguments and articles coherently in overall result.

2.4.8. Common language criteria

Level	Specification
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Level 1	- Having the basic knowledge about the ways to simply express personal information and specific demands.
Level 2	- Having basic language knowledge to handle daily circumstances with predictable contents, although the writer must adjust the content of the message and find words. Be able to briefly express simple demands in daily activities such as personal information, daily habits, desires, needs, and demand for information. Be able to use simple sentences, phrases, memorized short phrases, communication patterns to express contents of the learner, other people, work, places, possessions, etc. Having limited vocabulary, including short phrases that are remembered for predictable urgent circumstances. In unfamiliar situations, misunderstandings and interruptions in communication frequently occur.
Level 3	- Having enough vocabulary to describe unpredictable circumstances, explain the main points of problems with reasonable accuracy, and express thoughts on abstract or cultural topics such as music, cinema. Having enough vocabulary to express desires with little hesitation or write about topics such as family, hobbies, passions, work, travel, ongoing events, but sometimes the learner writes repeatedly and has difficulties in the presentation due to limited vocabulary.
Level 4	- Learners can express themselves clearly, with a few indications of the limitations of expression. Having enough vocabulary to clearly describe, express points of view and develop arguments without difficulties of finding words, demonstrating the ability of learners to use some types of complex sentences to express their ideas.
Level 5	- Learners can choose a suitable presentation of texts with a wide vocabulary to express themselves clearly without any indication of the limitations of expression.
Level 6	- Be able to use the foreign language in a wide range, having the ability to use words consistently to express thoughts accurately, emphasize, localize, and eliminate obscure elements. There is no indication of the limitations of expression.

2.4.9. Scope of vocabulary

Level	Specification
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Level 1	- Having the basic vocabulary, including single words and phrases for specific situations.
Level 2	- Having enough vocabulary to do daily transactions related to familiar circumstances and topics. Having enough vocabulary to express basic communication demands and handling minimal needs.
Level 3	- Learners have enough vocabulary to express themselves despite beating about the bush, on most topics related to daily life such as family, habits, hobbies, work, travel, and ongoing facts.
Level 4	- Having a wide vocabulary on issues related to the field of foreign language users and most general topics. Possessing a wide variety of writings to avoid frequent repetitions of words, but due to lack of vocabulary, the expression is still hesitant and lengthy.
Level 5	- Being proficient in a large amount of vocabulary, can solve the lack of vocabulary by using lengthy explanatory expressions, searching for appropriate words or using evasive expressions. Being proficient in idiomatic phrases and colloquialisms.
Level 6	- Being proficient in a huge amount of vocabulary including idiomatic phrases, colloquialisms, and be able to recognize levels of expressive meaning.

2.4.10. Control of vocabulary

Level	Specification
Level 1	- No corresponding specification.
Level 2	- Be able to control a narrow vocabulary for specific daily demands.
Level 3	- Be able to well control vocabulary at elementary level. However, there are still great mistakes of expressing complex thoughts or unfamiliar topics and situations.
Level 4	- Reaching high accuracy in using words. In spite of various misunderstandings or inaccuracies in choosing words, the communication process is not be obstructed.

Level 5	- Sometimes there are some small flaws in word use, without any serious flaw.
Level 6	- The word use is always accurate and appropriate.

2.4.11. Grammatical accuracy

Level	Specification
Level 1	- Only using a limited number of grammatical structures and simple sentence patterns in the learned grammar.
Level 2	- Be able to use accurately some simple structures but still systematically making basic mistakes, such as confusing tenses, using form of the verb inappropriate to the subject. However, the user still shows clearly what he/she wants to convey.
Level 3	- Be able to communicate quite accurately in familiar contexts; overall, be able to well control despite significant influence of the native language. There may be mistakes, but the user still clearly expresses what he/she wants to convey. Be able to use quite accurately common sentence patterns related to familiar circumstances.
Level 4	- Be able to well control the grammar, sometimes there may be small mistakes in sentence structure but they rarely occur and when checking, the learner can correct them immediately. The learner doesn't make mistakes causing misunderstandings.
Level 5	- Always maintaining high grammatical accuracy, rarely making mistakes. If any, these mistakes are difficult to be detected.
Level 6	- The learner can always maintain grammatical control of complex language structures even when he/she has to pay attention to other things such as preparing for the sequel or watching for other people's reactions.

2.4.12. Spelling accuracy

Level	Specification
Level 1	- Be able to transcribe familiar short words and phrases such as signboards or simple instructions, names of daily items, names of shops and common phrases. Be able to correctly spelled address, nationality and other personal information.
Level 2	- Be able to transcribe short sentences on daily topics, such as direction sentences. Be able to accurately write the syllables of short words (gaining the absolute standard is not necessary) available in learners' oral vocabulary.
Level 3	- Be able to write a paragraph that is easy to understand in general and has accurate words, punctuation marks and layout so that the reader can follow.
Level 4	- Be able to write a clear and easy-to-understand paragraph according to the criteria of paragraph segmentation and standard layout for a paragraph. Be able to relatively accurately use words and punctuation marks but still expressing indications due to the influence of the native language.
Level 5	- Layout, paragraph segmentation, and use of punctuation marks are consistent and appropriate. Be able to write with correct spelling but sometimes there are small flaws due to not concentrating.
Level 6	- Be able to write without spelling mistakes.

V. Self-assessment table of foreign language proficiency

In order for learners to self-assess their foreign language proficiency and on that basis, learners may plan and build the roadmap and method of learning and self-study to reach the prescribed level, the Foreign Language Proficiency Framework for Vietnam provides a self-assessment table of foreign language proficiency as follows:

Level	Perception skill		Interaction skill		Production skill	
	Listening	Reading	Interactive speaking	Interactive writing	Productive speaking	Productive writing
Level 1	I can recognize familiar words and phrases about myself, my family, and my surroundings when people speak slowly and clearly.	I can identify familiar words, phrases and simple sentences related to myself, my family, and my familiar surroundings. I can understand very short and simple texts on advertisement or announcement.	I can ask and answer simple questions on familiar topics of myself, my family and school when others speak slowly, clearly and sometimes repeat to help me express what I want to say.	I can write simple and concise postcards, for example postcard about my vacation. I can fill out a form with personal information, for example entering name, nationality, address on the hotel reservation form.	I can use simple phrases and sentences to talk about familiar topics about myself, my family and school.	I can write simple phrases or sentences.
Level 2	I can understand common phrases and vocabulary on directly relevant topics such as family, shopping, place of residence and career.	I can understand common phrases and words about fields directly related to me (for example: basic information related to an individual and family, shopping,	I can communicate in simple daily situations about myself, my family, my school and my habitat. I can perform familiar simple communications	I can write simple and concise text messages within the scope of urgent needs. I can write a very simple personal letter, for	I can use learned phrases and sentences to simply describe my family and other people; my living conditions, education and	I can write some simple phrases or sentences connected by simple conjunctions such as: and, but, because.

Level	Perception skill		Interaction skill		Production skill	
	Listening	Reading	Interactive speaking	Interactive writing	Productive speaking	Productive writing
	I can understand the main ideas in short, simple and clear announcements.	local geography, work). I can understand the main ideas of short, clear and simple texts.	but fail to sustain the conversations.	example a letter of thanks.	current or most recent work.	
Level 3	I can understand main ideas of speeches on common issues in school, entertainment and work by using clear, standard language. I can understand main ideas of radio or television programs on topical issues or my topics of interest in case speeches are	I can understand main ideas of standard and clear documents on common familiar issues in work and study. I can understand events, feelings and desires via personal correspondence.	I can communicate, without any preparation, familiar daily topics related to personal interests, daily life or daily news (for example: family, hobbies, work, travel and ongoing facts).	I can write simple and coherent articles on familiar or personal interesting topics. I can write letters to describe my experiences or feelings.	I can simply connect phrases to tell a story, event, dream and desire. I can give reasons and explain my points of view, my plans. I can tell a simple story related to a book or movie and express my thoughts.	I can write a simple and structured article on a familiar or interesting topic.

Level	Perception skill		Interaction skill		Production skill	
	Listening	Reading	Interactive speaking	Interactive writing	Productive speaking	Productive writing
	relatively slow and clear.					
Level 4	<p>I can understand long speeches or lectures, and follow and understand complex arguments on topics of my interest or on relatively familiar topics.</p> <p>I can understand most television news and movies using standard language.</p>	I can understand articles and reports related to topical issues in which the writers give their opinions. I can understand articles on contemporary literature.	<p>I can communicate quite fluently, naturally with native speakers.</p> <p>I can actively participate in debates on familiar topics, explain and defend my points of view.</p>	I can write letters describing the important of an event or experience for myself.	I can present clearly and in detail a wide range of topics relevant to my field of interest. I can explain a certain point of view on a topical issue and give the pros and cons of different solutions.	I can write an article on different issues of my personal interest. I can write an essay or informative report or give reasons why I agree or disagree a specific point of view.
Level 5	I can understand long speeches even when their structures are not clear.	I can understand long texts, complex literary works and	I can express my ideas fluently and naturally without any difficulty of expression. I can	I can write replies with a clear, accurate, flexible and effective	I can present clearly and in detail on complex topics including many sub-topics,	I can write a well-structured essay with clearly expressed ideas,

Level	Perception skill		Interaction skill		Production skill	
	Listening	Reading	Interactive speaking	Interactive writing	Productive speaking	Productive writing
	I can understand television programs and watch movies without many efforts.	perceive the writing style. I can understand long professional articles or technical guidance even not relevant to my field.	use the language flexibly and effectively for social and professional purposes. I can give exact opinions and points of view and skillfully communicate with others.	expression and appropriate style.	delve into some specific issues and reach appropriate conclusions.	present my points of view with a certain length. I can write a letter, essay or report on complex topics, highlight outstanding issues. I can choose the style suitable for the reader.
Level 6	I have absolutely no difficulty in understanding all types of speeches whether I heard them in person or through the media, even when the speeches are expressed at native speakers'	I can critically understand and analyze almost all types of texts, including structurally and linguistically complex, abstract texts or literary and non-literary works. I can	I can participate in any conversation or discussion without any difficulty in using idioms, colloquial language. I can express my opinions fluently and convey	Same as Level 5.	I can describe or argue clearly and fluently in the style suitable for context and with an effective logical structure, making the listeners pay attention and	I can write a clear, coherent essay with the appropriate writing. I can write complicated letters, reports or articles presenting an event with a

Level	Perception skill		Interaction skill		Production skill	
	Listening	Reading	Interactive speaking	Interactive writing	Productive speaking	Productive writing
	speed, as long as I have the time to get used to the voice.	understand a wide variety of long and complex texts, and perceive small differences between styles, implicit and explicit meanings.	semantic aspects finely and precisely. If I have difficulties in expression, I can express my ideas in another way so skillfully and fluently that it is difficult for my interlocutors to recognize it.		memorize important points.	logical, efficient structure so that the readers can recognize and remember important ideas. I can write summaries and reviews of my professional works as well as literary works.

**FOR THE MINISTER
THE DEPUTY MINISTER**

(signed)

Nguyen Vinh Hien